Remote learning policy

High Hesket CE Primary School

Approved by: The Governing Body	Date:
Last reviewed on:	December 2023
Next review due by:	Annually or when guidance is updated

Contents

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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. Use of remote learning

All pupils should attend school, in line with our attendance policy.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

> Occasions when we decide that opening our school is either:

     o   Not possible to do safely

     o   Contradictory to guidance from local or central government

> Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because they have an infectious illness

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between 8.45am and 3.30pm

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 should:

> Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners

> Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely

They are also responsible for:

❯ Setting work:

o Learning should be provided for any child requiring remote learning within their class.

o Class teachers should prepare work depending on the age of their children, using the guidance below:

o 3 hours a day on average across the cohort for Key Stage (KS) 1, with less for younger children

o 4 hours a day for KS2

o Work should be scheduled in Google Classroom for 8am on the first agreed day of remote learning. It should then continue to be scheduled for 8am each day the child requires it.

Teachers should:

o Provide a daily Maths lessons in line with our current curriculum using White Rose Maths premium resources.

o Upload White Rose Maths video

o Upload White Rose Maths worksheet (if required)

o Provide a daily English lesson in line with our current curriculum.

o Upload task description and any links to videos or websites to be used, e.g. Oak Academy.

o Upload any supporting worksheets/activities

o Weekly topic tasks

o Upload weekly task description and any links to videos or websites to be used, e.g. Oak Academy.

o Upload any supporting worksheets/activities

o Make use of and set work from our online platforms - Spelling Shed/Numbots / TT Rockstars / Maths Shed if useful.

o Liaise with teaching assistants who support specific children so that they can support children with comments and guidance in Google Classroom.

Providing feedback on work: All feedback is to be provided on Google Classroom.

Teachers and Teaching Assistants will:

o Provide a daily brief comment within Google Classroom.

o Feedback to be sent within working hours only and within 24 hours of the day of receipt.

❯ Keeping in touch with pupils who aren't in school:

o Children and or their parents can contact the class teacher via Google Classroom, email or by telephone within school working hours.

o Teachers will respond within 24 hours from receipt of correspondence. %This should be between 8.45 am and 5pm.

o Concerns about comments made by a child or their parents should be discussed with the Senior Leadership Team.

o If the child is not completing their work teachers should check in with the family via telephone.

❯ Attending virtual meetings with staff, parents and pupils:

o Ensure school agreed dress code, as per the code of conduct, is maintained.

o To take place in a suitable environment (e.g. avoid areas with background noise, nothing inappropriate in the background)

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for their normal working hours or the equivalent of.

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:

o Liaising with class teachers they work with to prepare resources, adapt activities and prepare feedback for children they usually work with.

o Liaising with class teachers they work with to support feedback for all children.

o Sharing any concerns about children they work with the class teacher. If the class teacher is not available, then contact the Key Stage Leader.

3.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

o Considering whether any aspects of the subject curriculum need to change to accommodate remote learning

o Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent

o Monitoring the remote work set by teachers in their subject – checking in with teachers, discussing work set.

o Alerting teachers to resources they can use to teach their subject remotely

3.4 Senior leaders

Leanne Day is the remote learning leader, supported by Jane Rennie for administration and technical development of Google Classroom.

Alongside any teaching responsibilities, senior leaders are responsible for:

o Regular monitoring of the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set, children's responses and reaching out for feedback from pupils and parents.

o Monitoring the security of remote learning systems, including data protection and safeguarding considerations

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

The school has both a Designated Safeguarding Lead (DSL) and a Deputy DSL as outlined on the first page of our Child Protection Policy and procedures and replicated on the first page of the Child Protection addendum. If, for any reason, the DSL or deputy DSL is not available to be in school, they will be contactable by telephone or online video.

Where staff or other adults have a concern about a child, they should continue to follow the procedures outlined in the School's Child Protection procedures. Staff and other adults are reminded of the need to report any concern immediately and without delay to the DSL or deputy DSL. In the absence of an onsite DSL or deputy DSL, all concerns must be directed to the Head teacher.

Any concerns or allegations made against staff or other adults in the school must be directed to the Head teacher. Concerns or allegations made against the Head teacher should be directed to the Chair of Governors in accordance with our existing Child Protection Policy and procedures. Cumbria Safeguarding Children Partnership (SCP) have procedures for reporting and dealing with allegations against adults and details of the Designated Officer (DO) appointed by the Local Authority.

If at any point there is a risk of immediate serious harm to a child a referral will be made Cumbria Safeguarding Hub immediately – **anybody can make a referral**. If a referral is made by a member of staff or other adult, they should inform the DSL or deputy DSL as soon as possible.

Cumbria Safeguarding Hub - 0333 373 2724

E mail: safeguardinghub.fax@westmorlandandfurness.gov.uk

The school is committed to ensuring the safety and wellbeing of all its children and young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support, they will ensure that a robust communication plan is in place for that child when learning remotely.

Details of this plan must be recorded on the school normal recording system as should a record of any contact made. The communication plans can include: remote contact; phone contact; or socially distant door-step visits. Other individualised contact methods should be considered and recorded.

The school and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

We will share safeguarding and child protection messages on the school website and social media pages.

We recognise that school is a protective factor for children and young people and the current circumstances can affect the mental health of pupils, their parents/carers and immediate family. To this end, we will do everything we can to minimise the effects in relation to any online resources made available to pupils' home learning.

Teachers at our school will be made aware of the above in setting expectations of pupils' work where they are at home.

3.6 Pupils and parents

Staff can expect pupils learning remotely to:

o   Be contactable during the school day either via Google Classroom or home telephone.

o   Complete work to the deadline set by teachers

o   Seek help if they need it, from teachers or teaching assistants

o   Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

o   Make the school aware if their child is sick or otherwise can't complete work

o   Seek help from the school if they need it

o   Be respectful when making any complaints or concerns known to staff

o   Be understanding that staff may be teaching a whole class whilst preparing individual learning

- Understand that, if a staff member is ill, reasonable adaptations of the provision will be made
- Ensure that they, or their children, treat the materials available with respect and do not upload any videos etc to social media or share outside of Google Classroom
- Adhere to the school online safety policy and acceptable use agreement
- Due to safeguarding and GDPR please do not photograph, video or record Zoom sessions.

3.7 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

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 the relevant subject lead or SENCO
- Issues with behaviour – talk to the relevant Key Stage Leader
- Issues with IT – talk to Leanne Day or Jane Rennie
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the relevant Key Stage Leader
- Concerns about safeguarding – talk to the DSL or Deputy DSL

5. Data protection

5.1 Accessing personal data

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

- Access information via Eduspot using a school laptop.

5.2 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.

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)
- 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

- o   Making sure the device locks if left inactive for a period of time
- o   Not sharing the device among family or friends
- o   Keeping operating systems up to date – always install the latest updates

6. Safeguarding

Further to the information provided above the school safeguarding policy was updated in September 2023. The school created an addendum to reflect circumstances of COVID-19 in July 2020. Both of these can be found on the school website.

7. Monitoring arrangements

This policy will be reviewed annually by Leanne Day – Remote Learning lead.

At every review, it will be approved by the full governing board.

8. Links with other policies

This policy is linked to our:

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