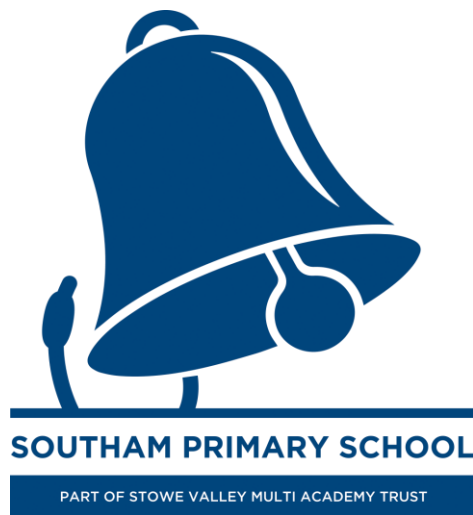


# Remote Learning Policy

## Southam Primary

### School



Approved by:

*Atugo*

Date: 25<sup>th</sup> January 2021

Last reviewed on:

Next review due by:

Spring term 2022

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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

- Designated safeguarding lead and deputy safeguarding lead
- SENCO
- Phase team leaders

#### 2.1 Teachers

When providing remote learning, teachers must be available between 8.45am and 3.15pm.

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:

#### Reception home learning provision:

Weekly learning overview shared with families

Weekly detailed plans for Literacy, Maths and Phonics, along with any relevant resources.

Throughout the week providing online support by posting videos of ourselves completing inputs to go with the planning, some live sessions to help stay connected with the children at home, feedback on work posted on Tapestry and answering any questions via Class Dojo.

Children can update work on to Tapestry where teachers and teaching assistants will provide feedback.

**Year 1 home learning provision:**

Daily work set on Class Dojo will be provided in a plan at the previous week with any additional daily resources required posted the day before.

Daily interaction and core teaching input from the Class Teacher at 09:45am also provided as a pre-recorded video the night before for parents unable to access live.

Live phonics session at 1:30pm Monday-Thursday for one phonics group in each class to be hosted by the Class Teacher.

Virtual class assembly on teams with children at home and in school 2:30pm Tuesdays

Live Story Telling on Monday-Wednesday at 2:30pm with the Class Teacher with opportunity for children to ask questions and teacher to feedback as appropriate.

Opportunity for parents to communicate with class teachers every afternoon via email and Dojo

Children can update work on to Class Dojo where teachers and teaching assistants will provide feedback.

Class Teacher to monitor work and create live teaching input if required.

**Year 2 home learning provision:**

Weekly work set on Class Dojo, weekly plan and resources uploaded and made available from the start of each week on the school website.

Daily interaction and core teaching input from the Class Teacher at 1:15pm (Mon/Tue/Thur/Fri). The subject of the teaching input will vary depending on what we feel most valuable e.g. maths, literacy.

Interaction and core teaching input from Class Teacher (HM) at 9:15am on Wednesdays

Daily live links and video learning links will be posted on Class Dojo.

Virtual class assembly on teams with children at home and in school 1:15pm Fridays

Intermittent story recordings read by class teachers available for home learning children

Opportunity for parents to communicate with class teachers every afternoon via email and dojo

Children can update work on to Class Dojo where teachers and teaching assistants will provide feedback.

**Year 3 and 4 home learning provision:**

Weekly plan for reading, spelling, literacy, topic and maths posted on Dojo on a Friday, with an additional literacy/plan for those children with additional learning needs.

Daily worksheets set on Class Dojo the evening before

Daily interaction and core teaching input from the non class based teacher twice a day. This will explain the work for the day and teachers will share a story with the children too.

Opportunity for parents to communicate with class teachers via dojo. Non class based teacher will be available to answer questions throughout the working day.

Children can upload work on to Class Dojo where teachers and teaching assistants will provide feedback.

### **Year 5 and 6 home learning provision:**

A timetable of work will be uploaded at the start of each week

Daily work set on Class Dojo after the daily morning Teams meeting

Daily interaction and core teaching input from the Class Teacher

Interaction and core teaching input from Class Teacher

Daily class story read by class teachers available for home learning children

Opportunity for parents to communicate with class teachers via dojo and 2 Teams meetings each day (except Friday, where there will be only a morning meeting)

Children can update work on to Class Dojo where teachers and teaching assistants will provide feedback.

- Teachers will organise a timetable/ rota within their phase team to cover live on line teaching sessions.
- When conducting live sessions, recorded sessions, meetings staff to follow the Stowe Valley MAT risk assessment.

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

- Staff should ensure that they have regular contact with children during the week. Where there has been no contact during the week, welfare calls should be made to the family and recorded on CPOMs.
- Weekly class monitoring overviews should be passed to the designated safeguarding lead by 3pm each Friday.
- Teachers should not answer emails or Class Dojo messages out of school hours.

### **2.2 Teaching assistants**

When assisting with remote learning, teaching assistants must be available for their contracted 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, under the direction of the class teacher.

Supporting pupils who are in school with learning remotely, under the direction of the class teacher.

### **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

#### 2.4 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 – 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 is responsible for:

See attached child protection and safeguarding addendum.

#### 2.6 IT staff

IT staff are responsible for:

- 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
- Complete work set by teachers, where home conditions allow.
- 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 body

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 class teacher
- Issues with behaviour – talk to the class teacher, who refer to the SENCO and/ or Headteacher where relevant
- Issues with IT – email IT staff
- Issues with their own workload or wellbeing – talk to Headteacher
- Concerns about data protection – talk to the data protection officer, Peter Robinson
- Concerns about safeguarding – talk to the DSL, Emma Longworth

## 4. Data protection

### 4.1 Accessing personal data

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

- Access data using secure cloud service on our IT network (Onedrive)
- Only use school provided devices to access data.

### 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**

- See attached child protection and safeguarding addendum.

## **6. Monitoring arrangements**

This policy will be reviewed annually by the Headteacher. At every review, it will be approved by the full governing board.

## **7. Links with other policies**

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy