Bishop Monkton C of E Primary School

Remote learning policy

Approved by:	Sally Cowling	**Date:** October 2020 Updated January 2021
Next review due by:	This policy is subject to regular review and will be adapted in line with the release of any new government guidance.	

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1. Aims

This remote learning policy for our school 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
- Acknowledge that a flexible approach may need to be adopted to meet the needs of different families
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

The DfE guidance on the provision of remote education (England), published 1.10.20 states that schools have a duty to provide remote education.

"Where a pupil, class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, DfE expects schools to be able to immediately offer them access to remote education. Schools should ensure remote education, where needed, is high-quality and aligns as closely as possible with in-school provision."

The expectation is that schools should develop remote education that is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown.

All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

2.1 Teachers

- **Setting work:**

Class teachers are responsible for setting work for children in their class. However, teachers will be working in their classrooms so, initially, a child who is self-isolating and awaiting a test result, would be expected to continue their learning with reading, spellings, TT Rockstars, Numbots or White Rose Maths.

As soon as they are able to (or at the latest by the end of the next day) class teachers will share a general overview of the work that is intended to be done in class, with further specific links to use for lessons at home. Teachers will use a variety of teaching methods to move the learning forward. These may include sharing:

- PowerPoints
- Microsoft Teams
- Video clips
- White Rose Maths resources which may include a home-learning video, worksheet and answer sheet
- Directing children to certain educational websites such as Oak Academy / BBC Bitesize
- Personal directed tasks made available on the school website under Class Pages / child's class

For children in **Early Years** suggested activities can be found in your child's book on the activity planner. This will then be supplemented with further learning tasks that will be age-appropriate.

When providing remote learning, teachers are mindful that access to the use of technology may be limited and will therefore endeavour to provide blended learning opportunities that can be accessed by all children. If a child is unable to access online work, teachers will provide packs of work and post/deliver these out to the home address.

If a child or member of their family receives a positive test result and must isolate for 10 days, work will be made available for the week. This could be sent home or online depending on family circumstances. This work will be linked as closely as possible to the work being done in class.

Should the class teacher become unwell and unable to work, online learning will be supported by, initially class teaching assistants, then supply staff.

- **Feedback and marking:**

Teachers will be expected to give feedback on any work completed remotely. Children may be given the opportunity to self-mark their work with uploaded answer sheets. This particularly works well for Maths. This may be online via a specific learning platform eg. Teams, or via email/class pages

- **Curriculum**:

If locally or nationally the school moves in to tighter lockdown restrictions whereby only vulnerable and key worker children can access school, the school will continue to provide a broad and balanced curriculum overview with specific lessons for English, Maths, Science and foundation subjects. These would be delivered through Microsoft Teams for Years 2-6. Topics would continue to follow the school's long and medium term planning so that key objectives can be covered. Vulnerable and key worker children in school will follow the same learning plan as the children are at home.

2.2 Teaching assistants

Teaching assistants will continue to work under the direction of the class teacher. When assisting with

remote learning their responsibilities may include:

- Supporting identified individual pupils who aren't in school with learning remotely
- Providing telephone support for key pupils
- Furthering their professional development
- Supporting the class teacher in delivering online learning
- Supporting key worker/vulnerable children in school to access their remote learning plans

2.3 Headteacher

The Headteacher is responsible for

- ✓ Co-ordinating the remote learning approach across the school
- ✓ Determining which key worker/vulnerable children should access in-school provision
- ✓ Monitoring the effectiveness of remote learning
- ✓ Monitoring the security of remote learning systems, including data protection and safeguarding
- ✓ Ensuring the well-being of all school staff and keeping in regular contact

In the role of SENCO and Designated Safeguarding Lead (DSL), the Headteacher will:

- ✓ Ensure any identified vulnerable children are contacted regularly (at least once a week)
- ✓ Ensure remote-learning meets the needs of identified children with Special Educational Needs and/or Disabilities
- ✓ Be aware of any safeguarding concerns and follow the school's Child Protection Policy

2.4 Pupils

Teachers can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert their class teacher if they're not able to complete work

2. 5 Parents

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they are struggling accessing learning materials/resources
- Be aware when contacting staff that teachers may not be available to respond immediately as they are teaching and may chose not to respond to emails after working hours

2.6 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
- Ensuring the well-being of the Headteacher

3. School expectations for online learning

When using video conferencing tools with children to support learning and provide feedback:

- Staff should dress appropriately in line with school code of conduct
- Set appropriate boundaries and behavioural expectations and maintain professional standards
- Correspond professionally in tone and content
- Avoid conducting meetings with only one pupil. Where this is necessary additional adults should be present.
- Contact should be through agreed online providers such as Microsoft Teams
- Staff should ensure sessions are conducted in school or open space. Never in a bedroom or personal space.
- Sessions should be within agreed timeframes that have been communicated to families and within the normal school day.
- Where there are concerns on non-attendance, these are followed up by staff and communications are recorded on the school's online tracking systems (ScholarPack).

4. Who to contact

If there are any questions or concerns about remote learning, please contact the relevant person.

- Teaching assistants should contact the class teacher
- Class teachers should contact the Headteacher
- Parents should contact the class teacher
- Any concerns around safeguarding contact the DSL.
- Any technical issues contact the school administrator

5. Data protection

5.1 Accessing personal data

When accessing personal data for remote learning purposes, all teachers will use their designated school laptop rather than their own personal device.

5.2 Processing personal data

Teachers 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 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
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

6. Online learning agreement

Safeguarding agreement
Online learning

At the start of every session staff will check that pupils are aware and will follow the online learning agreement.

For younger children it is expected that parents and carers will review the agreement with their child.

Times for online face to face sessions will be communicated by teachers to parents and carers. Where ever possible parents and carers should ensure that children attend their allocated session.

Non-attendance will be followed up by classteachers.

Children will only be able to participate in sessions if parents and carers have provided electronic consent.

If there a breach of the safeguarding agreement online sessions will be stopped.

<u>Child agreement</u>

1. I will treat others with respect at all times.
2. When online I will treat everyone as if I were talking to them face to face in the classroom.
3. Messages that I send will always be polite and sensible.
4. I will not upload or post upsetting materials. If I am concerned about anything I will report these concerns to my teacher or my parent.
5. I will dress appropriately for video sessions.
6. I will ensure that there is an adult close by when I am using online learning.
7. I will not take photos or recordings of sessions.

8. I will use Microsoft Teams or agreed online resources to communicate and submit work.
9. I will not have video calls in my bedroom.

Parent/Carer agreement

1. I will ensure that my child is fully dressed in appropriate clothing and ready for their online session.
2. During sessions, I will ensure that all members of the household are aware the call is taking place so that language and behaviour is appropriate.
3. I will ensure that an adult is with the child (same room – close vicinity) when online sessions are taking place.
4. I will ensure that my child does not take calls in their bedroom and is in a communal part of the home.
5. I will make sure that my child logs off the system and does not use video conferencing inappropriately to communicate with peers.
6. I will not take photos or recordings of sessions and ensure my child/children does not.
7. I will ensure that any concerns are communicated to the school.