Remote Learning Policy

Nova Primary School Governor Information	
Model Policy	Yes – The Key
Local Changes	
Customisation*	
Originally Adopted	Autumn 2020
Last Review Date	
Next Review Date	Autumn 2023
* additions made to policy (eg local detail) but not a change to any policy structure	

History of most recent Policy changes – Must be completed

Date	Page	Change	Origin of Change e.g. TU request, change in legislation

1. Aims

This remote learning policy for staff 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

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8.30am and 3.30pm.

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 appropriate work:

- o Teachers will be expected to set work for their own class. However, if a partner teacher is ill, they may be expected to set work for a partner class. Similarly, teachers in school without whole class responsibility of their own may be asked to cover this task if needed.

- o Teachers are expected to provide a teaching input and set appropriate tasks for 3 lessons a day which include English, maths and wider curriculum.

- o Teaching input videos can be pre-recorded. Online teaching resource videos (e.g. Oak Academy) may also be used.

- o Teaching input videos and tasks need to be set by 3.30pm the previous day.

- o Work should be shared on Microsoft Teams as per training and guidance.

- o Partner teachers are responsible for working closely together to ensure consistency across the year group.

- o Work needs to be accessible and appropriate therefore differentiated and personalised work will need to be set for some children.

- o Any lessons/worksheets shared must come from reputable sources, be appropriate in content and be sourced in line with privacy and data protection/GDPR requirements.

- o Teachers will be responsible for managing their PPA arrangements throughout their working week whilst completing their daily teaching commitments.

❯ Providing feedback on work:

- o Teachers will set work and provide feedback for pupils using Microsoft Team digital learning platform.

- o Feedback may vary depending on the task. Feedback will usually involve individual marking and comments but general whole class feedback response in a post or video may also be used when appropriate.

- o Teachers will also be able to discuss pupils' progress in live weekly group team meetings (in the event that a class cohort is isolating) .

- o Deadline for completion of work for pupils is 3.30pm each day. Teachers are not responsible for feeding back on work that is handed in past this deadline.

❯ Monitoring and tracking work completed:

- o Teachers are responsible for monitoring and keeping track of pupils who are completing work each day.

- o Microsoft Teams track pupils completing individual assignments.

- o Teachers will need to inform SLT of any children they are concerned about.

- o Teachers will need to make sure pupils with limited access to devices can still complete the work e.g. by ensuring paper copies are provided.

❯ Attending virtual meetings and tutorials with staff, parents and pupils (in the event class bubble and teacher isolating):

- o Teachers will be expected to plan a live tutorial meeting catch up for every pupil each week. These tutorials will usually take place as learning groups across the week but may be planned for individuals who require bespoke feedback and support.

- o Teachers will still need to attend virtual CPD and staff meetings as per their usual contracted hours.

❯ Safeguarding children:

- o Staff must be vigilant regarding concerns about their pupils, both in terms of safeguarding, child protection and well-being and report this in a timely manner via CPOMs or to their DSL.

- o Any contact made with families due to needing pastoral type support must be recorded as agreed with your safeguarding team.

> Keeping in touch with pupils who aren't in school and their parents:

- o If a child hasn't completed any work on a set day and no absence notification has been received, the class teacher will need to contact the attendance team to trigger usual absence procedures e.g. sending text home to query absence.

- o If a child hasn't completed any work for 2 days, the teacher will need to send a personal message via Microsoft Teams to check in with the pupil. If no response is received from this the teacher will need to notify SLT of their concerns.

- o If parents have any concerns about their child's learning then they will need to contact the school office via the usual means and any messages will be passed on to the class teacher.

2.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available between 8.30am 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 assisting with remote learning, teaching assistants are responsible for:

> Supporting pupils who aren't in school with learning remotely:

- o Teaching assistants will need to liaise with their link teacher/s for direction.

- o Teaching assistants can be asked to record short video teaching inputs or make bespoke resources for groups or individual children they usually work with.

- o Teaching assistants will be part of Microsoft class 'Teams' and expected to support and encourage pupils with their learning by posting appreciations and encouragements and feeding back positively on children's learning.

> Attending virtual meetings and tutorials with staff, parents and pupils (in the event class bubble and teacher isolating):

- o Teaching assistants may be asked to lead live tutorial meeting catch ups for pupils, either individuals or groups. They may also be asked to take registers of attendance and follow up with teacher and attendance team.

- o Teaching assistants may be asked to attend virtual CPD and staff meetings as per their usual contracted hours.

> Safeguarding children:

   o   Staff must be vigilant regarding concerns about their pupils, both in terms of safeguarding, child protection and well-being and report this in a timely manner via CPOMs or to their DSL.

   o   Any contact made with families due to needing pastoral type support must be recorded as agreed with your safeguarding team.

2.3 Senior Leaders

Senior leaders are responsible for:

> Co-ordinating the remote learning approach across the school. Helen Thorpe, Deputy Headteacher, has assigned responsibility for implementing remote learning policy.

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

> Monitoring the effectiveness of remote learning. This will involve: reviewing work set by teachers in each class Team; reviewing numbers of children completing remote learning tasks; seeking regular feedback from teaching team; reaching out for feedback from pupils and parents.

> 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.

2.4 Designated Safeguarding Lead

The DSL is responsible for:

> Ensuring staff follow safeguarding policy and procedures as outlined in safeguarding policy.

Safeguarding guidelines for all staff when recording videos and live meetings:

   o   If recording lessons or messages staff must wear suitable clothing, as should anyone else in the household.

   o   If recording lessons staff must not be seen to be consuming anything inappropriate e.g. alcohol, illegal substances or smoking.

   o   Any computers used should be in appropriate areas, for example, not in bedrooms or bathrooms; and the background should be neutral and blurred if possible. Microsoft Teams has stock backgrounds that can be used.

o   Language and gestures must be professional and appropriate, including any family members in the background.

2.5 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 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.

> Seek help from the school if they need it.

> Be respectful when making any complaints or concerns known to staff.

2.6 Governing Body

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.

3. Who to Contact

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

> Issues in setting appropriate work – talk to the relevant subject lead for support; SENCO Rachel Risley or Deputy Headteacher, Helen Thorpe

> Issues with behaviour – talk to SLT

> Issues with IT – talk to SLT

> Issues with their own workload or wellbeing – talk to their line manager or any member of SLT

> Concerns about data protection – talk to data protection officer, Jo Ferns

> ❯ Concerns about safeguarding – talk to the DSL or a member of the Nova Safeguarding Team

4. Data Protection

4.1 Accessing personal data

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

Refer to the Remote Working Policy.

4.2 Keeping Devices Secure

Talk to your data protection officer for more help, and your SLT if you want to include details on how to put these measures in place.

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. Links with Other Policies

This policy is linked to our:

> ❯ Safeguarding Policy and Addendum

> ❯ Data Protection Policy

> ❯ Home-school Agreement

> ❯ E-safety Policy

> ❯ Remote Working Policy

> ❯ Staff Absence Policy

Appendix 1:

Remote Learning Process for single child/ group of children in class isolating

**Parents/carers notify school child is self-isolating due to Covid.**

School attendance team speak to family in regards to digital access and remote learning expectations.

Have you got internet access? Have you used Microsoft Teams? Do you have capacity to collect pack if no online access?

Attendance team email general remote learning letter with guidance for parents and carers plus relevant day 1 pack of work.

School attendance team notify class teacher of named child/ren need to provide work for.
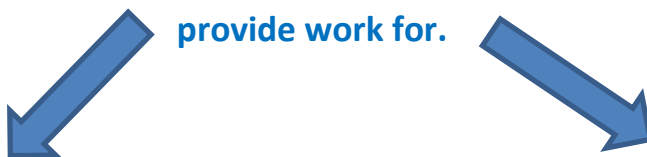
Digital access:

Teacher sends week of blended learning plans and resources to individual/ group of children isolating via Microsfot Teams.

Teachers to ensure this is set as an assignment that children can respond to.

Teachers assess and respond to children's work completed remotely as part of usual daily assessment and feedback and adjust planning if needed.

No digital access:

Teacher arranges for pack to be printed off for children.

Office arrange collection if possible or post if not.