Linden Primary School

Remote Learning Policy

<u>Monitoring and Evaluation</u>

Annually X   Every 3 years ☐   Other☐_____

Headteacher   ☐   Governing Body X   Other ☐ _____

<u>Dates</u>

Original Implementation March 2020   Reviewed February 2023   Next Review February 2024

Contents

*For clarity purposes, learning by individuals or small groups self-isolating will be referred to as *Isolation Learning;* provision in circumstances of bubble, school, local or national lockdown will be referred to as *Remote Learning-*of which most of this policy refers to*. However, as a collective, learning provision for pupils away from school can all be referred to as 'Remote Learning'.*

1. Aims

This Isolation and Remote Learning policy aims to:

> Ensure consistency in the approach to learning opportunities for pupils who are not in school

> Set out expectations for all members of the school community with regards to Isolation and Remote Learning

> Provide appropriate guidelines for data protection

2. Roles and responsibilities

2.1 Teachers

Isolation Learning

Whilst providing this approach to learning, for small numbers of children isolating from school, Teachers will provide 10 days worth of learning on Microsoft Teams. The English, Phonics and Reading learning will consist of pre-recorded videos, powerpoint presentations, online resources and then downloadable/online follow-up activities. The Maths learning will be uploaded weekly on a Monday to match the same resources as what is being used in school. This will normally be a White Rose video to replace the in-school teaching, with a powerpoint and task.

These resources will be saved in the 'Files' area of the Isolation Learning Channel in each Class Team. The expectation is that all teaching/learning should broadly match the pitch/expectations of in-school. Children with EHCPs will have learning provided for them on a weekly basis that matches their targets, if they are required to self-isolate.

Remote Learning

When providing remote learning, teachers will be available daily to set tasks and review learning with the children. All resources will be shared through Microsoft Teams where the children will have individual logins to access it. Teachers will upload resources weekly into the Files area of the Bubble, School or Lockdown Remote Learning channel of their class team.

Teachers will ensure our provision has a clear progressive curriculum which supports learners in accessing high-quality online and offline resources/ teaching videos, and is linked to our curriculum expectations. Teachers are expected to plan and resource home learning that is of equivalent length to the core teaching students would receive in the school and ideally include daily opportunities for contact with teachers, mostly through whole class 'review' sessions.

Teachers will set learning tasks, so that they have meaningful and ambitious work each day in a number of different subjects, but with a particular focus on Reading, Writing and Maths. Teachers will always consider the extent of resources available to pupils within their homes. We will aim to

provide frequent, clear explanations of new content/skills, delivered either directly by a teacher or through high quality curriculum resources and/or videos. Teachers will gauge how well students are progressing through the curriculum, using questions and other suitable assessment tasks/quizzes, whilst also using Microsoft Team's abilities to 'monitor' engagement.

There will be opportunities to regularly check work and engagement, providing that the class teacher is well enough to do this. At all times, teachers will ensure that the needs of all pupils are considered and catered for throughout the provision. For example, 'assignments' can be allocated to different groups of children by prior attainment and children with EHCPs will have resources prepared to help work towards their targets.

The logisitics of planning, resourcing and reviewing may change if the school is directed to be open for Key Worker and Vulnerable child provision, making some teams of teachers unavailable.

Teachers will need to be aware of their own well-being, the well-being of the pupils and the well-being of the families/adults, when setting the expectations for remote learning.

Teachers organising 'meetings' with the class:
- o Please consider your location when in a live meeting. Use a neutral Microsoft Teams background.
- o Meeting times should only be between 9am-3 pm.
- o Report any safeguarding concerns as usual through DSLs & CPOMs.
- o See the Video Conferencing Policy for more details.

2.2 Learning Partners (including 1:2:1s).

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

> Supporting pupils as directed by the class teacher/leadership

- o You may be asked to take responsibility of a particular area of the children's home-learning. (e.g. logging into Rising Stars Reading Planet and setting and monitoring reading tasks). Teachers will ensure you receive any training needed.
- o You may be asked to create work packs etc for specified children, either physical or online. This may be directed at a child's specific needs. E.g. EHCP targeting.

2.3 Subject leads

Through discussions with SLT, agreements will be made with each subject leader about the content expectations for their own subject. Whilst we are trying to ensure a broad and balanced curriculum is still being planned for, we understand that we need to build towards this, prioritising core subjects first.

2.4 SENCO

The SENCO is responsible for:

> Co-ordinating the remote learning approach across the school for SEND children

> Supporting Teachers and Learning Partners in providing for SEND children.

> Monitoring the engagement with and effectiveness of remote learning for SEND pupils.

> Monitoring the well-being of the child and the parents

2.5 Designated safeguarding leads

The DSLs are responsible for:

Monitoring CPOMs and responding to staff concerns. (See Child Protection & Safeguarding Policy)

2.6 Admin/Office staff

Admin staff are responsible for:
> Continuing their roles as best as possible in the situation.

> Providing communication and administrative support to teachers and the Leadership Team.

> Being a first-support opportunity for issues regarding logging into any of the online platforms, helping staff and parents with any technical issues that they can.

> Supporting leadership with any request asked of them.

> Maintaining communication/returns.

2.7 Pastoral Team

The Pastoral Team will ensure:
> CPOMs is checked regularly

> The school mobile phones are taken home by DSLs and are switched on during school hours so DSLs are accessible to parents. The school mobile numbers will be specifically given to vulnerable families for direct contact.

> Vulnerable children and families are monitored for engagement in learning and well-being.

> That families are visited (doorstep visits) if there are any concerns.

2.8 Leadership Team

The Leadership Team will:
> Be available outside of office hours, should they be needed in an emergency.

> Take areas of responsibility for monitoring Remote Learning provision.

> Maintain the running of the school site and logistics of this if the school remains open for vulnerable children and children of Key Worker families.

> Offer support and guidance when asked

> Allocate and monitor allocation of IT equipment (to staff and families where necessary).

> Ensure the well-being of pupil and staff is a maintained.

> Keep parents and Governors up to date with all news/initiatives and happenings

> Ensure school work set is appropriate and monitor/feedback

> Deal with the strategic overview and maintain a high standard of teaching and learning

> Set further INSET sessions if required.

2.9 Pupils and parents

Staff can expect pupils learning remotely to:
> Attempt to regularly participate in the online learning

> Complete work as best as possible with the resources available to them, meeting 'due dates' that have been set.

> Seek help if they need it, from teachers or learning partners, using the office email address, class email address or Teams communications.

Staff would like parents supporting children at home to:

> Let the school know if their child is unwell and cannot complete the work.

> Seek help from the school if they need it, whether this is technical, with learning or with well-being.

> Be constructive in any feedback regarding the new Remote Learning that the school are trying to put in place.

> Support your child with any online learning and with any whole class feedback 'meetings' that they may have with the teachers.

3. 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

> Being a critical Friend to the school and supporting the Head/Leadership.

4. 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 lead or S.Wellington

> Concerns with behaviour – talk to L.Collins or S.Davidson

> Issues with IT – talk to C.Siney or S.Wellington about these.

> Issues with their own workload or wellbeing – talk to their Key Stage Leader/Line Manager

> Concerns about data protection – talk to the data protection officer/ D.Lee

> Concerns about safeguarding – talk to the DSLs and report on CPOMs.

5. Data protection

5.1 Accessing personal data

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

> Use secure devices for accessing any information about pupils. These must be passworded.

> Have access to CPOMS to record any parental contact or concerns about children.

> Have access to Microsoft Teams for Staff and their Class login.

> SLT have the ability to locate personal details of families when required through CPOMS. SLT are not to share their access permissions with other members of staff.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and passwords 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.

5.3 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)

> 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

> Share any concerns or breaches with the Data Protection officer

6. Safeguarding

All staff are aware of the Safeguarding implications of Remote Learning. Staff will remain pro-active in their approach to safeguarding and will safeguard themselves and pupils at all times. Teachers will not have any individual 'meetings' on Microsoft Teams with any pupils and pupils will not be expected to use camera functions when participating in meetings, though they may choose to. Please see Child Protection and Safeguarding Policy.

7. Monitoring arrangements

This policy will be reviewed regularly and every 1-2 years or when a pandemic occurs.

8. 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

> Video Conferencing Policy