Remote Learning Policy

Ferryhill Station Primary School

Approved by:	Date:
Last reviewed on:	
Next review due by:	

1. Aims

This remote learning policy for staff aims to:

> Ensure consistency in the approach to remote learning for pupils

> 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

When providing remote learning, teachers will be available between 9am and 3:15pm.

(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 providing remote learning, teachers are responsible for:

> Setting work:

- o Teacher set work for all children in their class. They us Microsoft Teams to upload assignments, tasks, supportive materials such as PowerPoint presentations, videos and links to learning experiences.

- o During whole school closures where only the children of Key Workers and those who are vulnerable attend, teachers deliver live teaching sessions to all children, whether they are at home or at school. At least three live teaching sessions per day are delivered to KS2 children, one focused on English, one on Maths and one curriculum focussed session. Teachers may choose to deliver sessions, for example maths, to much smaller groups. Reception and KS1 children will have at least two live sessions a day. Nursery children will have regular story times over TEAMs.

- o During bubble closures, teachers will follow a similar process to the one outlined for school closures except that there is likely to be no children belonging to their bubble in school.

- o During individual isolation, teachers will upload work onto TEAMS and have catch up Teams meetings with children before the start and after the end of the school day.

- o Teachers will provide three hours work for children who are in KS1 and four hours for those who are in KS2. Teachers upload the work to synchronise with their live teaching sessions.

- o All teachers will meet regularly via Teams to discuss what is going well and ensure a consistency of approach. This includes scheduling live teaching sessions so that sibling sessions do not run concurrently.

> Providing feedback on work:

- o Older children especially will complete work in the Class Notebook or assignments. The work that is completed in exercise books will be photographed and uploaded onto TEAMs or sent through Dojo so that the teacher can provide feedback.

- o Teachers will give verbal feedback through live teaching sessions and also personal feedback in the child's personal TEAMs folder, or through Dojo.

> Keeping in touch with pupils who are not in school and their parents/carers:

- o Live teaching sessions ensure that the majority of children who are not in school are in regular contact with teachers throughout the day. Parents of children who do not attend TEAMs sessions will be contacted by text message, Dojo, phone and via TEAMs.

- o A document outlining school and home expectations will be sent to all parents.

- o Any complaints will be addressed initially through 1:1 contact with teachers. If this does not resolve the matter, the head teacher will make contact with the parent. Subsequently, the usual complaints policy will be followed.

- Barriers to accessing home learning are identified when teachers contact parents regarding non-attendance. School will support access to the internet, access to appropriate devices, technical knowhow and technical difficulties. School will agree plans with parents who are not available to support children at particular times of the day due to work or other commitments.

- Information regarding acceptable behaviour is shared with parents. Rewards systems aligned with school policy are implemented. Persistent poor behaviour could result in a child being removed from an online learning session and the teacher will follow this up with a telephone call to parents.

> Attending virtual meetings with staff, parents and pupils:

- Teachers will dress appropriately and parents will be reminded that children will also need to dress appropriately.

- Expectations regarding a suitable location for live sessions, with neutral backgrounds sent to parents and teachers through school's guidance document. This is also made available on the school website.

- Microsoft Teams to be used for live teaching sessions and work sharing. This is set up by the Local Authority in line with all advice regarding the use of video conferencing for remote learning published by UK Safer Internet.

2.2 Teaching assistants

During whole school closure, teaching assistants support in-school provision for children of Key Workers and those who are vulnerable. Children's learning is directed by teachers and all children, whether in school or at home, access live teaching sessions and learning activities on Teams.

In the absence of teachers, teaching assistants may be required to run some remote learning sessions. They have received training to support this. Senior Leaders will support teaching assistants in carrying out this role, if necessary.

If supporting remote learning, teaching assistants must abide by the same dress code as teaching staff and must consider the backdrop to their webcams in the same way.

2.3 Subject leads (including SENDCO)

Alongside their teaching responsibilities, subject leads are responsible for:

> Considering whether any aspects of the curriculum need to change to accommodate remote learning and to meet the needs of individual children

> Consider how approaches to remote learning are integrated into the wider curriculum design

> 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 reasonable and age-appropriate

> Monitoring the work set by teachers in their subject through regular meetings with teachers

> 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

> Understanding how approaches to remote learning are integrated into the wider curriculum design

> Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set and joining some live teaching sessions

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

2.5 Designated safeguarding lead

The DSL is responsible for:

> Attending school on a rota basis so that there is always a DSL present on school premises and available for teachers to contact when leading remote learning.

> Monitoring CPOMs and taking action as required by concerns raised.

> Monitoring the attendance and well-being of children in school, particularly those who are vulnerable due to Local Authority involvement.

> Monitoring the well-being of children accessing remote learning through conversations with teachers.

> Attending safeguarding meetings as required.

> Liaising with Children's Services and other services as required.

> Gathering information and compiling reports as required.

> Sharing information with staff pertinent to the safeguarding of all children.

> Ensuring remote learning is monitored for safety.

2.6 IT staff / Computing lead

IT staff are responsible for:

> Fixing issues with systems used to set and collect work

> Helping staff and parents with any technical issues they may experience

> 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:

> Attend live teaching session or give reasons for absence by contacting the teacher or the school office.

> Be contactable during the school day

> Complete work to the deadline set by teachers

> Seek help if they need it, from teachers or teaching assistants

> Alert teachers if they are unable to complete work

> Staff can expect parents with children learning remotely to:

o Ensuring children attend live teaching sessions as often as they can and supporting them in doing this

o Make the school aware if their child is sick or otherwise can't complete work

o Seek help from the school if they need it

o Be respectful and timely when making any complaints or concerns known to staff

2.8 Governing body

The governing body is responsible for:

> Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible and is integrated into the wider curriculum design

> 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:

> Issues in setting work –relevant subject lead or SENDCO

> Issues with behaviour –relevant teacher or senior leader

> Issues with IT –IT staff /Computing leader

> Issues with their own workload or wellbeing – Head teacher or line manager

> Concerns about data protection –data protection officer

> Concerns about safeguarding –DSL

4. Data protection

4.1 Accessing personal data

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

> Ensure that telephone numbers and email addresses of parents are safeguarded as staff have access to Teachers2Parents where this information is stored.

> Only use school owned devices to access information.

> Adhere to the terms of the Acceptable Use Policy, which all staff have signed.

4.2 Processing personal data

Staff are reminded to collect as little personal data as possible online and to use school communication systems, not personal details or devices.

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 10 minutes

> 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

The School's Keeping Children Safe in Education Policy, 2020/21 will be adhered to at all times.

6. Monitoring arrangements

This policy will be reviewed 6 monthly by Joanne Sones, Head Teacher. At every review, it will be approved by the Curriculum and Standards Committee of the Governing Body.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Keeping Children Safe in Education policy
- Data protection policy and privacy notices
- Home-school agreement / guidance for remote learning
- ICT and internet acceptable use policy
- Online safety policy
- Curriculum Guidance / policy