



# St James CofE Primary School

## Remote Learning Policy

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## 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

All staff have a role to play in remote learning.

Teachers will be responsible for setting up and delivering remote learning and this will be supported by Teaching Assistants. The Well-Being team will be responsible for liaising with families and helping to overcome barriers to remote learning. The SENCO will be responsible for supporting and monitoring the provision of remote learning for children with SEND.

### 2.1 Teachers

When providing remote learning, teachers must be available between normal working hours (8.40-3.30).

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 work for their class, including cover for other classes within the year group if needed
  - Provide a similar amount of work to the core learning children would receive in school
  - Provide remote learning timetables for individual children who are self-isolating for the start of each week.
  - Upload work to Microsoft TEAMS and the school website (timetables)
  - Provide work packs or workbooks to children who can not access the internet or who do not have a suitable device
- Providing feedback on work:
  - Pupils will be asked to upload their work onto TEAMS
  - Provide feedback through commenting on children's work in TEAMS and sharing marks for tests etc
  - Ensure feedback is given in a timely manner to ensure learning can progress (at least weekly)
- Keeping in touch with pupils who aren't in school and their parents:
  - Make regular contact with the family through Dojo or phone call if not responding on Dojo

- o Ensure concerns are shared with members of the SLT immediately. Safeguarding concerns to be shared immediately with the DSL.
- o Any children who are struggling to maintain appropriate levels of behaviour are to be dismissed from the lesson and contact made with their parents before re-joining the lesson.
- o Make contact with families to ascertain why work has not been completed and offer support.
- Attending virtual meetings with staff, parents and pupils:
  - o Wear, appropriate and professional clothing
  - o Situate themselves in a quiet areas and avoid areas with background noise and blur the background of the TEAMS call.

## 2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their 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.

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

- Supporting pupils who aren't in school with learning remotely:
  - o This may be pupils who receive interventions or IEP work and pupils with SEND.
  - o Small group work can be carried out in a break away room or children who need support within a live lesson can be pinned.
- Attending virtual meetings with teachers, parents and pupils:
  - o Wear, appropriate and professional clothing
  - o Situate themselves in a quiet areas and avoid areas with background noise and blur the background of the TEAMS call.

## 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
- 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
- Monitoring the effectiveness of remote learning –through regular meetings with teachers and subject leaders, reviewing work set and 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:

- Make sure that concerns are raised by staff/volunteers when necessary
- Offer support and guidance to all adults working within the school on matters of safeguarding and child protection.
- Ensure that they are available to be contacted
- Discuss concerns as required with outside agencies e.g. specific agency for single need (e.g. speech and language, Inclusion Support), early intervention multi-agency (e.g. Early Help process) or Multi Agency Safeguarding Hub (MASH) /existing social worker (child protection/significant harm concerns)
- Work closely with agencies and services to improve outcomes for children and young people including (but not limited to) Senior mental health leads, Domestic abuse support, Locality COG's, community policing.
- Complete/oversee all necessary paperwork and correspondence including referral forms to the Early Help team or MASH in regard to safeguarding and child protection referrals

(See Safeguarding and Child Protection Policy)

## **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:

- Establish daily routines for engaging in the learning experiences (e.g. 8:50am start)
- Base themselves in a suitable location for live lessons (preferably not in a bedroom and preferably with someone else present)
- Dress appropriately (we know you are not in school but we still expect you to be fully dressed to attend virtual lessons)
- Regularly monitor online platforms (Teams, Dojo, email, etc.) to check for announcements and feedback from your teachers
- Complete tasks and work set, doing your best work
- Join online meetings and lessons on time and behave respectfully
- Do your best to meet timelines, commitments, and due dates
- Communicate proactively with your teachers if you cannot meet deadlines or need help
- Collaborate and support your peers in their learning
- Comply with St James' Acceptable Use Policy
- Be contactable during the school

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
- 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

### 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
- › Issues with behaviour – talk to the relevant SLT member
- › Issues with IT – talk to IT staff
- › Issues with their own workload or wellbeing – talk to line manager
- › Concerns about data protection – talk to HT who will discuss matters with the data protection officer
- › 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 school provided laptops and ipads rather than personal devices.

#### 4.2 Processing personal data

Staff members 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.

#### 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. Safeguarding

Please see Safeguarding and Child Protection policy.

## **6. Monitoring arrangements**

This policy will be reviewed twice a year by the headteacher and ratified by 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
- E-safety policy (including acceptable use)