Remote Learning Policy

Peel Park Primary School and Nursery



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| **Approved by: Full Governing Board** |  | **Date:** 21.10.2020 |
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## Statement of intent

At Peel Park Primary School and Nursery, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Our Remote learning policy will meet the requirements as set out by Department for Education In Education and childcare during Coronavirus, School’s duty to provide remote education:

*Where a pupil, class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, DfE expects schools to be able to immediately offer them access to remote education. Schools should ensure remote education, where needed, is high-quality and aligns as closely as possible with in-school provision.*

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

* Minimise the disruption to pupils’ education and the delivery of the curriculum.
* Ensure provision is in place so that all pupils have access to high quality learning resources.
* Protect pupils from the risks associated with using devices connected to the internet.
* Ensure staff, parent, and pupil data remains secure and is not lost or misused.
* Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
* Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

**Who is this policy applicable to?**

* A child who is absent because they are awaiting test results or self-isolating and the rest of their school bubble are attending school and being taught as normal.
* A child’s whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

Remote learning will be shared with families when they are absent due to Covid related reasons.

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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

2.1 Teachers

When providing remote learning, teachers must be available between 8:30am 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:

* Setting work
	+ Setting work for your own class, including any children with additional needs who require differentiation.
	+ In circumstances where a colleague from your year group is ill, you will duplicate the work set for your class and provide access to the pupils from the alternate class.
	+ Four or Five lessons per day will be provided to ensure a minimum of 4 hours of learning is fulfilled. Over the course of 5 teaching days, a full curriculum of different subjects will be provided for the children that matches your long term plan for that half term. Teachers can use a mixture of Oak Academy lessons and their own prepared lessons. It is important that parents and children hear and see their own teachers and school staff, even if remotely or via recorded videos.
	+ Teachers will spell check and grammar check all remote work before posting online.
	+ Where individual pupils are self-isolating, the Teacher will provide links to Oak Academy lessons.
	+ Work must be set by 8:30am every morning for that day.
	+ Work will be uploaded onto the school website until See Saw is up and running. Then work will be provided through See Saw for main school and Tapestry for early years.
	+ Year group staff will co-operate with one another with planning. Planning will be shared across the Year group including when some staff are teaching in school and others are teaching remotely.
	+ Where pupils do not have access to devices, work will be printed and sent to the child’s home address. Support staff and Office staff will support with this. Teachers will direct this, even if they are not present in the building.
	+ Teachers will provide a moment of reflection every day to replace assemblies and class worship time. This could be a picture, a link to a piece of music, a story/poem or a minute of self-reflection.
* Providing feedback on work
	+ Initially, pupils will self-mark their work or take photographs and email to their teachers. Once See Saw is up and running, teachers will provide appropriate individual feedback to pupils via the Seesaw app. This should be through a written or verbal comment or ticks or a thumbs up.
	+ In some subjects, such as maths, it is acceptable for pupils to self-mark their work when answers are given via See Saw.
	+ Whole class feedback can be provided via Seesaw where a WAGOLL (what a good one looks like) examples are shared with the class or success criteria are identified along with TTN (Try this next comments).
	+ Where self- marking or self- marking against a WAGOLL are not planned for by the teacher, then the teacher will provide written or verbal feedback at least once per day. On other occasions, a tick or a thumbs up.
	+ Where individual pupils are self-isolating and are following lessons from Oak Academy, then class teachers will not mark this work as the lesson content covers feedback.
	+ Teachers will report to the DHT of their key stage on the uptake of online learning on a weekly basis.
* Keeping in touch with pupils who aren’t in school
	+ Teachers and support staff in a Year group will liaise to split the contact list and will endeavour to have a weekly telephone conversation with each of their pupils. This will be triggered on day 5 of an absence and will continue weekly, for every further 5 school days that the child is absent. The primary reason for this is Safeguarding. A conversation with the child is required. Please see the safeguarding section below for more information.
	+ Government guidance states that each child should have contact with their teacher at least once per day. This contact can be in the form of: SeeSaw or Tapestry, work submitted, email or a phone call. This must happen each and every day the child is away from school either isolating. Staff should monitor this closely and ask SLT for help if needs be.
	+ Where teachers are aware that pupils are not completing their online learning, then more regular and immediate phone calls will be required. The reasoning for this is that if a child is completing their work in a timely fashion, it is one indication that there are no safeguarding concerns. Teachers or support staff (as directed by the teacher) will endeavour to make contact with the family after 24 hours (weekdays only) of work not being completed.
	+ Teachers/staff should not answer emails from pupils or parents outside of directed hours or working hours.
	+ If a member of staff has a safeguarding concern about a child then staff should report their cause for concern in a timely fashion to the DSL (Kath Noble) or a member of Leadership who is a named person– please see the safeguarding section below
	+ Where a pupil fails to complete work within 24 hours of it being set, teachers or support staff (as directed by the teacher) must try to establish contact with the family within 1 working day. The need for urgency is that a lack of work may signify a safeguarding issue. Where safeguarding is not a concern, the lack of work could be due to an illness, a lack of a device or deliberate non-compliance with home learning. In all circumstances, the matter should be referred to a member of SLT (Philipa Varley).
	+ SLT (PV) will establish a dialogue with the family to try to overcome any issues. The parental involvement worker or Pastoral Manager may be asked to establish a link with the household.
* Attending virtual meetings with staff, parents and pupils
	+ Dress code - appropriate attire should be worn during video meetings/calls.
	+ Location – try to find a quiet working environment with a good wifi signal. If possible, blur your home background. This is important for your own privacy and anonymity.
	+ All teachers will be mindful of safeguarding and data protection and follow the school’s policies on these in any virtual situation.
	+ Be aware that any home/private conversations may be inadvertently made public when preparing videos or sound recordings.
* Streaming lessons – Some year group colleagues may be in the building and it may be possible to stream some live lessons to pupils who are learning remotely at home. Agreement for this should be reached between teaching staff. The responsibility for marking remote learning remains with the class teacher (who may delegate some to support staff).
* Class teachers will direct the work of their team

2.2 Teaching assistants/support assistants

When assisting with remote learning, teaching/support assistants must be available between their usual 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/support assistants work will be directed by the class teachers or by Senior Leaders. Areas of work include:

* Supporting pupils who aren’t in school with learning remotely
	+ This could include preparing work for a particular child or small group of children e.g. running a phonics session/ videoing a phonics session/ reading a story/ preparing work for a SEND child as directed by the teacher/SENDCO (Preparing visual supports to send in the post/ videoing play activities/ sourcing particular sensory resources and ensuring that these are made available to parents)
	+ Providing feedback to a child/ small group of children about their work
	+ Ringing families and speaking to pupils about their learning/feelings/safety
	+ As directed by the teacher in your class/SENDCO, teaching/support staff in a Year group will contact specified families and pupils and will endeavour to have a weekly telephone conversation with each of the named pupils. The primary reason for this is Safeguarding. A conversation with the child is required. Please see the safeguarding section below for more information.

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 by sampling remote work set by staff once a week for example one year only is sampled every week.
* 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 at appropriate times away from each other
* Alerting teachers to resources they can use to teach their subject remotely

2.4 SENDCo

The SENDCO will be responsible for:

* having an overview of work set for children with SEND and to ensure that this work meets the outcomes on children’s individual plans and EHCPs. This includes liaising with teachers and 1 to 1 support assistants to ensure that work is prepared and uploaded to SeeSaw for pupils with SEND by teachers and 1 to 1 support assistants.
* Having an overview of the feedback that is provided to SEND pupils
* Liaising with or directing 1 to 1 support assistants to liaise with pupils with SEND issues through a weekly telephone conversation with each of the named pupils. The primary reason for this is Safeguarding. A conversation with the child is required. Please see the safeguarding section below for more information.
* Ensuring that Annual Reviews of EHCPs continue to be undertaken.
* Continuing to make the relevant and appropriate referrals for children where needed.

2.5 Senior Leaders

Alongside any teaching responsibilities, senior leaders have the following responsibilities:

* The DHT for upper school will co-ordinate the approach across school.
* Both DHTs will maintain an overview of the learning and feedback in their Key Stages.
* The DHTs will monitor the effectiveness of remote learning by sampling lesson content on a weekly basis. Feedback from teachers on learning task take up will be monitored on a weekly basis.
* Senior leaders will organise training to meet the development needs of staff with regard to online learning.
* Half termly, views of pupils and parents will be sought on the effectiveness of remote learning.
* Where a pupil fails to complete work within a 24 hour period (weekdays), teachers must try to establish contact with the family within the next working day (or by nominating a member of support staff in that year to make the phone call). The need for urgency is that a lack of work may signify a safeguarding issue. Where safeguarding is not a concern, the lack of work could be due to an illness, a lack of a device or deliberate non-compliance with home learning. Where lack of work is due to an illness, the Teacher will refer this to the Pastoral Manager. In all other circumstances, the matter should be referred to a member of SLT. SLT will follow up with the family and try to engage the family with remote learning. Where a family still refuses to engage, the HT will make contact and try to engage the family with remote learning.
* Curriculum Lead will, half termly, review the curriculum in school to ensure that it is appropriate for our pupils and remote learning.

2.6 Parental Involvement Worker and Pastoral Manager

The parental involvement worker and pastoral manager will be available during their usual working hours. They will support all staff in school with engaging families in remote learning for pupils. This may include contact with parents and advice to encourage home learning.

The Pastoral Manager will record instances of illness and complete attendance accordingly. The pastoral manage will keep teachers informed of any pupil illness on day 1 of reporting and on the final day of illness.

2.7 Office Staff

Office staff will support leaders, teachers and all learning/support staff in printing and sending work to pupils who are unable to access remote learning through devices, as well as supporting staff with communication to families.

2.8 Designated Safeguarding Lead

The DSL is responsible for:

* Being readily available to support staff, pupils and families with any safeguarding concerns whether they are at home or in school.
* Liaising with professionals and outside agencies such as Social Workers, the Police to discuss any safeguarding concerns as and when they arise.
* Record and report any concerns and share information as required.
* Work closely with the Deputy DSL to ensure that children, staff and families are using the internet appropriately and safely.
* To support families with any welfare issues raised and to signpost to relevant agencies.
* To support staff by following up any calls home where contact has not been made – either by a further telephone call or by a home visit.

2.9 IT staff

IT staff are responsible for:

* Set up any devices acquired through the DfE device scheme and arrange repair of any of these devices that are subsequently broken.
* 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 School Business Manager
* Assisting pupils and parents with accessing the internet or devices
* Monitoring the use of internet connection devices

2.10 School Business Manager

The School Business manager is responsible for:

* Managing data protection during remote learning by regularly reviewing ways of working
* Maintaining a register of devices loaned to families
* Liaising with ICT staff to ensure that devices are set up correctly and firewalls installed
* Ensuring that parents sign loan agreements for devices
* Liaising with ICT staff re use of internet connection devices

2.11 Pupils and parents

Staff can expect pupils learning remotely to:

* Complete remote learning
* 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 or at least within a 24 hour period
* 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. Report illness to school by emailing the teacher and Pastoral Manager at ...
* Seek help from the school if they need it. Teachers and staff can be contacted via email during the school day of 8:30 to 3:15. All staff’s email addresses are on the school website at: <https://peelpark.eschools.co.uk/website/meet_our_staff/162790>
* Be respectful when making any complaints or concerns known to staff

2.12 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

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# 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 their line manager
* Concerns about data protection – talk to the data protection officer (school business manager)
* 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:

* Access any data, through the use of Logmein.com or Office 365 on a school device
* Use a school device to access this data
* Ensure that any emails containing personal data are marked as confidential

4.2 Processing Personal Data

Staff members may need to collect and/or share personal data such as contact details 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. Any personal information in an email must be marked as Confidential.

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

The Safeguarding Policy was updated in September 2020 any amendments with reference to COVID-19 were made. All staff have read at least Section A of Keeping Children Safe in Education September 2020.

Any lessons or meetings that are delivered ‘live’, e.g. via Teams, where children and/or parents/carers are involved, MUST be recorded at all times.

# 6. Monitoring arrangements

This policy will be reviewed annually by the Head Teacher. 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
* Data protection policy and privacy notices
* Home-school agreement
* ICT and internet acceptable use policy – at all times, this will be followed.
* Online safety policy