Remote Learning Policy

Approved by: Headteacher & SLT

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Contents

1. Aims

This remote learning policy for staff aims to:
• Ensure consistency in the approach to remote learning for pupils who aren't in school
• Set out expectations for all members of the school community with regards to remote learning
• Provide appropriate guidelines for data protection
Reflect the school's commitment to the UN Conventions of the rights of the child specifically article 28, 29 and 31.

2. Schools Use of Online Technologies

• SLT have agreed the technologies to be used when communicating with pupils during any period of home learning Microsoft Teams and Tapestry (EYFS only)
• Training and support in the use of home learning technologies is provided for staff
• Teachers will discuss with their pupils how to be good Digital Citizens, including keeping personal information safe and the importance of taking regular screen breaks
• Teachers plan suitable activities to support home learning using a range of preapproved resources from the Purple Mash/TT Rockstars/Reading Plus/LBQ/BBC Bitesize/Spelling Shed/Cracking Comprehension
• Teachers' expectations of the quantity and quality of work undertaken at home by pupils are adjusted accordingly
• For their health and wellbeing, staff will set their own parameters around when they are available online
• For the health and wellbeing of our pupils not all activities are screen based
• Schools will offer support and guidance to parents/carers on how best support their child at home with regard to their use of technology

Equality of provision

Alternative ways of completing tasks can be outlined to children so that technology is not essential
School to identify a named point of contact in school for families to approach over technical support around home learning. Devices may be discretely offered to families to support home learning.

3. Roles and responsibilities

3.1 Teachers

Teachers must be available weekdays between 8.30am and 3.45pm. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this to the Head Teacher, Miss Barlow before 8.30am. If it affects the completion of any work

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required this must be discussed with a member of the SLT to ensure work is completed. When providing remote learning, teachers are responsible for:

• Preparation for the closure of a bubble
• Timetabling and planning learning
• Leading the teaching and learning during the Teams session.
• Providing feedback to pupils regarding their learning via Teams/Tapestry.
• Keeping in touch with pupils and parents through emails or phone calls.
• Informing the Deputy Head of any absence from the sessions or issues that children have in accessing the learning via email.
• Share any complaints or concerns shared by parents and pupils – for any safeguarding concerns with DSL and SLT.
• Attending virtual meetings with staff, parents and pupils.
• Be prepared to carry out virtual training related to their roles in school.

Live Learning and Pre-recorded Videos
Pre-recorded videos of teachers scaffolding new learning and providing opportunities to practice are used as part of our home learning offer. There are some occasions whereby 'live' teaching may be more appropriate/beneficial and allow for better questioning and reflective discussion. The following protocol is followed for Pre-recorded/ 'live' videos.

During 'Live Learning and pre-recorded videos' teachers will:
• Only provide group 'live' learning sessions – this will never be on a 1-1 basis
• Wear appropriate work clothing
• Devices used should be in appropriate areas e.g. Not in bedrooms and against a neutral background
• At the end of the meeting, click 'End meeting for all' not 'leave' to ensure children are not left in the meeting
See appendix for details.

3.2 Teaching assistants
When assisting with remote learning, teaching assistants must be available between 8.45am – 3.45pm.
During this time they are expected to check work emails and be available when called upon to attend school.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this to the Deputy Head teacher before 8.45 am. Teaching assistants, under the direction of the class teacher, are responsible for:
• Supporting all pupils in the bubble with learning remotely as directed by the class teacher.
• Ensuring that the provision for children with EHCPs is met remotely.
• Contacting the children who are not taking part in Teams at least twice weekly.
• Be prepared to carry out virtual training related to their roles in school.
• Prepare sessions and resources a directed by class teacher.
• Attending virtual meetings with teachers, parents and pupils.

3.3 Subject leaders
Alongside any teaching responsibilities, subject leaders are responsible for:

• Supporting remote learning approach across the school for their area of responsibility. Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
• Alerting teachers to resources they can use to teach their subject remotely
• Working with SLT to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.

3.4 Senior leaders
Alongside any teaching responsibilities, senior leaders are responsible for:
• Co-ordinating the remote learning approach across the school
• Monitoring the effectiveness of remote learning – reviewing work set by teachers weekly, monitoring email correspondence between parents and teachers
• Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
• Managing any complaints or concerns shared by parents and pupils – for any safeguarding concerns, refer teachers.
• Managing any behavioural issues, such as failing to complete work.
• Co-ordinating staff sickness and cover. (See Appendix 3)

3.5 Designated safeguarding lead
Alongside any teaching responsibilities the DSL is responsible for:
• Maintaining contact, collating, passing on information and responding to any concerns. See the COVID-19 amendments to the Child Protection Policy.
• Keeping in touch with pupils who aren't in school and their parents.

3.6 Pupils and parents
Staff can expect pupils learning remotely to:
• Be contactable during the hours of the school day 8.45am – 3.30pm.
• Complete work to the deadline set by teachers
• Seek help if they need it, from teachers or teaching assistants.
• Alert teachers if they are not able to complete learning or need support to do so
• Children are encouraged to report any concerns they may have to a member of staff
• Children will conduct themselves in a manner that is conducive to learning

Staff can expect parents to:
• Be respectful when raising any concern with staff in school.
• Make the school aware if their child is sick or otherwise can't complete work
• Understand that the use of innovative online technologies enables school to deliver learning opportunities during unprecedented circumstances
• Encourage their children to adopt safe use of the internet and digital technologies at home and will inform the school if they have concerns over their child's online safety
• Be aware that school will offer guidance and help them understand how they can best support their children and how to adjust their own expectations.
During 'Live Learning' parent/carer must make sure:
• Children and other members of the household know that the session is taking place
• Devises used should be in appropriate areas e.g. Not in bedrooms and against a neutral background
• Language must be professional and appropriate, including any family members in the background

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• Parent/carer will need to appear on screen at the start of the lesson to confirm they give consent for their child to be part of the group session

During 'Live Learning' children will:

• Conduct themselves like they would at school – using appropriate language
• Mute their microphone until they need to speak/ asked to speak

3.8 Governing board

The governing board is responsible for:

• Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
• Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

4. Who to contact

If staff have any questions or concerns about with remote learning, they should contact the following individuals:

• Issues in setting work – Computing Lead
• Issues with behaviour – talk to the relevant a member of SLT
• Issues with IT – Bolton SICT
• Issues with their own workload or wellbeing – talk to the relevant a member of SLT
• Concerns about data protection – talk to the DPO
• Concerns about safeguarding – talk to the DSL

5. Data protection

5.1 Accessing personal data

When accessing personal data, all staff members will:

• All staff have access to CPOMS to record any parent contact or concerns about children, this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.
• Teachers are able to access parent contact details via SIMS using a secure password. Do not share any details with third parties.
• School laptops and iPads are the school's preferred devices to be used when accessing any personal information regarding pupils.

Sharing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions. While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as work email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

5.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

• Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
• Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
• Making sure the device locks if left inactive for a period of time
• Not sharing the device among family or friends
• Keeping your device updated with antivirus and anti-spyware software
• Keeping operating systems up to date – always install the latest updates

6. Safeguarding
Please see the following for updates concerning safeguarding in relation to home learning ansCOVID-19 amendments to the Child Protection Policy also details reference to remote learning curriculum and risks online. This policy is available on our website.

7. Monitoring arrangements
This policy will be reviewed as and when updates to remote learning and home learning are provided by the government by the Head teacher.

8. Links with other policies
This policy is linked to our:
• Behaviour policy
• Child protection policy and coronavirus addendum to our child protection policy
• Data protection policy and privacy notices
• Home-school agreement
• ICT and internet acceptable use policy
• Online safety policy

Appendix 1: Guidance for Teachers
• Preparation for the closure of a bubble
• Create one file for English, Maths and Curriculum Teams.
• Discuss Virtual Classroom Etiquette with the children.
• Carry out a session with the children in school to remind them of how to use Teams.
Planning learning
• There will be at least one 'pause' day prior to delivering the Teams sessions.
• Plan daily learning to be delivered via Teams at 9.30am each weekday if possible.
• Learning must include subjects from across the curriculum linked to the Project Plan overview.
• Plan for aspects of well-being to be delivered daily.
• Set differentiated online learning through Spelling Shed, Purple Mash, Cracking Comprehension and Times Table Rock Stars and Reading Plus.
• When planning, remember that children are self-isolating and so activities need to link to the home environment.
Length of daily sessions
• The length of session is dependent on the age of the children and the teacher's professional judgement.
• Foundation: short catch up session, with 10min videos to be access when appropriate.
• KS1: 2 x 20 minutes sessions (approximately)
• KS2: 2x 30 minutes sessions (approximately)

During the Teams session
• At the start of the first session, remind the children of the Virtual Classroom Etiquette when taking part in a Teams session.
• Record the sessions for children to access after the live session.
• Start the session with a register of attendance. Download the attendance list from Teams.
• Ensure that the teacher is the last person to leave the meeting.
After the Teams session
• Ensure all relevant documents and the recording are place in the Class Materials folder.
Providing feedback on learning:
• Pupils can send any completed learning to teachers via the child's files on Teams.
• Teachers to provide feedback to children using Teams.
• Teachers should respond to any emails from parents within 48 hours.
Keeping in touch with pupils and parents:
• Emails are to be checked on weekdays between 8.30am and 3.45pm. Only send replies between these times. Emails must be replied to within 48 hours. Anyone can respond to year group enquiries it does not have to be the class teacher.
• Any issues that are received are to be dealt with professionally by the class teacher and the Head teacher should be copied into the communication. If necessary teachers to contact the Head teacher for advice.
• Teachers must keep a register of attendance on the Teams meeting and inform the Deputy Head teacher if a child does not attend the daily Teams meeting. The Deputy Head teacher will then arrange for contact with the children/parents to ascertain why the child did not take part in the learning and offer support as necessary.
• Teachers must not give out any personal details. Any concerns should be forwarded to the Head teacher who may contact the parents directly.

Appendix 2: Virtual Classroom Etiquette for Children
Before the virtual lesson
• Be on time for the remote lesson.
• Have all your resources ready before the lesson starts.
• If you need to use the bathroom, try to do that before class starts.
• Uniform is not necessary but please be dressed for the day, brush your hair and teeth.
• If possible, use a table/desk and chair for all classroom work, virtual or otherwise. Do not participate in virtual classes from bed or the sofa.
• Limit any distractions by removing toys, games and activities from your workspace. Turn off the music or the TV in the background.
• Try to work in a quiet room.
• Join the virtual lesson with a smile!
During the lesson
• When you are not speaking, your microphone should be on mute.
• The chat function is only for comments related to the learning, not chatting to your friends.
• Do not snack during the remote learning time.
• Avoid shouting out answers and raise a hand to be called upon or use the 'raise hand' function in the virtual classroom.
• Use emojis and gifs sparingly and appropriately.
• Respect everyone's opinion and be encouraging.
• Do not use virtual backgrounds, as these can distract others from learning.
• If the teacher's internet goes down, leave the session immediately.

• You must not take screenshots or photographs of the session.
• You must not publish any part of the session onto any Social Media Platform.
After the virtual lesson
• Complete the learning that has been set and send it to your class teacher.

Appendix 3: Staff Cover Contingency Plan
• In the case of the class teacher being ill or unable to teach remotely during their bubble lockdown. A class teacher from the same key stage will deliver the remote learning and cover will be arranged by SB for their class during this time.
• If the TA is unable to support a lesson during their bubble lockdown and member of staff from within school will act as witness to the lesson.