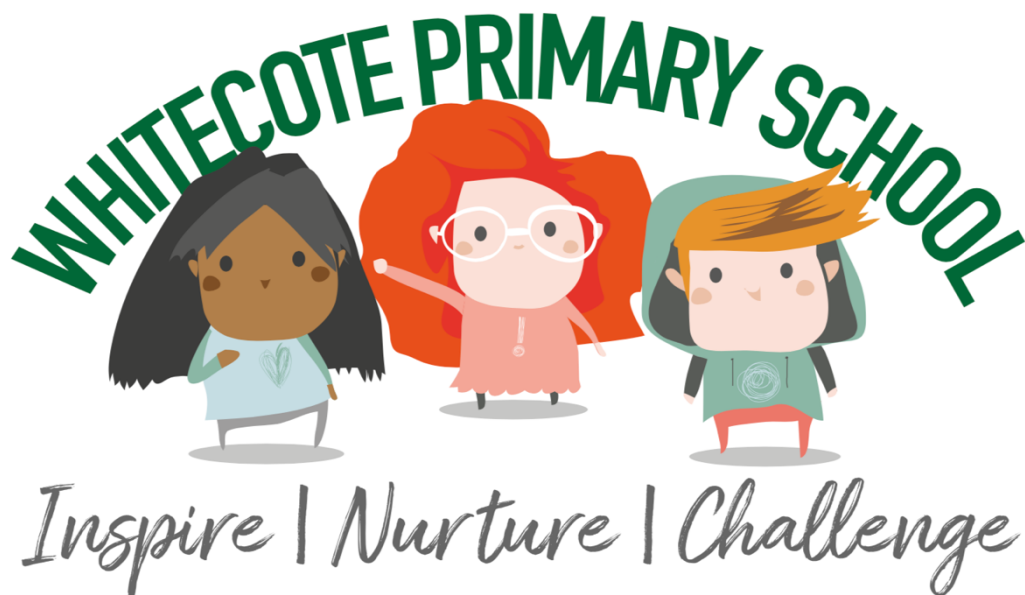


# Whitecote Primary School



## Remote Learning Policy

**January 2021**

**Review January 2023**

## Whitecote Primary School – Remote Learning Policy

### Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.

Remote learning will be provided for children in the EYFS (Little Doves, Nursery and Reception) via Tapestry. For children in Year 1 through to Year 6, remote learning will be on Class Dojo. Teachers will make use of online lessons and resources from a range of sources as well as creating their own.

These may include but are not limited to:

Oak Academy lessons, White Rose maths online, BBC Bitesize, Times Table Rockstars, MyMaths, Oxford Owl, Wellbeing Resources from Evolve, Purple Mash, suitable & relevant clips/videos or approved educational games and other resources made by the teachers themselves.

### Roles and Responsibilities

#### Teachers

When providing remote learning in the event of their bubble closing:

Teachers should be available to answer questions between 9:00am and 3:15pm Monday-Friday. Work should be uploaded to Class Dojo each weekday by 9:00am.

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 in the event of a whole bubble closure, teachers are responsible for:

- Sending home a paper pack of work with each child containing enough activities for two weeks, to enable them to begin home learning the following day even if they are not able to connect to remote learning platforms straight away. Each child must receive:
  - Wallet/folder containing activities across subject areas. Reading, writing, maths, topic and wellbeing.
  - Exercise book (Reception to Year 6) in order to complete activities in the pack and/or those set online.
  - A pencil.
- Setting work via Class Dojo (Year 1 – Year 6) or via Tapestry (EYFS).
  - For their own class.
  - For the other class in their year group, in the event that the other teacher is ill.
  - Equal to, as a minimum:

- Key Stage 1: 3 hours a day on average, with less for younger children
- Key Stage 2: 4 hours a day
- Ensuring the tasks are uploaded by 9am each morning.
- Communicating with their year group partner teacher to ensure consistency between classes.
- Providing a short 'live teaching' session via zoom each day where possible, which can be shared across the year group if both classes are self-isolating.
  - Set up a zoom meeting.
  - Text parents the meeting ID and password, and post the link to the meeting on Tapestry or the Class Story on Class Dojo.
  - Record the session so that it could be uploaded as appropriate to Tapestry or Class Dojo for those children unable to join in with the zoom meeting.
  - Remind children/parents of the zoom rules.
- Providing feedback on work,
  - By logging on to Tapestry or Class Dojo to view the work the children/parents have submitted.
  - By commenting on work, photos etc.
  - By asking children to finish tasks or re-submit work if they need to make improvements.
  - By ensuring that children submit work done to the best of their abilities and providing them with appropriate feedback or chance to re-send if this is not the case.
- Keeping in touch with pupils who aren't in school and their parents.
  - Ensuring contact is made with each child each day, either through work submitted, messages via Tapestry and Class Dojo or emails from the year group email.
  - For those children where no contact has been made via Learning Platforms, a phone call should be made on the third day, unless they are deemed vulnerable (see below).
  - Ensuring that vulnerable children are contacted daily by remote learning platform contact or phone, either by the class teacher or the pastoral team.
  - By answering emails sent to the year group email address, within 24 hours.
  - By responding to complaints or concerns from parents as they would do according to school policies and escalating to SLT as needed.
  - By reminding children that they are expected to complete work each day and contacting the parents where this is not happening.
  - By logging any causes for concern onto CPOMS for the attention of the DSL and Deputies.
- Attending virtual meetings with staff, other agencies or parents.

- Considering appropriate dress code, as per the Staff Handbook.
- Considering appropriate locations for video calls/meetings (e.g. avoid areas with background noise, nothing inappropriate in the background). Ensure that confidential content cannot be overheard by own family members and check this is also the case for whoever you are speaking to.

When providing remote learning to children self-isolating at home while the rest of their bubble is in school:

Work should be available to parents on Class Dojo or Tapestry and the class teacher should direct them to this via private message on Class Dojo or Tapestry, phone call or email by the end of the second day that a child is absent from school if they have not already responded.

When providing remote learning to a child or group of children, teachers are responsible for:

- Ensuring work is available via Class Dojo (Year 1 – Year 6) or via Tapestry (EYFS).
  - For anyone needing to self-isolate but well enough to complete school-work.
  - Equal to a minimum of 3 hours a day on average for KS1, with less for younger children, or 4 hours a day for KS2 - to include a selection of reading, writing, maths, wellbeing and topic work.
  - Ensuring the tasks are renewed at least weekly, but can be added to each day as appropriate.
  - Communicating with their year group partner teacher to ensure consistency between classes.
- Providing feedback on work within 48 hours.
  - By logging on to Tapestry or Class Dojo to view the work the children/parents have submitted.
  - By commenting on work, photos etc.
  - By asking children to finish tasks or re-submit work if they need to make improvements.
  - By ensuring that children submit work done to the best of their abilities and providing them with appropriate feedback or chance to re-send if this is not the case.
- Keeping in touch with pupils who aren't in school and their parents.
  - Ensuring contact is made with each child every two days, either through work submitted, messages via Tapestry and Class Dojo or emails from the year group email and following up with a phone call home if there is no engagement with online learning or communication methods.
  - By alerting the pastoral team if a family does not have access to devices to complete learning on.

### **Teaching Assistants**

When assisting with remote learning, teaching assistants must be available between 9:00 and 3:15.

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 teachers to deliver remote learning.
- Locating and/or preparing resources under the direction of the class teacher.
- Commenting on and acknowledging work sent in on Dojo or Tapestry.

If assisting with remote learning is not necessary or appropriate for the full day, teaching assistants will be given tasks to do, such as online CPD, planning, research or other training or tasks.

When attending virtual meetings with staff, other agencies or parents:

- Consider appropriate dress code, as per the Staff Handbook.
- Consider appropriate locations for video calls/meetings (e.g. avoid areas with background noise, nothing inappropriate in the background). Ensure that confidential content cannot be overheard by own family members and check this is also the case for whoever you are speaking to.

### **Year Group Leaders and Subject Leaders**

Alongside their teaching responsibilities, Year Group Leaders and Subject Leaders are responsible for:

- Considering whether any aspects of the year group or subject curriculum need to change to accommodate remote learning.
- Working with teachers teaching their year group or subject remotely to make sure all work set is appropriate and consistent.
- Monitoring the remote work set by teachers in their year group or subject.
- Alerting teachers to resources they can use to teach remotely.

### **Senior Leaders**

- Alongside any teaching responsibilities, senior leaders are responsible for:
- Co-ordinating the remote learning approach across the school – Helen Burling will lead on this.
- Monitoring the effectiveness of remote learning – through discussions with Year Group Leaders, Subject Leaders and feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

### **Designated Safeguarding Lead**

The DSL is responsible for:

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Implementing the Safeguarding and Child Protection Policy, and the COVID-19 Annex to this policy.
- Ensuring that vulnerable children are contacted daily when not in school for three days or more – either via remote learning platforms or by phone if there is no engagement.

### **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. Health Mentor will also assist with this.

### **SENCO**

- The SENCO and Assistant SENCO are responsible for:
- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning for children with SEND across school.
- Ensuring that pupils with EHCPs continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHCPs or those accessing alternative provisions.
- Supporting class teachers with resources and ideas to support remote learning for children with SEND.

### **Pupils and Parents**

Staff can expect pupils learning remotely to:

- 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.
- Seek help if they need it, from teachers and/or from adults at home as appropriate.
- Follow school's acceptable use policy, and know how to keep themselves safe online.

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 in order to complete the work given.
- Be respectful when making any complaints or concerns known to staff, through appropriate channels.
- Understand that the demands of running remote learning whilst also teaching the rest of the class each day are different to those when the whole class or year group, including the teacher, is working remotely.

## **Governors**

The governors are 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.

## **Who to Contact**

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

Issues in setting work – Year Group Leader initially, then Deputy Headteacher – Helen Burling

- Issues with behaviour – Deputy Headteacher Helen Burling
- Issues with IT – technical support – Jonathan Graham.
- Tapestry – Jemma Murray. Class Dojo – Jake Wilmott, Joanne Masters, Helen Burling.
- Issues with their own workload or wellbeing – line manager.
- Concerns about data protection – Frances Stead
- Concerns about safeguarding – DSL – Helen Burling, Deputies – Tracey Tweed, Karen Johnstone

## **Data protection**

### **Accessing Personal Data**

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

- Use Scholarpack responsibly and on school devices only.
- Access CPOMS on a school device, authenticated on a second device which may be a school iPad or personal phone.
- Access remote learning platforms via school device where possible, or personal phone as appropriate, but if using own equipment, no pictures, work or other information will be stored.

### **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 additional permission for this to happen. They have already provided their email address to school so given permission then.

However, staff are reminded to collect and/or share as little personal data as possible online.

### **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.

### **Safeguarding**

When delivering remote learning, staff must follow the school Safeguarding and Child Protection Policy, and also the COVID-19 Safeguarding Annex/Addendum, which is updated regularly.

### **Monitoring Arrangements**

This policy will be reviewed every two years. At every review, it will be approved by governors at the teaching, learning and pupil support committee.

This policy is linked to our:

- Behaviour Policy and Home-school agreement (COVID-19)
- Safeguarding and Child Protection Policy and COVID-19 Annex to this
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online Safety Policy