Remote learning policy

Caring, Sharing, Preparing for Life

Approved by:	William Coleman	Date: 22.9.20
	Rachel Brotheridge	
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1. Aims

This remote learning policy for staff aims to:

> Ensure consistency in the school's approach to remote learning

> Set out expectations for all members of the school community with regards to remote learning

> Provide appropriate guidelines for data protection

Levels of response

This policy has been drafted to ensure the school responds effectively where a class, group or small number of pupils need to self-isolate, or if there is a local lockdown requiring pupils to remain at home. It is important to note that remote learning is not intended to provide a home education alternative for pupils who are medically well and fit to be in school; full time attendance is always our goal. Conversely, if pupils at home are unwell, they need time to recover and recuperate and therefore are not expected to complete school work.

The school will have a 2 level response to providing remote education:

Level 1: Where a pupil or siblings are isolating awaiting a test. In this scenario staff have prepared resources appropriate to pupil's ability which will be issued online for them to complete. Where possible these will be in sequence with the class.

Level 2: Where a whole class, bubble or the school are required to enter isolation; or in response to any local lockdown. In this scenario roles and responsibilities of the staff effected are outlined below. Work set will be in line with expectations outlined in 'Guidance for full opening: Schools', https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools The school's procedure and approach to meeting these expectations is detailed in section 2.

2. Roles and responsibilities

2.1 Teachers

Teachers must be available between 8:40am – 3:15pm. It is understood that whilst working from home other family pressures may mean staff are not working during these hours, but that they are reachable. 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 using the normal absence procedure, by contacting Bill Coleman or Jane Culmer. These timings are intended to allow time for appropriate breaks and time away from display screens but still give children consistency of contact and adequate feedback on their home learning.

Self –isolation periods. Staff are required to minimise the period of self-isolation required by actively engaging with NHS testing as soon as possible. Staff should return to work either a) when negative test results confirm there is no risk of infection b) when the required period of self-isolation is completed. During these periods the member of staff must not come into school for any reason and is expected to follow the Government requirements for self-isolation.

Teachers are responsible for:

> Setting work:

- o Teachers will set appropriate work for their class on a daily basis through Seesaw. Work packs are also sent home where appropriate and monitored though seesaw.
- o Teachers should avoid setting or responding to online work before 8am and after 6pm.
- o Work set must be well sequenced so that knowledge and skills are built up incrementally, with clarity about learning objectives and tasks to be completed. Open-ended projects or internet research is kept to a minimum.
- o Teachers should provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources and videos.
- o Teaching sequences should be of equivalent length to those delivered in school.
- o Typically this will be one English, one Maths and one topic/challenge/ well-being task per day. This will vary according to need.
- o This work is uploaded so that it is ready for parents to access from 9am
- o All work should be uploaded to seesaw or the home learning page on the school website.
- o Teachers will communicate effectively to ensure that where children can't access work online, alternative arrangements are made.

> Providing feedback on work:

- o Teachers provide regular feedback on children's progress and/or oversee support staff doing so.
- o Teachers must assess how well children are moving through the curriculum and provide regular support and challenge.
- o It is not the expectation that every piece of work uploaded will have a response. However teachers will be checking work and supporting pupils daily.
- o Teachers must communicate clearly with their class about how regularly they will be providing feedback and in what format.

> Keeping in touch with pupils and parents:

- o Regular contact with pupil and parents will be managed through seesaw.
- o Regular staff communication ensures that communication plans for vulnerable pupils stay up to date.
- o Where a pupil is not completing work or interacting with Seesaw, staff will work with the DSL to formulate a plan. This will often involve a phone call and discussion with parents and pupils.
- o Any complaints or concerns raised by parents will be shared with senior staff and a response formulated.

> Attending virtual meetings with staff, parents and pupils:

- o When attending virtual meetings staff need to ensure they are in a place with the minimum of background noise and with nothing inappropriate in the background.
- o See appendix for video call protocols. (Appendix 1)

2.2 Teaching assistants

Teaching assistants must be available for their contracted working hours. 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 using the normal absence procedure. Contacting Bill Coleman or Jane Culmer

Teaching assistants are responsible for:

> Supporting class teachers in curriculum delivery:
    o   By providing feedback and support to pupils through seesaw where directed.
    o   Assisting the teacher in responding to enquiries supporting parents.
> Managing their own Career Professional Development during remote learning:
    o   Use the CPD list shared with all staff to complete training allocated during normal working hours.
    o   Inform Bill Coleman/Jane Culmer of training completed.

2.3 Subject leads/SENCO

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

> Consider whether any aspects of the subject curriculum/ SEN provision need to change to accommodate remote learning.
> Working with other teachers, subject leads and senior leaders to make sure work set across subjects is appropriate, consistent and manageable for families.
> SENCO to ensure that online provision is well matched to pupil individual needs, providing additional support and guidance where required
> Alerting teachers to resources they can use to teach their subject.
> Working with teachers to support catch up programs put in place.

2.4 Headteacher

The Headteacher is responsible for:

> Coordinating the remote learning approach across the school.
> Ensuring staff are well supported in order to deliver remote learning effectively. by providing sufficient training to develop confidence and skills in the effective use of IT and online learning platforms
> Monitoring the effectiveness of remote learning – through: regular meetings with teachers; monitoring engagement and success of pupils through Seesaw; gathering feedback from parents and governors and making adaptations to approach to engage reluctant pupils and families.
> Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

Taken from St Erth Covid-19 Safeguarding Annex:

St Erth School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

- The Designated Safeguarding Lead is: Bill Coleman

- The Deputy Designated Safeguarding Lead is: Jacqui Thomas

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all St Erth staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of that person is and how to speak to them. TPAT schools will do this via the daily sheet to be posted on the front door daily.

 The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

2.6 IT staff

In most cases issues can be resolved by school based staff.

Where they cannot be resolved St Erth School is supported by TPAT ICT support, who are responsible for:

> Fixing issues with systems used to set and collect work

> Helping staff and parents with any technical issues they're experiencing

> Reviewing the security of systems and flagging any data protection breaches to the data protection officer

> Assisting pupils and parents with accessing the internet or devices

> The process for initiating support begins by contacting Ralph Hammond, ICT lead, who will direct staff accordingly.

2.7 Pupils and parents

Staff can expect pupils to:

> Be contactable during the normal hours of the school day – whilst remaining aware they may not always be in front of a device or engaged in home schooling the entire time

> Engage with work set by teachers completing tasks to the best of their ability.

> Upload records of their work through their seesaw account.

> Seek help, if they need it, from teachers.

> Alert teachers if they're not able to complete work

Staff can expect parents to:

> Supporting their children to complete work set by teachers so that they remain with the teaching sequence being delivered.

> Make the school aware if their child is sick or otherwise can't complete work.

> Seek help from the school if they need it – for example with using seesaw effectively or hardware issues preventing home learning.

> Adhere to Remote Learning protocols e.g loan agreement for school IT equipment

> Be respectful when making any complaints or concerns known to staff

2.8 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

> Ensure that the schools approach to remote learning is meeting the needs of vulnerable pupils.

> Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons

> Monitoring staff well-being and workload to ensure it is appropriate.

3. Who to contact

If staff have any questions or concerns, they should contact the following individuals:

> Issues with behaviour – DSL Bill Coleman

> Issues with their own workload or wellbeing – Head Bill Coleman

> Concerns about data protection – Head Bill Coleman

> Concerns about safeguarding – DSL Bill Coleman

> Issues in setting work, with ICT or using seesaw – ICT lead Ralph Hammond

> Support with setting appropriate work in individual subjects – Subject leads.

4. Data protection

4.1 Accessing personal data

When accessing personal data, all staff members will:

> Data can be accessed through The DSL (Bill Coleman), and the school secretary (Jane Culmer). Google drive is also used to securely store records of contact but no contact details.

> Staff should use school hardware that meets the requirements of the schools GDPR policy, and the security requirements listed in point 4.3 of this policy.

4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as parents email addresses 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.

4.3 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

> Installing antivirus and anti-spyware software

> Keeping operating systems up to date – always install the latest updates

5. Safeguarding

St Erth has adopted an annex to its safeguarding policy to reflect remote learning during school closure. It can be found on the St Erth School's website.

6. Monitoring arrangements

This policy will be reviewed monthly by Bill Coleman, Headteacher. At every review, it will be approved by Rachel Brotheridge, Chair of Governors

6.1 Regular review

- The school's tools, resources and approach to remote learning will be reviewed regularly through the school's scheduled communications e.g staff meetings, management meetings.

- The school regularly audits its provision and actions against the national expectations and legal requirements set out in the Temporary Continuity Direction – see Appendix 3.

- We regularly survey the pupils about their experiences of home learning and use this to influence forward planning

- Teachers' feedback is also collated regularly.

6.2 Formal Review

- This policy will be reviewed biannually by Bill Coleman, Headteacher, or sooner should lockdown regulations change. At every review, it will be approved by Rachel Brotheridge, Chair of Governors

7. Application of this policy

7.1 Staff engagement

- The content of this policy will be shared with all teaching staff and reviewed regularly.

7.2 Parental and pupil engagement

- Parents and carers will be made aware of the content of this policy and all relevant protocols through [explain e.g the school website and regular newsletters.]

- The school will liaise with parents regarding home access to IT. Where needed, IT equipment will be loaned to the parent for their child's sole use during the period of self isolation; a loan agreement must be obtained from the parent in advance of this. See Appendix 4.

- Paper based resources are made available where preferred

- We provide a Parent Guide [or give details of what is provided] with clear advice regarding what to do when a pupil needs to self isolate and what remote learning will be provided. Appendix 5 – an example

We promote parental and pupil engagement through a variety of measures which may include:

- Providing an overview video and a guide to home learning at our school

- creating videos that explain feedback

- telephoning individual parents

- using the website front page to remind and reinforce what to do on day 1 of self-isolation absence

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

> ICT and internet acceptable use policy

> Online safety policy

Appendix 1

St Erth Primary

Guidelines for Zoom Meeting

Size of group

- Must be at least 2 members of staff present.

Settings

- There must be a new password and meeting id for each meeting.
- This must be sent to the parent or carer of the pupil. This must not be shared elsewhere.
- The e-mail must state that the meeting will be recorded for safeguarding purposes to protect all involved.
- The host must control who joins the meeting
- Disable "join before host"
- Only admit one participant at a time
- It must be the parent/ carer that joins the with the pupils' screen name: If a name is not recognisable, then they don't join the meeting.
- A waiting room must be enabled
- Chat should be switched off.
- Set screen sharing to "host only"
- Disable file transfer
- Disable "allow removed participants to rejoin" group
- Host to lock the classroom to prevent anyone else from joining.
- Host should record. Pupils not allowed to record meeting.

Conduct

- Staff and children must wear suitable clothing, as should anyone else in the household
- Any computers used should be in appropriate areas, for example, not in bedrooms.
- Staff should record, the length, time, date and attendance of any sessions held.
- Language must be professional and appropriate, including any family members in the background.