Remote Learning Policy

Kenilworth Primary School

Our Vision

'High Aspirations Today, Inspiring the Leaders of Tomorrow.'

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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

If the school is closed and the teachers are providing remote learning, teachers must be available between 9:00 and 4:00 (excluding break and lunch times, which can be taken at the most appropriate time for the member of staff)

If they're unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure and by contacting the head teacher and school office by 7:30 am.

If the school is open, teachers will be given time to prepare the home learning grids for any pupils who are self-isolating.

When providing remote learning, teachers are responsible for:

- Setting work:
    - For their own class and for any children that need differentiated work
    - They will set weekly maths, English, spelling/phonics and foundation subject work, for Key Stage 1 this will be a minimum of 3 hours of work a day and for Key Stage 2 this will be a minimum of 4 hours of work a day.
    - This needs to be set by 12:30pm every Thursday if the school is closed and 5:30pm Friday if the school is open.
    - The Google Classroom based work must be emailed to the quality assurer and then scheduled to go onto Google Classroom at 4:00pm the afternoon before the work is due to be completed.
    - The paper-based learning packs must be emailed to the quality assurer, then printed and given to the school office to be handed out to parents on Monday mornings.
- Providing feedback on:
    - For the paper-based learning packs:
    - If the school is closed, pupils will be asked to bring the work back to school fortnightly to be reviewed by the class teacher. Three pieces of work will be given written feedback and a message from the teacher will be written at the end of that fortnight's work.

- If the school is open - oral feedback will be given to the child and future planning will be adapted to address any misconceptions (this could be 1:1 or within group or whole class lessons)
- For the online learning: For each child, teachers will give written developmental feedback for three pieces of learning each week. Positive comments may be provided on other pieces of work.

- Supporting pupils with additional needs (including SEN)
  - Providing differentiated work for pupils who are not able to access the class planning.
  - Communicating with parents regularly through year group email addresses to support parents who have questions about the home learning.
  - Reviewing tasks set in light of their class and providing support/alternative activities for pupil's who may need it.
  - Liaise with the SENCO to ensure that all children are given correctly pitched work, aligned to their level of need

- Keeping in touch with pupils who aren't in school and their parents:
  - Teachers will contact all parents that are not in school weekly.
  - Teachers will be expected to check their year group emails once every weekday. Teachers are not to respond to emails at evenings or weekends. If there is an urgent email (e.g., safeguarding concerns) this must be forwarded to the Head Teacher immediately.
  - If they receive any complaints or concerns shared by parents, teachers are to contact a member of SLT for support. – for any safeguarding concerns, refer to the safeguarding section below.
  - If they encounter any behaviour issues (e.g., children not submitting work) they should either discuss this with the parents during their weekly conversation or refer it to a member of SLT
  - Monitor pupil's behaviour online and respond to any incidents in a timely manner
- Attending virtual meetings with staff and parents:
  - Staff should dress in school appropriate attire.
  - They should try to avoid areas with background noise and it is essential that there is nothing inappropriate in the background during any virtual meetings – we recommend applying filters to backgrounds to mitigate risks to staff.
- Completing tasks that will support their workload and the school
  - These tasks will be set by members of SLT

If the school remains open to key worker children during a closure, teachers will be in school to cover this provision – unless there is guidance that they should not be in school.

2.2 Support Staff

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

If they're unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure and contact the head teacher and school office by 7:30 am.

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

- Supporting teachers with planning for remote learning, particularly for pupils with additional needs.
- Completing tasks set by members of SLT
- Attending virtual meetings with teachers and parents
    - Staff should dress in school appropriate attire.
    - They should try to avoid with background noise and is essential that there is nothing inappropriate in the background during any virtual meetings, we recommend staff use filters to blur their backgrounds where possible to minimise risk.

If the school remains open to key worker children during a closure, support staff will be in to support key worker pupils and vulnerable children, unless the guidance states that they should not for a medical reason.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate 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, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- 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:

- The Deputy Head will be responsible for co-ordinating the remote learning approach across the school.
- The Deputy Head and Head Teacher will lead the monitoring of the effectiveness of remote learning, supported by SLT – They will liaise regularly with teachers and review the work set. They will also receive feedback from parents.
- The Head Teacher will also monitor the security of remote learning systems, including data protection and safeguarding considerations, they will be responsible for the remote learning policies.
- The Head Teacher will be responsible for organising the school's response to the situation, including risk assessments, overseeing free school meals and supporting the most vulnerable parents.
- SLT will be expected to hold regular meetings to review the remote learning situation and the needs for the children.

2.5 SENCO

- For supporting the teachers and co-ordinating the home learning for the children with SEN
- Ensuring that the statutory provision for children with an EHCP is provided for.
- For co-ordinating and completing transition work, social stories, mental health support for pupils from home.

2.6 Office

- If the school is closed, the office staff will need to be in school to ensure the systems necessary for running the school are able to carry on efficiently.

2.7 Designated safeguarding lead

The DSL is responsible for:

- To remain responsible for any safeguarding issues that occur or are ongoing during this time.
- To oversee the remote learning systems to ensure that they are appropriate for the children to use.

2.8 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although they may not always be in front of a device the entire time
- Complete work the day that is has been set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Behave appropriately at all times while using Google Classroom, including while talking to friends on the class stream

Staff can expect parents with children 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
- Be respectful when making any complaints or concerns known to staff
- Monitor their children's behaviour while using google classrooms

2.9 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

3. 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 Deputy Head, relevant subject lead or SENCO
- Issues with behaviour – talk to a member of SLT
- Issues with IT – email the SITTS support portal https://support.hertsforlearning.co.uk/ and inform the school office
- Issues with their own workload or wellbeing – talk to a member of SLT
- Concerns about data protection – talk to the Data Protection Officer (Katherine Sampson)
- Concerns about safeguarding – talk to the DSP (Katherine Sampson, Kayleigh Chidley, Emma Schumacher & Sharyn Pillay)

4. Data protection

4.1 Accessing personal data

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

- Be able to access data through Google Drive and/or Microsoft Teams
- If staff have a work device, these should be used to access work information.

4.2 Processing personal data

Staff members may need to collect and/or share personal data (such as email addresses, phone numbers) 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.

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

Please refer to Annex 1 of the Child Protection Policy for updated information about Safeguarding within the current climate. This can be found at https://kenilworthprimary.com/about-us/important-documents

6. Monitoring arrangements

This policy will initially be reviewed every two years by Kayleigh Chidley (Curriculum Lead). At every review, it will be approved by the curriculum committee.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Remote Learning Strategy (See Addendum A)

Addendum A
Remote Learning Strategy

Years 1-6 will be completing home learning on Google Classroom daily.

Early Years pupils will be set learning through Tapestry.

Any pupils who do not have access to google classroom can request a paper pack of learning weekly. These can be collected from the school office between 9-10am on a Monday morning.

Completing and submitting learning

Home learning on Google Classroom will be set by 5pm the day before the home learning is due to be completed.

You should check the platform regularly to see if any new home learning has been set for your child. Pieces of learning have to be submitted the same day that they have been completed.
Paper-based learning must be returned every Monday morning, while collecting the next home learning pack.

Feedback

On Google Classroom, direct written feedback will be provided for three pieces of work each week. This will be posted on the work within 24 hours of the work being completed.

For the paper-based learning packs, written feedback will be given for three pieces of work. This will be shared with pupils the following week when the new pack is collected.

On Tapestry, written feedback will be given to three pieces of submitted work each week.

Contacting Staff

On Google Classroom, parents and children can ask questions by commenting on the class stream. Staff will check the class stream for questions between 9:00-10:00 am and 1:00-2:00pm. They will not be able to see private messages sent on each piece of work.

You can also email the class teacher using their class emails. These will be checked once a day (within work hours). These will not be checked at weekends or in the evenings.

Technical support

If you require further technical support, then please follow the user guides which are available on our website. Any other Google Classroom or Tapestry questions should be directed (in the first instance) to the class teacher who will be happy to help. In some instances, we will have to refer your enquiry to the Herts for Learning support team.

Acceptable use policy

Computing, including the internet, e-mail and mobile technologies, is an essential part of learning in our school. As part of the computing curriculum, all pupils take part in lessons about online safety.

It is important to note that our home school agreement extends to the use of digital technologies at home; and that you as the parent/carer agree to monitor and be responsible for ensuring safe usage of all digital

technologies, including both school provided and personal addresses, devices and logins. If you have any concerns, please contact your child's class teacher.

Live Lessons

While the school remains open to key worker and vulnerable pupils, we are unable to offer live lessons. To provide pupils at home with teacher input, we will use pre-recorded lessons via the Oak Academy online classroom.

So that our pupils are able to see and communicate their teachers during a lockdown period, they will be posting pre-recorded video messages or a written message on the class stream daily.