Remote learning policy

Flowery Field Primary

Approved by:	Claire Silk	Date:	Sept 2021
Last reviewed on:	Jan 2022		
Next review due by:	Sept 2022		

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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

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 9am and 3pm. 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.

When providing remote learning, teachers are responsible for:

Ensuring consistency of routine to support learning behaviours that reflect our culture of high expectations:

- o Pupils will receive a morning check in to ensure they understand the tasks allocated that day. This will be an opportunity for staff to check in with the pupil and their parent.

- o Pupils will be signposted to the work and reminded of the support available.

- o Pupils will receive an afternoon check in to ensure they understand the tasks allocated for the afternoon session.

- o Sessions will conclude with access to an online story and celebration of work.

Setting work:

- o Providing work for pupils who are not attending school due to Covid restrictions or who are self-isolating

- o Providing work that is, at a minimum, 3 hours per day

- o An English, Maths and Wider Curriculum lesson will be offered daily.

- o Assignments are set in Teams for all curriculum areas and work is uploaded for teachers to view.

- o Providing tasks in a timely manner so that pupils are able to access learning opportunities within the agreed time

- o Liaising with other colleagues where appropriate to ensure that cohorts have a consistent offer

- o Where live lessons are provided and there is only one adult present, these lessons should be recorded for safeguarding reasons
- o The work will be set using Microsoft Teams for KS1 and 2 Pupils and via Facebook for pupils in EYFS. We plan to extend our virtual platform to children within EYFS.
- o All work needs to be uploaded by 8am to Microsoft Teams or Scheduled within Facebook. Children receiving remote learning will work on day behind those in school to ensure we are aware of any difficulties they may experience.
- o Year group planning sessions will still take place via Teams to ensure children accessing remote learning are not disadvantaged. TAs will provide cover during these sessions.

Curriculum Provision:

- o Offer a broad and balanced curriculum
- o Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- o Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- o Provide frequent, clear explanations of new content, delivered themselves or through high-quality curriculum resources or video
- o Consider the benefits of synchronous or asynchronous learning and make decisions as to which is most suitable for the intended learning
- o Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- o Provide adapted learning resources for children with additional learning needs, i.e. SEND or where English is an additional language.

Providing feedback on work:

- o Pupils will upload work on Teams to enable them to receive feedback.
- o During live lessons feedback will be provided verbally.
- o Teachers will be expected to assess pupils' work and provide pupils with feedback. This may be provided on an individual basis, but group feedback may also be used to reduce staff workload.
- o Feedback will only be provided between 9 and 3. Work submitted outside of these times will receive feedback the following day.

Keeping in touch with pupils who aren't in school and their parents:

- o Teachers/TAs are expected to keep in regular contact with pupils via learning platforms. Where children have not accessed the provision teachers should make attempts to contact the family.
- o When a child has not accessed provision and staff have been unable to make contact (on at least 2 occasions the safeguarding team should be made aware via CPOMs.
- o Where a child is expected to be off for 14 days isolation the teacher will make contact at the beginning of this period and call to review progress during the second week.
- o There is no expectation that staff respond to private messages or emails from parents of children currently attending school unless concerns have been raised.
- o Teachers will need to be mindful of those children not in school and respond to issues raised via email or private messenger timely, within the hours of 9 and 3.

Attending virtual meetings with staff, parents and pupils:

- All parents will have the opportunity to review their child's progress through a termly phone call from their class teacher.
- Additional calls will be made for children with SEND needs to ensure parental voice is captured as part of our graduated approach.
- Staff should adhere to the school's dress code
- Staff should avoid areas with background noise and ensure there is nothing inappropriate in the background. We would recommend using background 'wallpapers' when using Microsoft teams.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9 and 3.

Teaching assistants are responsible for:

Supporting teachers in ensuring consistency of routine to support learning behaviours that reflect our

culture of high expectations.

Supporting pupils who aren't in school with learning remotely:

- Supporting pupils who aren't in school with learning remotely under the direction of the class teacher or school leadership team.
- Attending virtual meetings with teachers, parents and pupils.
- Staff should adhere to the school's dress code
- Staff should avoid areas with background noise and ensure there is nothing inappropriate in the background. We would recommend using background 'wallpapers' when using Microsoft teams.

2.3 Subject Champion Teams

Alongside their teaching responsibilities, subject leads are responsible for:

- Staff should avoid areas with background noise and ensure there is nothing inappropriate in the background. We would recommend using background 'wallpapers' when using Microsoft teams.
- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Signposting threshold concepts to teachers where necessary so that leaders can be assured the most important knowledge has been taught
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Monitoring the remote work set by teachers in their subject through the cycle of activity approach.
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

Co-ordinating the remote learning approach across the school

- Mr Smith will oversee the use of Microsoft Teams across school.
- Other members of the leadership team will monitor the use of Teams within their year group and signpost any concerns.
- Mrs Pearson will oversee the use of Facebook

Monitoring the effectiveness of remote learning

- o Reviewing work set, levels of pupil engagement and retention on retention on return to school.
- o Pupil voice exercises, will be conducted, through our weekly check ins, to enable us to reflect and refine our approach.
- o Parental voice will be captured during our termly parents' meetings.

Monitoring the security of remote learning systems, including data protection and safeguarding considerations with the support of the ELT team.

2.5 Designated safeguarding lead

Our DSL is Claire Silk and the Deputy DSLs are Sue Smith responsible for EYFS, Phil Hargreaves (Key Stage 1) and Lesley Jeffers (Key Stage 2). The DSL is responsible for following the safeguarding guidance detailed within the Enquire Learning trust Safeguarding Policy.

2.6 IT staff

IT staff are responsible for:

- o Helping staff with any technical issues they're experiencing
- o Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- o Installing antivirus and anti-spyware software
- o Keeping operating systems up to date – always install the latest updates

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- o Be contactable during the school day
- o Complete work to the deadline set by teachers or make their teacher aware of any difficulties such as a parent working.
- o Seek help if they need it, from teachers or teaching assistants
- o Alert teachers if they're not able to complete work
- o Staff can expect parents with children learning remotely to:
- o Make the school aware if their child is sick or otherwise can't complete work
- o Seek help from the school if they need it
- o Be respectful when making any complaints or concerns known to staff

2.8 Trustees

The governing board is responsible for:

o Monitoring the trust's approach to providing remote learning to ensure education remains as high quality as possible

o Ensuring that the trust's systems are secure, for both data protection and safeguarding reasons

3. Who to contact

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

- o Issues in setting work – Paul Smith (Y5 and 6)) Patrick Greenaway (AHT for Y3, 4, 5 and 6) Karen Pearson (EYFS, Y1 and Y2)

- o Issues with behaviour – AHT or pastoral team
- o Issues with IT – Paul Smith (AHT) who will signpost if needed.
- o Issues with their own workload or wellbeing – Head, DHT or AHT
- o Concerns about data protection – Claire Silk (Prinipal) Jane Adderley (Business Manager)
- o Concerns about safeguarding – Claire Silk (Prinipal)
- o Include contact details where necessary.

4. Data protection

4.1 Accessing personal data

Data will be used in accordance to the Trust Privacy Notice..

4.2 Processing personal data

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

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

4.3 Keeping devices secure

Staff should manage devices in line with the Enquire Learning trust Information Governance Policy to ensure that they remain secure.

5. Safeguarding

Staff should refer to the Enquire Learning trust Safeguarding Policy.

Staff should-

- o Record live lessons if working alone. Wherever possible, another adult should be present if streaming live lessons.
- o Consider what is in the background if they are recording or streaming live lessons. Wherever possible they should use background 'wallpapers' if this has to be done at home.

6. Provision of Remote Learning when teachers are absent

Wherever possible, pupils will receive remote learning from their class teacher. If the class teacher is fit to work then remote learning approaches will continue as normal.

In some cases, the class teacher will not be able to deliver remote learning. If this is the case the senior leaders will make the decision to maintain provision using other members of staffs, to enable pupils to receive the same learning offer planned by other teachers in that cohort.

7. Monitoring arrangements

This policy will be reviewed in July 2022 by J Holbrook. At every review, it will be approved by the board of trustees.