

Witton Gilbert Primary School



Remote Learning Policy

Date Policy Agreed	28 th January 2021
Review Due	January 2022
Headteacher	Mrs Paula Nelson
Chair of Governors	Mrs Michelle Harrison

This policy will be implemented in response to local and national guidance and will be directed by the school.

1. Aims

This Remote Learning Policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils
- Set out expectations for all members of the school community (children, staff, parents and carers) with regards to remote learning
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

2.1 Teachers

When providing remote learning during Lockdown, teachers will be available on weekday afternoons due to teaching commitments in the morning. When providing remote learning at other times, teachers will normally be available during school hours.

If they are 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:
 - In most cases, teachers will be responsible for setting work for their own class.
 - The amount of work they need to provide. (This will be agreed across the school staff and may involve different approaches depending on whether there are individual children working at home or a majority engaged in remote learning.)
 - Work will be set the day before it is due to be completed.
 - Work is currently uploaded to Class Dojo, which is accessed by parents and children. Printed copies of work uploaded can be collected from school each Friday during Lockdown.
 - Teachers liaise with others in school to ensure consistency in approaches across the year groups.
 - Teachers monitor learning to make sure pupils with limited access to devices can still complete the work. A limited number of devices are loaned to children in order of priority.
 - For children with Special Educational Needs and/or Disabilities (SEND), it is likely that more individualised planning may be needed and the support of adults in the home will be a significant advantage where that is possible. Teachers should work closely with parents to adapt the remote curriculum to meet learning needs, where necessary.

- Providing feedback on work:
 - Children/parents are asked to upload completed work onto Class Dojo so that teachers can provide feedback.
 - Teachers will provide written feedback on a range of work submitted by each child. Some tasks may be 'liked' while others will be given more specific feedback.

➤ Keeping in touch with children who are not in school and their parents/carers:

- Teaching staff will keep in touch with children who are not in school through communication on Class Dojo; interaction when dropping off packs; phone calls if there is a lack of engagement through Class Dojo; interactive sessions using Microsoft Teams.
- The Headteacher will keep in touch with vulnerable children/families and monitor wellbeing, providing support where needed.
- Staff are not expected to answer/respond to parent emails outside of school hours: 8.30am – 4.00pm.
- Complaints or concerns from parents should be shared with Mrs Nelson (Headteacher) or Mrs Curry (Deputy Headteacher).
- Safeguarding concerns should always be shared with the Headteacher/Deputy Headteacher as designated teachers.
- School offers a combination of paper based and online learning to ensure greater access amongst the school community. Where families find technology a barrier to learning, they are encouraged to seek advice from school. Depending on availability, a suitable device may be loaned from school.
- Where work is consistently not completed, teachers will speak with parents to discuss ways school can offer further support.

➤ Attending virtual meetings with staff, parents and pupils:

- School uses Microsoft Teams to communicate virtually and is developing ways to use this within the school context to communicate with pupils and parents.
- Dress code should be reasonable daytime clothes. All attendees must be fully dressed in daytime clothing (not pyjamas).
- Locations – Avoid areas with background noise and ensure there is nothing inappropriate in the background.
- Double check that any other tabs they have open in their browser would be appropriate to see, if they are sharing their screen
- Use professional language

2.2 Teaching assistants

When supporting remote learning, teaching assistants must be available between their usual school 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 supporting remote learning, teaching assistants are responsible for:

➤ Supporting children who are not in school with learning:

- Teaching assistants will liaise with teachers to decide who should be supported and how they could provide support, for example telling stories, group discussions, providing feedback.

➤ Attending virtual meetings with teachers, parents and pupils:

- Dress code should be reasonable daytime clothes. All attendees must be fully dressed in daytime clothing (not pyjamas).
- Locations – Avoid areas with background noise and ensure there is nothing inappropriate in the background.
- Double check that any other tabs they have open in their browser would be appropriate to see, if they are sharing their screen

- Use professional language

2.3 Subject leads (including SENDCO)

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the curriculum need to change to accommodate remote learning and to meet the needs of individual children.
- Considering how approaches to remote learning are integrated into the wider curriculum design.
- 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 reasonable and age-appropriate.
- Monitoring the 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
- Understanding how approaches to remote learning are integrated into the wider curriculum design
- Monitoring the effectiveness of remote learning – eg through regular meetings with teachers and subject leaders, reviewing work set or using feedback from pupils and parents
- Ensure teachers are allocated statutory Planning, Preparation and Assessment time (PPA) whilst also providing remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.5 Designated Safeguarding Lead

The DSL is responsible for:

- Monitoring safeguarding issues or concerns
- Communicating regularly with all staff regarding concerns and/or vulnerable children
- Communicating regularly with parents and carers of vulnerable children and children who are not in school.

2.6 IT staff / Computing lead

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they may experience
- 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
- › Seek help if they need it, from teachers or teaching assistants
- › Alert teachers if they are unable 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
- › Be respectful and timely when making any complaints or concerns known to staff

2.8 Governing body

The governing body is responsible for:

- › Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible and is integrated into the wider curriculum design
- › Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons
- › Engaging with regular meetings to monitor effectiveness and impact of remote learning

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact:

- › Issues in setting work –relevant subject lead or SENDCO (Mrs Nelson)
- › Issues with behaviour – Class teacher or Mrs Nelson (HT)
- › Issues with IT – Miss Appleby
- › Issues with their own workload or wellbeing – Mrs Nelson
- › Concerns about data protection –Data Protection Officer, Mr Brockman
- › Concerns about safeguarding –DSL, Mrs Nelson

4. Data protection

4.1 Accessing personal data

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

- › How they can access the data, such as on a secure cloud service or a server in the IT network
- › Which devices they should use to access the data

4.2 Processing personal data

Staff members may need to collect personal data, such as email addresses, as part of the remote learning system.

Staff are reminded to collect as little personal data as possible online and to use school communication systems, not personal details or devices.

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 school's Safeguarding Policy and Additional Safeguarding Guidance in response to COVID 19 can be found on the school website at: <http://www.wittongilbert.durham.sch.uk/key-information/school-policies/>

6. Monitoring arrangements

This policy will be reviewed yearly by the Headteacher. At every review going forward, it will be approved by Curriculum and Standards Committee or the Full Governing Body.

7. Links with other policies

This policy is linked to our:

- › Behaviour policy
- › Safeguarding policy
- › Data protection policy and privacy notices
- › Home-school agreement
- › ICT and internet acceptable use policy
- › Online safety policy