Guilden Morden CofE Primary Academy

Together we work to succeed and flourish,
to live life in all its fullness. John 10:10

Remote Learning Policy

Approved by LGB			
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1. Aims

This remote learning policy for staff aims to:

- Outline the school's approach to educating pupils who will not be attending school, as a result of government guidance or the closure of a bubble.
- Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work.
- 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.

We will:

- Ensure that remote education is offered as soon as it becomes necessary.
- Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who aren't in school through use of quality online and offline resources.
- Provide clear expectations to members of the school community with regards to delivering high quality remote learning.
- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being.
- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning.
- Ensure that pupils engage in learning they would have completed had they been in school as normal.
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback.
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to.
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources.
- Ensure that pupils who lack any necessary equipment have this sourced for them or alternative resources given.

Who is this policy for?

- Children who are absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school.
- Children who are part of a whole bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19.
- Children unable to attend school in line with government guidelines.

2. Resources

Resources needed to deliver this remote learning plan, not limited to and subject to change after seeking permission from SLT:

Children's Learning (Online)

- Zoom
- ClassDojo
- Tapestry
- White Rose Maths Hub
- Oak National Academy
- BBC Bitesize
- NRICH
- NCETM
- Oxford Owl (RWInc Phonic)
- Twinkl
- Times Tables Rock Stars
- Numbots
- Matheletics
- TwinklGo
- First News iHub

Staff Resources (Online)

- Zoom
- ClassDojo
- Tapestry
- Knowledge Schools Trust
- White Rose Maths Hub
- Oak National Academy
- BBC Bitesize
- NRICH
- NCETM
- Talk 4 Writing
- Read Write Inc Phonics
- Twinkl
- Classroom Secrets
- Vocabulary Ninja
- Home Natural Curriculum
- CPOMS
- Pupil Asset
- Insight

Physical Resources (if needed)

- Printed Packs
- Pens/Pencils
- Whiteboards and pens
- Laptops/devices (if needed and when they became available)
- Manipulatives for Maths
- Reading books
- Sensory Bags/SEND plan equipment
- Free School Meals (if eligible)

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers will be available between 8am and 4pm.

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:

- Setting work

- Work set for remote learning will be the same as onsite, ensuring that everyone has access to the same learning.
- Teachers need to set differentiated work for all children in their class 5 days a week.
- This should amount to 3 hours of work each day (KS1) and 4 hours of work each day (KS2) – including Reading, Writing, Maths, Phonics and another subject (Science, R.E, Art, D.T, Geography, History, Music, P.E, or P.S.H.E).
- The work needs to be set daily before the start of the school day.
- Work needs to be uploaded to ClassDojo/Tapestry using links to other online learning platforms where necessary.
- Teachers should be considerate of the amount of printing required for parents.
- Record or give access to daily videos or lessons, always including English, Maths and Phonics/Reading.
- Organise learning packs for pupils without access to a device (if needed).
- Consider parental need so that all adults are able to help their children appropriately with clear guidance, support and understanding from teachers and support staff. For help, support and advice, speak to the class teacher or Headteacher.

- Providing feedback on work
  - Parents and children will upload photos of completed work to ClassDojo/Tapestry.
  - Teachers need to leave feedback linking directly to the learning objective and give next steps where possible.
  - Teachers will mark key pieces of work for Maths and English daily with regular feedback given, either written via ClassDojo/Tapestry or verbal via Zoom depending on the outcome of the learning objective.
  - Teachers will leave feedback for at least one foundation subject piece of work each week in the comments of the child's ClassDojo/Tapestry post – this needs to link directly to the learning objective and give next steps.
  - Depending on the set task and the needs of the pupils, some feedback will be ongoing throughout the day, but on the whole feedback will be given within 24 hours of receiving the pupil's work.
- Keeping in touch with pupils who aren't in school and their parents
  - Teachers will make daily contact with the pupils via ClassDojo/Tapestry.
  - Teachers will make 'Check-In' calls fortnightly to all pupils learning from home. The majority of these calls will be done on site, however should a teacher need to call from home then they should insert 141 before the recipient's number to anonymise their own personal number.
  - SEND and vulnerable pupils will get weekly 'Check-In' calls either by the class teacher or the SENDCO.
  - When a bubble has closed or if a child is self-isolating, teachers will continue to provide home learning as per usual as set out above via ClassDojo/Tapestry.
  - ClassDojo 'working hours' should be set to 8am-4pm.
  - If teachers receive a complaint or concern from a parent/carer or pupil, this needs to be followed up with a phone call to establish more detail and reported to the headteacher – for any safeguarding concerns, see section below.
  - If pupils are not completing the work being set, the teachers will contact the parents to discuss the barriers to learning and ways to support the pupil/s or family further.
- Attending virtual meetings/training with staff, parents and pupils
  - Teachers must adhere to the usual school dress code when appearing in virtual meetings.
  - Teachers must avoid areas with background noise and ensure nothing inappropriate is in the background.

- Staff who are required to self-isolate are expected to:
    - Complete their working duties from home if able to work.
    - Report their illness following the school absence policy if unwell and ensure all planning is available for supply staff to access and deliver.

3.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available during their usual 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.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely
    - Liaise with the class teacher to establish children in most need of support with the work for that week.
    - Support identified children through phone calls/Zoom meetings to explain learning objectives, answer questions and support with completing work.
    - Complete tasks as directed by their class teacher, SENDCO or member of SLT.
    - Liaise with the class teacher to support feedback to pupils on ClassDojo/Tapestry.
    - Prepare resources.
    - Report complaints or concerns shared by parents or pupils should be reported to a member of SLT for any safeguarding concerns, refer immediately to the DSL using CPOMS.
    - Cover in other areas of the school as directed by the Headteacher or SENDCO.
- Attending virtual meetings with teachers, parents and pupils
    - Support staff must adhere to the usual school dress code when appearing in virtual meetings.
    - Support staff must avoid areas with background noise and ensure nothing inappropriate is in the background.
    - Undertake remote and/or online CPD training (if needed).
    - Attend virtual meetings with colleagues.

3.3 Subject Leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Communicating necessary changes to teachers for the effective provision of 'their' subject during remote learning.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent.
- Alerting teachers to resources they can use to teach their subject remotely.
- Monitoring the development of the knowledge-rich curriculum in their subject.

3.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Working with teachers and support staff to ensure consistency of expectations in terms of quality, quantity and feedback – responsibility of the SLT.

- Co-ordinating the remote learning approach across the school – responsibility of the Headteacher.
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents – responsibility of the Headteacher.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations – responsibility of the Headteacher.
- Liaise regularly with teachers and support staff to evaluate the impact and make improvements where necessary – responsibility of the SLT.
- Supporting staff with any technical issues they're experiencing – responsibility of the Headteacher and Admin staff.
- Assisting pupils and parents with accessing the internet or devices where they can – responsibility of the SLT and class teachers.
- In the event of the headteacher being unwell and unable to work from home, the HT responsibilities will be temporarily designated to the remaining members of the SLT.

3.5 SENDCO

It is the SENDCO's responsibility to

- Ensure the continuity of the SEND provision for all children on the SEND register.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans.
- Help to identify children who may need extra support who are not on the SEND register.
- Contact all SEND children weekly.

3.6 Office Staff

It is the Office staff responsibility to:

- Act as the first point of contact for all visitors, callers or senders of email communication regarding remote learning.
- Take phone inquiries and pass to the most appropriate member of staff, if they cannot resolve the query.
- Liaise with the Headteacher to ensure all communication leaving the school has been agreed.
- Check the office@ email regularly throughout the day and if possible twice a day over the weekend periods during COVID-19.
- Contact the Headteacher by personal mobile if alerted to an emergency, including confirmation of a positive test result from staff or pupil.
- Support the Headteacher with the Emergency School Closure process accordingly.

3.7 Designated Safeguarding Lead

- The school is committed to ensuring the safety and wellbeing of all its pupils.
- The school recognises that some pupils will not be eligible to return to school immediately due to the phased nature of re-opening, and that some parents of pupils eligible to attend may choose not to send them to school at this time.
- Where the DSL has identified a pupil about whom there have been concerns but not currently open to social care, or who would normally receive pastoral-type support in school, they should ensure that they contact the family once a week.
- Details of all communication regarding Safeguarding should be recorded on CPOMS.

- The school and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication and follow guidelines as set out by the school's Safeguarding and Child Protection policy.

For IT issues, staff must contact the Office staff, Headteacher or ICT Services. Office staff are responsible for contacting the ICT Services/ClassDojo/Tapestry/Pupil Asset etc. to resolve any technical issues which it is unable to resolve. Issues may involve:

- 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 remote learning systems and flagging any data protection breaches to the data protection officer.
- Assisting pupils and parents with accessing the internet or devices.

3.9 Pupils and Parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time.
- Complete work to the deadline set by teachers – uploaded daily.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they're not able to complete work.

Staff can expect parents with pupils learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work.
- Seek help from the school if they need it – if you know of any resources, staff should point parents towards them if they're struggling.
- Be respectful when making any complaints or concerns.

3.10 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 remote learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant subject lead or SENCO.
- Issues with behaviour – talk to the Head teacher or SENCO.
- Issues with IT – talk to Office staff, Head teacher or ICT Services.
- Issues with their own workload or wellbeing – talk to the SENDCO (Wellbeing Lead) or Headteacher.
- Concerns about data protection – talk to the Headteacher.
- Concerns about safeguarding – talk to the Designated Safeguarding Lead or deputy Designated Person.

5. Data protection

5.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Use Pupil Asset (online MIS).
- Staff should only use their school laptops or school iPads to access personal data.

5.2 Processing Personal Data

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

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 that documents are saved on the Central Share server, limiting the use of USB sticks.
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends.
- Updating antivirus and anti-spyware software (managed via ICT Services).
- Keeping operating systems up to date – always install the latest updates (managed via ICT Services).

6. Safeguarding

Staff should ensure that all safeguarding concerns are reported immediately to a DSL following the school's logging of Concern approaches. If you are unable to contact someone and it is an urgent matter, speak to a member of the senior leadership team. All safeguarding policies and procedures continue to apply.

See the Safeguarding and Child Protection Policy (with coronavirus addendum) on the school website – www.guildenmorden.cambs.sch.uk

7. Monitoring arrangements

This policy will be reviewed each month by SLT. At every review, it will be approved by the Local Governing Body.

8. Links with other policies

This policy is linked to our:

- Attendance policy
- Behaviour policy
- Safeguarding and Child Protection policy (with coronavirus addendum)
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy

- Online safety policy