

Bilston Church of England Primary School

Remote Learning Policy



We will aspire through our Christian beliefs and attitudes for all children in our care to flourish both academically and personally; develop respect for others and to reach out to their local and global communities, so, 'hand in hand together with faith we will strive to achieve all things...

'I am able to do all things through him (Jesus) who strengthens me.'

Philippians 4:13

Approved by: Mr G Gentle

Date: Updated 12.1.21

Last reviewed on: 12.1.21

What is remote Learning? Why is it needed?

Remote Learning is the provision of educational activities that have a variety of formats and methods, which take place virtually. It occurs and is needed when the teacher cannot meet the learner 'face to face' in a traditional teaching space e.g. classroom. Information is typically transmitted via technology (emails, video conferencing, school's platform). As a result, of the Covid 19 pandemic there may be situations, which result in children not attending school for periods of time, e.g. Illness or school closure. Remote learning will be accessible from the school's platform therefore providing facilities for a child's education to continue.

Next review due by: 12.01.22

Contents

1. Aims	2
2. Roles and responsibilities	2
3. Who to contact	6
4. Data protection	7
5. Safeguarding.....	8.
6. Monitoring arrangements	8
7. Links with other policies	8

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school.
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Any work set should be in-line with Bilston Church of England Primary School's Online Safety policy.

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8.45am – 3.45pm.

If they are 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 it affects the completion of any work required, ensure that arrangements have been made with your year group partners and SLT to ensure that work is completed.

When providing remote learning, teachers are responsible for:

- Continuing the planned curriculum

- Ensuring all pupils receive clear explanations
- Supporting growth in confidence with new materials through scaffolded practice
- The application of new knowledge or skills
- Ensuring pupil receive feedback and direction on how to progress further

They will do this by:

➤ Setting work

- The class teacher will provide the online work. Time will be allocated, extra to a Teacher's normal PPA for a class teacher to set the work, if the class teacher is still in school teaching.
- If a 'whole bubble' has to isolate for 10 days, as recommended by Public Health. The Class teacher will set the work at home, if they are too isolating as part of the 'whole bubble' If parent(s) decide to isolate their child, as they are in the same year group as the isolating 'bubble', then parents will be directed to the work set by the class teacher from the isolating 'bubble.'
- There may also be occasions when a family have to isolate due to other medical issues, as a member of the family is within the high-risk category. In these circumstances, the Class Teacher will receive additional allocated time to set the work if they are still in school working with the remaining class or cohort.
- If a group of 8 or more children are isolating due to Covid related issues then online learning will be provided and the teacher will be given time to prepare this if still in school teaching.

➤ Creating a weekly timetable of work for their year group in liaison with year group partners, this must include subjects from across the curriculum using a range of multimodal resources. These must be shared on the class Team/Dojo as well as through MME to ensure all parents have sufficient access.

EG:

- Smart Notebook and Powerpoint as PDF's to support the children's learning and activities matched to this to promote independent learning. (Embed tutorials where possible). Use Oak Learning Academy, White Rose maths, Purple Mash and Hamilton Trust resources as examples.
- Under NO circumstances should work include screen shots of textbooks. Notebooks and worksheets must be correctly prepared and clear for parents and children. They must be uploaded correctly as assignments in Teams (KS2) and as tasks for completion on Dojo. To ensure they are easily accessible and clear.
- All staff will be aware of the procedures for how to upload work to the Team for KS2 and to Class Dojo for KS1.
- Timetables should be uploaded by 8:30am Monday morning for the coming week or within 24 hours of a situation arising where a child(ren) cannot attend school.

- Meetings should be scheduled at least half an hour prior to the lesson on Teams and work on Dojo should be uploaded by 8:15 am before school begins at 8:45.

➤ Providing feedback on work and keeping in touch with parents:

- Feedback will be given to children via individual accounts on Purple Mash, Teams and Dojo and via MME.
- Teachers should respond to any emails from parents/children within 48 hours. (Contact will only be made between the hours of 8:45am and 3:45pm in the working week).
- Weekly phone calls should be made to parents to alleviate any worries with work set. Logs will be kept via CPOMS of conversations with parents.
- Weekly Marvellous Me to be sent to parents.
- Any important messages will be sent via the School Facebook page and the Website to keep parents abreast of new information.
- Any safeguarding concerns will be handled according to our school systems and policies.
- Contact should be polite and encouraging if work is not completed. However, we believe our parents will be doing their best and there is no expectation from school that work needs to be completed as personal circumstances may differ.
- Devices and dongles will be offered to parents to support them in remote learning if available.

➤ Attending virtual meetings with staff, parents and pupils:

- At present, we have not established virtual meetings with parents.
- Virtual meetings with staff will continue to take place via Teams. Locations to be considered carefully (e.g. avoid areas with background noise, nothing inappropriate in the background sensitivity of personal information and privacy issues linked to parents, pupils and staff must also be adhered to in line with school GDPR policy)
- In the event of absence, isolating staff (who are fit to work) will be responsible for setting remote learning for their year group work.

➤ **2.2 Teaching assistants**

When assisting with remote learning, teaching assistants must be available during directed time. During this time, they are expected to check work emails, support team chats and complete any online training that has been set. They must also assist in the marking of work and parental queries.

If they are 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 HLTA's will

➤ Set work for:

- Pupils they currently support in school and are responsible for feedback and marking.
- Attending virtual meetings with teachers. At present, we have not established virtual meetings with parents.

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
- SEND plans must continue to be updated; by the school Send Co to ensure work is accessible to the children this must be continually monitored by the Send Co and fed back to class teachers.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school to ensure standards are maintained.
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.5 Designated safeguarding lead

The DSL and Pastoral Lead is responsible for:

- Chasing up any concerns logged by staff members via the CPOMS website. Any safeguarding concerns will be handled according to our school systems and policies.

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
- Ensure online safety is adhered to by staff, parents and children. Log any issues via CPOMS that arise.

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. (Contact will only be made between the hours of 8:45am and 3:45pm in the working week).
- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers, teaching assistants or HLTA's.
- Alert teachers if they're not able to complete work to allow staff to support parents where possible to make learning accessible.
- Request devices and dongles if available to make learning accessible.

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 in terms of locating resources – staff should refer parents to the Team (ks2) or the Class Dojo (Ks1).
- Be respectful when making any complaints or concerns known to staff
- Request devices and dongles if available to make learning accessible.

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
- Identified staff will provide Governors with reports to fulfil the above.

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 relevant subject lead or SENCO- Mrs Boden
- Issues with behaviour – talk to the relevant head of phase or pastoral manager Miss S Wootton
- Issues with IT – Submit a ticket or contact Mrs Robinson
- Issues with their own workload or wellbeing – talk to Mr G Gentle
- Concerns about data protection – to Lucy Cooper Business Manager
- Concerns about safeguarding – talk to the DSL Mr G Gentle, Mrs J Thornton or Miss S Wootton
- All staff can be contacted via the school email addresses

4. Data protection

4.1 Accessing personal data

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

- Have access to SIMS from home Via VPN network.
- Know which devices they should use to access the data – if you've provided devices, such as laptops, staff must use these rather than their own personal devices

All staff will have:

- Have access to CPOMS to record any concerns regarding children, this is accessed; via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.
- Access to parent contact details via SIMS when in school only.

4.2 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 (Supported by E Services)

5. Safeguarding parents and pupils

Designated Safe Guarding Staff will provide updates to parents, via Facebook and the school Website of useful resources that are available to support them with online safety whilst engaging in home learning.

6. Monitoring arrangements

This policy will be reviewed as and when updates to home learning are required. At every review, it will be approved by the school Governors.

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