Primary Remote Learning Policy

Approved by:		Date:	
Last reviewed on:	January 2022		
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1. Aims

This remote learning policy aims to:

- Ensure consistency in an approach to remote learning should a class/year group/school go into lockdown

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

- Provide appropriate guidelines for data protection

- Clarify the expectations for communication about home learning as part of everyday practice

2. Roles and responsibilities

During times when the school is unable to be open (e.g during Pandemic emergencies and snow days), or when a class, or year group has to isolate, staff are required to continue their role but in a different way.

Teachers and Learning Support Assistants will be asked to provide online learning and to follow procedures to ensure that children still get access to education. All teaching, site, office and pastoral staff will be required to continue work where possible, but in adapted ways.

There may also be other times when there is a need to provide online work e.g. if a child is removed from class for the day due to very poor behaviour but is still required to participate in learning.

In order to make sure that staff and children are prepared for a lockdown situation, Trust schools commit to the following principles:

- The platform staff and children will use during a lockdown situation (SeeSaw) will be a different platform that is used for normal homework (Doodle); so we would ensure that staff, children and parents are safe, knowledgeable and skilled in using the technology. Log-in details and paswords would need to be issued to each child so they could access it. The quality of homework will be given sufficient focus during normal school operations that teachers are able to switch to remote learning immediately.

- Leaders will ensure that staff have appropriate training to enable them to fulfil the remote learning policy; this will include training on the 'live support' (MS Teams) element of remote learning.

- Provision to train parents will be put in place ahead of a lockdown situation.

2.1 Teachers

- When providing remote learning, teachers must be available between normal 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. If they are required to provide online work or feedback, then this will be delegated to a suitable person who can fulfil this role.

- If working from home, teachers will take part in a weekly Teams meeting with their Year Lead to ensure that everyone is following the curriculum and to evaluate how the children are responding to SeeSaw and live support. There will be a combination of synchronous and asynchronous learning.

  - Synchronous - Children engage in course activities at a specific date/time requiring that everyone at the same age range is online at the same time.

  - Asynchronous – Children engage in activities at any time, contributing at their own pace.

- When providing remote learning, teachers are responsible for setting work.

Teachers will be required to set work for their class and in some cases their year group. Special Education needs Assistants and SENCOS may be asked to support the provision of work for specific children.

- In EYFS and KS1 the work provided will cover a weekly diet of at least:

  - 5 phonics tasks/activities/live support

  - 5 reading/writing tasks/activities/live support

  - 5 mathematics tasks/activities/live support

  - 1 science task/activity

  - 1 History and/or 1 Geography task/activity/live support

  - 1 PSHE and 1 RE task/activity/live support

  - 1 PE task/activity/live support

- In KS2 children will be provided with at least:

  - 5 reading and writing tasks/activities/live support

  - 5 maths tasks/activities/live support

  - 2 science tasks/activities/live support

  - 1 History and/or 1 Geography task/activity/live support

  - 1 MFL task/activity/live support

  - 1 PSHE and 1 RE task/activity/live support

  - 1 PE task/activity/live support

- Upon leaders being made aware of a class/year group or school closure, an emergency meeting between year/subject leads and senior leads will take place to review the upcoming curriculum for each year group and identify the core and extended components to be covered in the first two weeks.

- Direction to teachers will then be given along with a timetable template that allows them to plan the first two weeks of learning and to highlight where live support will take place. These timetables will be shared with parents and placed on the website.

- Leaders will continue to meet as the curriculum evolves and provide direction to teachers, so that timetables are continually updated and shared with parents.

- Children will 'register' with their teacher in the morning and have a set up activity for the day which will include information about the learning that has been set and a chance for them, or their parents, to ask questions to clarify any key points.

- The amount of 'live' time, and scheduling of it, will then vary dependent on the age of the child.

  - EYFS and KS1 children will receive 2 lots of 20-30 minute sessions a day

  - KS2 children will receive 3 sessions of 30 minutes each

  - In addition, across the key stages, teachers/LSAs will schedule a daily intervention session with a small group of children (not 1:1). This may be a different group each day, or the same group, depending on the nature of the intended learning. Children with specific support e.g. EHCP plans ought to have their provision delivered. Given that two members of staff are needed, the member of staff in the 'supervision role' can join the call but work on other things as long as they can see and hear the session being delivered.

- Leaders and staff will need to survey device use between families to ensure live support can be successful in homes where siblings share devices, and where parents are working from home. MS Teams has an App which can be used successfully on a smartphone for engagement with live support.

- For safeguarding reasons, two members of staff must be on each video call. To help with the provision of staff for this, leaders may consider how the curriculum can be taught to larger groups rather than just the class group. Up to 300 people can attend a Teams meeting so live support can be delivered in larger groups, with teachers working together e.g. (for older children) one teacher delivers the explanations/modelling and the other teacher manages the questions coming in via the group chat.

- Providing feedback on work: Teachers and support staff are expected to follow their school's marking and feedback policy for both SeeSaw and Live Support.

- Keeping in touch with children who aren't in school/are not engaging with learning:

  - Vulnerable families will be phoned weekly. This needs to be based on clear criteria that constitutes what defines the term 'vulnerable'. Each school will identify who are the selected families that need this provision.

  - Teachers will answer emails and requests from parents during school hours. The amount of time it takes for a teacher to get back to a parent regarding a concern must be within 2 working days.

  - In some cases, teachers from school will use an additional work email account to use primarily for answering/replying/responding to parents and children.

  - If a child isn't completing set work online, the teacher will send emails to parents with offers of support. This will be monitored and different thresholds can be set (e.g.an email may be sent if there are 2 days without work, a phone call may be given if there has been 5 days of missed work.

- Attending virtual meetings with staff, parents and pupils:

  - In any video/conference/live event all staff are to wear appropriate clothing for the occasion. If working from home they ought to similarly follow the school's dress code.

  - Ensure filming/videos are filmed in quiet locations with no background noise or anything inappropriate in background. Ensure Microsoft backgrounds are used to anonymise the room (be aware that other people can be detected in backgrounds).

2.2 Learning Support Assistants

When assisting with remote learning, learning support assistants must be available between their normal working hours. If they do not have access to a suitable device to use for work purposes at home, they may be required to travel to the school site to use a device.

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:

    - Children who need additional support

    - Children who need additional challenge

- Attending virtual meetings with teachers, parents and pupils:

    - In any video/conference/live event all staff are to wear appropriate clothing for the occasion. If working from home they ought to similarly follow the school's dress code.

    - Ensure filming/videos are filmed in quiet locations with no background noise or anything inappropriate in background. Ensure Microsoft backgrounds are used but be aware that other people can be detected in backgrounds.

2.3 Subject Leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Ensuring their subject is being taught through remote learning and that the quality of that provision is strong.

- 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:

- Co-ordinating the remote learning approach across the school to ensure everyone is able to use online platform.

- Monitoring the effectiveness of remote learning – conduct regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents

- Putting in place any cover arrangements if a teacher is unwell or unable to teach. In some cases this may mean covering the lesson themselves

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated Safeguarding Lead

The DSL is responsible for:

- Responding to any concerns/queries that is brought to their attention through safeguard

- Communicating with the Local Authority Safeguarding Team to ensure multi-agencies have all relevant information

- Ensuring staff remain trained in all areas such as FGM/Missing in Education/PREVENT.

- Conducting and sometimes leading Early Help meetings virtually

- Supporting families who have requested support or who are identified by teaching staff.

2.6 IT staff

IT staff 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 remote learning systems and flagging any data protection breaches to the data protection officer

- Assisting pupils and parents with accessing the internet or devices

2.7 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

- Seek help if they need it, from teachers or learning support assistants

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

- Behave appropriately online. To support this leaders will:

  - Make staff aware of the DigiSafe guidance (see Appendix)

  - Provide training for children on digital citizenship and how to operate in a live environment e.g. using the hands up function

  - Make sure teachers have been trained on how to manage a live support session and the tools available to manage behaviour online

  - Ask staff to issue a short reminder of expectations each time a live support session is delivered and/or check children's understanding of appropriate behaviour

  - Amend their behaviour for learning policies to include a section on online behaviour and make sure that consequences are referred to and that staff, children and parents understand what they are.

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 – if you know of any resources staff should point parents towards if they're struggling, include those here

- Adhere to the Parent Conduct policy.

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

- Ensure that their child behaves appropriately online and support the school if consequences for poor behaviour need to be given

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

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

- Ratifying changes to the behaviour for learning policy to take account of online learning

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 Year Leader or Curriculum Lead

- Issues with behaviour – talk to ELSA/SEMH Leads

- Issues with IT – report this to IT helpdesk by emailing helpdesk@thinking-technology.com

- Issues with their own workload or wellbeing – talk to their line manager

- Concerns about data protection – talk to the deputy data protection officer Kelly Denton

- Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

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

- Use the secure email system for TSAT and ensure laptops/devices are password protected

- Use school devices where possible when working from home. If this is not possible, use a secure computer, which cannot be accessed or seen by anyone else. All apps must be accessed via a password and not remain open when unattended.

- Do not download personal data to personal devices.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as part of surveys and Microsoft Forms 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

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 9 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 or when a member of staff moves away from the device

- Not sharing the device among family or friends with any applications/programme or document open or accessible without a password

- Ensure all apps are accessed via a password and not left open when unattended

- Installing antivirus and anti-spyware software

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

Due to internet filtering not being secure, loan devices cannot be issued to children.

5. Safeguarding

Please refer to the safeguarding Policy (revised July 2020) and see guidance below.

6. Monitoring arrangements

This policy will be reviewed yearly by Headteachers of each school. At every review, it will be approved by the Executive Headteacher.

7. Links with other policies

This policy is linked to our:

- Behaviour policy

- Teaching and Learning policy

- Child Protection policy

- Data Protection policy and privacy notices

- Home-school agreement

- Parent/Carer conduct policy

- Information Security Policy

- ICT Acceptable Use Policy

- Online Safety policy

- Homework policy

- Social Media Policy

THINKING SCHOOLS
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TRANSFORMING LIFE CHANCES

TOP 10 TIPS FOR DIGISAFE TEACHING IN PRIMARY

1 Always follow the protocols within the ICT Acceptable Use policy and the Social Media policy.

2 Always use the devices supplied by your school. Ensure that you are logged into your MS 365 account so that e-safe security can run.

3 You must only have contact with children in school approved platforms. You must not make contact with children via personal social media and You Tube accounts.

4 Make sure your training on keeping children safe on the internet is up to date. Children could alert you to an issue and you need to be able to recognise it and then report it via SafeGuard.

5 Think about activities with parents and children that can remind them about online safety e.g. talking about what they will and won't share and talking about good manners and kindness if they are interacting with their teachers or with other children.

6 If you want to deliver a 'live' experience using video then do so from a safe and appropriate place (not a bedroom) and ensure that there is a clear background. Wear suitable clothing and ensure the camera angle is straight ahead, stable and focused on your head and shoulders. Ensure that you will not be interrupted inappropriately by other family members.

7 For pre-recorded video follow the same guidelines and make sure that if you share them on YouTube or Facebook, this must be through an approved school site and not via a personal account or channel.

8 If you are recording the session, make this explicit to the participants and ensure that incoming videos are turned off. Do not capture images of children.

9 Follow the guidance of your senior leaders on how to ensure that any interaction between children is moderated and approved by yourself and that you know how to report concerns with behaviour.

10 If video calling, children must be on the call in groups, with no 1-to-1 calls and at least 2 staff members must be on each call. Please wear your Trust lanyard.