

Roseberry

Primary & Nursery School



Remote learning policy

September 2020

Mrs E. Dunn

Review: September 2021

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

- When providing remote learning, teachers must be available between 9am and 3.20pm.
- 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 providing remote learning, teachers are responsible for:

Setting work:

- Providing daily tasks for their class
- Four tasks will be set per day
- Ensuring the needs of SEN children are met when setting the tasks
- This needs to be set by 9am every morning
- Tasks will be uploaded to the pupils' portfolios on Class Dojo. An overview of the day will be added to the Class Story.
- Staff should follow the remote learning plan document.
- Where children are self-isolating, a 10 day plan has been written for each year group. A self-isolation pack should be given to each child before Autumn half-term. The self-isolation plan should be supplemented with daily portfolio tasks.

Setting work for SEND pupils:

- Teachers should ensure that appropriate tasks are given to SEND pupils. These should link to their targets on SEN support plans or EHCPs.
- Consideration should be given to SEND pupils and whether paper packs would be better than using devices. Teachers will be expected to make this decision in connection with parents.

Providing feedback on work:

- Children will be expected to submit their completed tasks to their portfolios. Teachers will review the task and either provide written feedback and return it as a draft to pupils or approve it to their portfolio.
- Feedback on completed work should be completed by 3.30pm.

Keeping in touch with pupils who aren't in school and their parents:

- Our main method of communication with parents and pupils will be Class Dojo. If pupils do not complete any work for three days, then the teacher will make contact via telephone. Support will be given if needed.
- Teachers will not be expected to respond to parents or pupils outside school hours.
- Any safeguarding concerns should be reported to the DSL in accordance with our normal school procedures.

Attending virtual meetings with staff or other professionals:

- Staff will be expected to be suitably dressed.
- Staff are expected to avoid areas with background noise with nothing inappropriate in the background)

2.2 Teaching assistants

- When assisting with remote learning, teaching assistants must be available between 9am and 3.20pm.
- 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.
- Be available during the day to communicate with any SEN pupils in the classes they support.

2.2a Teaching assistants with specific responsibilities for SEN pupils

- Any teaching assistants who provide 1-1 support for children should contact the pupil on a daily basis either through Clasdojo or preferably by phonecall.

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

- Supporting pupils who aren't in school with learning remotely
- Providing any required support for pupils through communication on Clasdojo.

Attending virtual meetings with teachers and other professionals:

- Staff will be expected to be suitably dressed.
- Staff are expected to avoid areas with background noise with nothing inappropriate in the background)

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

2.3a SENDCO

- Working with teachers to ensure that appropriate tasks are set for SEN pupils
- Ensure that a consistent approach to SEN is followed by all staff
- Offer suggestions to any teachers who need support in setting appropriate SEN tasks
- Offer guidance to TAs who are supporting pupils

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school

- Monitoring the effectiveness of remote learning –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 is responsible for:

- Protecting children from abuse.
- The effective day to day management of child protection in accordance with Durham SCP procedures.
- Ensuring that all staff are aware of their responsibilities in connection with child protection issues and child abuse cases, and that they remain alert to those responsibilities.
- Ensuring that welfare calls are made by the PSA to vulnerable pupils and their families.

2.6 IT staff

IT staff (shared technician and Computing Lead) 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 teaching assistants
- Alert teachers if they're not able to complete work

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

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

2.9 Parent Support Advisor (supporting vulnerable families)

- The Parent Support Advisor is responsible for contacting vulnerable pupils and their families. This is to check on their welfare and offer support and guidance where needed.
- Where teachers have a concern about a vulnerable pupil, they should contact the PSA for advice and she will follow this up with a welfare call.

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 Key Stage Leader (P. Nunn, E.Dunn, E. Gray)

Issues with behaviour – talk to Key Stage Leader or Deputy Head (P. Nunn, E.Dunn, E. Gray)

Issues with IT – talk to IT staff or Computing Lead (shared technician / C. Blakeney)

Issues with their own workload or wellbeing – talk to their Key Stage Leader or DHT / HT (P. Nunn, E. Dunn, E. Gray, J. Lee)

Concerns about data protection – talk to the data protection officer (E. Dunn)

Concerns about safeguarding – talk to the DSL (J. Lee or E.Dunn)

4. Data protection

4.1 Accessing personal data

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

- Parents' contact details will be stored in our secure online One Drive.
- Staff should access these details using their school provided iPads rather than personal devices.

4.2 Processing personal data

- Staff members may need to collect and/or share personal data such as [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.

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. Monitoring arrangements

This policy will be reviewed every year by E. Dunn (DHT) At every review, it will be approved by the full governing body.

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