Remote Learning Policy and Procedures

Date	Details of policy updates
January 2021	**First version**
March 2021	**Updated to include details of SBI provision**

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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

In order to provide a structured and high-quality education for our pupils in circumstances when children are unable to attend school, we have provision in place that enables children (and their parents) to access learning materials that support our school curriculum.
Provision is varied and adaptable depending on factors such as the age of the children, the number of children learning from home, the capacity of available staff.

2.1 Teachers

When providing remote learning, teachers 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 providing remote learning, teachers are responsible for:

Setting work

- For the children in the year group in which they teach.
- That is the equivalent of at least 3-4 hours work for the children.
- Which is new each school day and is sent out before 9am.
- Through recorded lessons that are uploaded to YouTube and sent via unlisted link to parents through Class Dojo.
- For those children who use British Sign Language to communicate these lessons will be interpreted and then sent out to children.
- Using Class Dojo to send out whole class, group or individual activities.
- Collaboratively with other members of staff within the year group
- Consistently with the school expectation for home learning that is age and ability appropriate.

Providing feedback on work

- Completed work can be uploaded to Class Dojo.
- Teachers may provide feedback to the whole class or individually, depending on the nature of the task.
- Feedback should be shared with the children by the end of the week in which the work is due to be completed. This may be sooner if the next step of the learning is reliant on that particular step.
- Teachers are not expected to provide feedback on pieces of work that are returned late

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

- Members of staff within a year group team will make individual contact with via Class Dojo.
- Completed work will be counted as contact
- Teachers will respond to Class Dojo messages before 4pm on the day received. If the message is received after this then they will respond the next day.

- Any concerns or complaints should be dealt with in line with the school complaints procedure (available on the school website).
- Any safeguarding concerns should be dealt with in line with the school's Safeguarding and Child Protection Policy. Any concerns about the safety or welfare of a child should be reported to Mrs B Taylor our Designated Safeguarding Lead. If any adult is concerned about the treatment of a child by an adult in school, concerns should be raised directly with the Head Teacher – Mrs R Surch

A record of completed work will be kept by the class teacher. If a child in the class is not completing work, in the first instance the teacher should discuss with other school-based professionals to find out whether there is a known reason why it may not be reasonable to expect the child to be completing the work. If there is no known reason then the class teacher will phone the family and work with parents/carers to establish routines and expectations which are manageable and reasonable for the child's age, ability and access to technology. Support from other professionals in school is available for situations like this.

If teachers are taking part in video calls or online meetings/lessons -

- They are expected to dress professionally and appropriately (as they would do in the workplace)
- They are expected to establish an appropriate working environment where they will not be interrupted and where the background does not include anything inappropriate or personal.

Teachers will be mindful of pupils both in school and at home. As a year group team, teachers will manage both in school activities and provision for those at home. This provision is expected to be in line with the learning that is taking place within the classroom.
It is important to remember that teaching is a highly interactive, personalised process which cannot be replicated exactly online. It is also important that young children are not spending too long watching screens as this is not beneficial to their well-being. Because of this, any online teaching will be limited to specific, focused areas that we have identified as a key priority for the group of children.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for their contracted 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 assistants are responsible for:

- Supporting the child that they work with if they work as a one:one teaching assistant.
- Providing packs of activities for the child that they work with and making arrangements for activities to be sent via email or printed and provided as a paper pack)
- Liaising with the SENDCo to ensure that the provision and the child's engagement is appropriate.
- All Teaching Assistants are responsible for supporting the class teacher in providing activities for the children, checking which children have responded and providing feedback if it is appropriate to do so and the class teacher has asked them to.

Communication Support Workers (CSW) are expected to work with the class teacher to provide interpretation of lessons if a class or year group bubble is closed.

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
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent.
- 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 Mr J Lee will oversee the provision for all year groups in the school. Mr Lee will be the central point of contact for all teachers and will upload all Online Learning content.

- Monitoring the effectiveness of remote learning – senior leaders will do this by accessing the work set for each year group and ensuring consistency of provision across the year groups covered.
- Supporting class teachers in responding to queries from parents regarding the home learning provision.
- Liaising with IT support if staff require additional help to deliver aspects of the curriculum.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

- The DSL and Deputy Head are responsible for:
- Monitoring the safe use of online systems
- Responding to any safeguarding concerns raised by staff in accordance with our Online Safety Policy, Behaviour Policy and Child Protection and Safeguarding Policy

2.6 IT staff

- IT staff are responsible for:
- Fixing issues with systems used to set and collect work
- Helping staff 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
- Supporting staff to assist pupils and parents with accessing the internet or devices

2.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- 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
- Use the school systems appropriately

No child should be starting conversations separate to the learning that is going on and any such use of school systems will result in a member of school staff contacting parents/carers
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.
- Contact school if you have any concerns about your child's learning or well-being.

2.8 SENDCO

- The SENDCo will support teaching staff in setting appropriate work for children on the SEN register.
- Oversee provision for all pupils with an EHCP
- Oversee contact between staff and any pupils with an EHCP who are not physically attending school.

2.9 Pastoral Lead

The Pastoral Lead will maintain contact with those who open to children's services and who are not in setting. A record of conversations will be kept on the schools monitoring system – CPOMs.

2.10 Governors

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 work – talk to the relevant subject lead or SENCO or the Head Teacher/Deputy Headteacher
- Issues with behaviour – talk to the phase leader and then the Head Teacher
- Issues with IT – Mr Lee or contact the IT Helpdesk
- Issues with their own workload or wellbeing – talk to the phase leader or Head Teacher
- Concerns about data protection – contact Jackie Peterson who can then pass the matter onto our Data Protection Officer.
- Concerns about safeguarding – talk to the DSL – Becky Taylor or one of the Deputy DSLs Rachel Surch or James Lee

4. Data protection

4.1 Accessing personal data

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

- School devices only
- Request data through the school office

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as pupils' Microsoft Teams accounts 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.

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
- Ensuring that no external drives such as memory sticks or external hard drives are used on school equipment.

5. Safeguarding

The school has a full and detailed Safeguarding Policy – it can be found on the school website and in the school policies folder on the staff shared area of the server.

6. Monitoring arrangements

This policy will be reviewed Every six months and more frequently if the situation changes for schools. At every review, it will be approved by the local advisory 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
- Online safety policy

Red Oaks Primary School Blended Learning Scenarios

In the event of a partial or full closure Red Oaks Primary School will continue to provided blended learning for all those affected. This two-page guide explains the different tiers of lockdown for the school and then explains the protocols that staff, parents and children must follow.

Scenarios

There are 3 main scenarios. These are as follows:

Scenario 1 – A child is self-isolating at home

- Online learning through existing platforms (EducationCity, MyMaths, SPAG.com, Purple Mash)
- Work pack sent home with paper-based learning
- School website – links to learning resources in each year group https://www.redoaks.org/covid19.php

Scenario 2- A class bubble or year group is closed or asked to self-isolate

(if the teacher is well please see below. If the teacher is unwell, please see Tier 1. In some situations, the other year group teacher will produce the online lessons, unless they are unwell too.)

- Daily pre-recorded online lessons in English and Maths (4 days) and 1 pre-recorded online lesson in another subject e.g. Science, History, Geography (this will vary dependent on the week). These lessons will be posted on the schools private YouTube page and links sent out via Class Dojo
- Online learning through existing platforms (EducationCity, MyMaths, SPAG.com, Purple Mash)
- Work pack sent home with paper-based learning in addition to online lessons e.g. Art, P.E and Music ideas
- School website – links to learning resources in each year group- https://www.redoaks.org/covid19.php

Scenario 3 – Partial or full school closure (school stays open for key worker and vulnerable children **)

- Daily pre-recorded online lessons in English and Maths (4 days) and 1 pre-recorded online lesson in another subject e.g. Science, History, Geography (this will vary dependent on the week). These lessons will be posted on the schools private YouTube page and links sent out via Class Dojo
- Online learning through existing platforms (EducationCity, MyMaths, SPAG.com, Purple Mash)
- Work pack sent home with paper-based learning
- School website – links to learning resources in each year group https://www.redoaks.org/covid19.php
- ** Key worker and vulnerable children in school will access the online learning sessions in school where possible

Red Oaks Primary School Blended Learning Protocols

In line with government guidance and our safeguarding policy this blended learning protocol sheet will provide staff, parents and children with a list of do's and don'ts. Our aim is to provide clarity of expectation during periods of blended learning as well as keeping all children safe.

Teachers

- Will provide online curriculum content that is relevant and allows children to progress
- Lessons will be adopted where necessary to address any misconceptions in learning that may have arisen during the week
- Will display the same standards of dress and conduct that they would in the real world
- Will acknowledge children's learning via Class Dojo and comment where necessary to take learning forward.
- Will not communicate to parents or children later that 4pm.
- Will contact anyone who is not regularly participating in the online learning via telephone call to check in. Teachers will be able to identify these children via Class Dojo.
- Senior Leaders will quality assure online learning lessons
- Senior leaders will oversee the uploading of the online lessons and make sure this is done in a timely manner
- Senior leaders will support staff and parents with any concerns or safeguarding incidents that may arise.

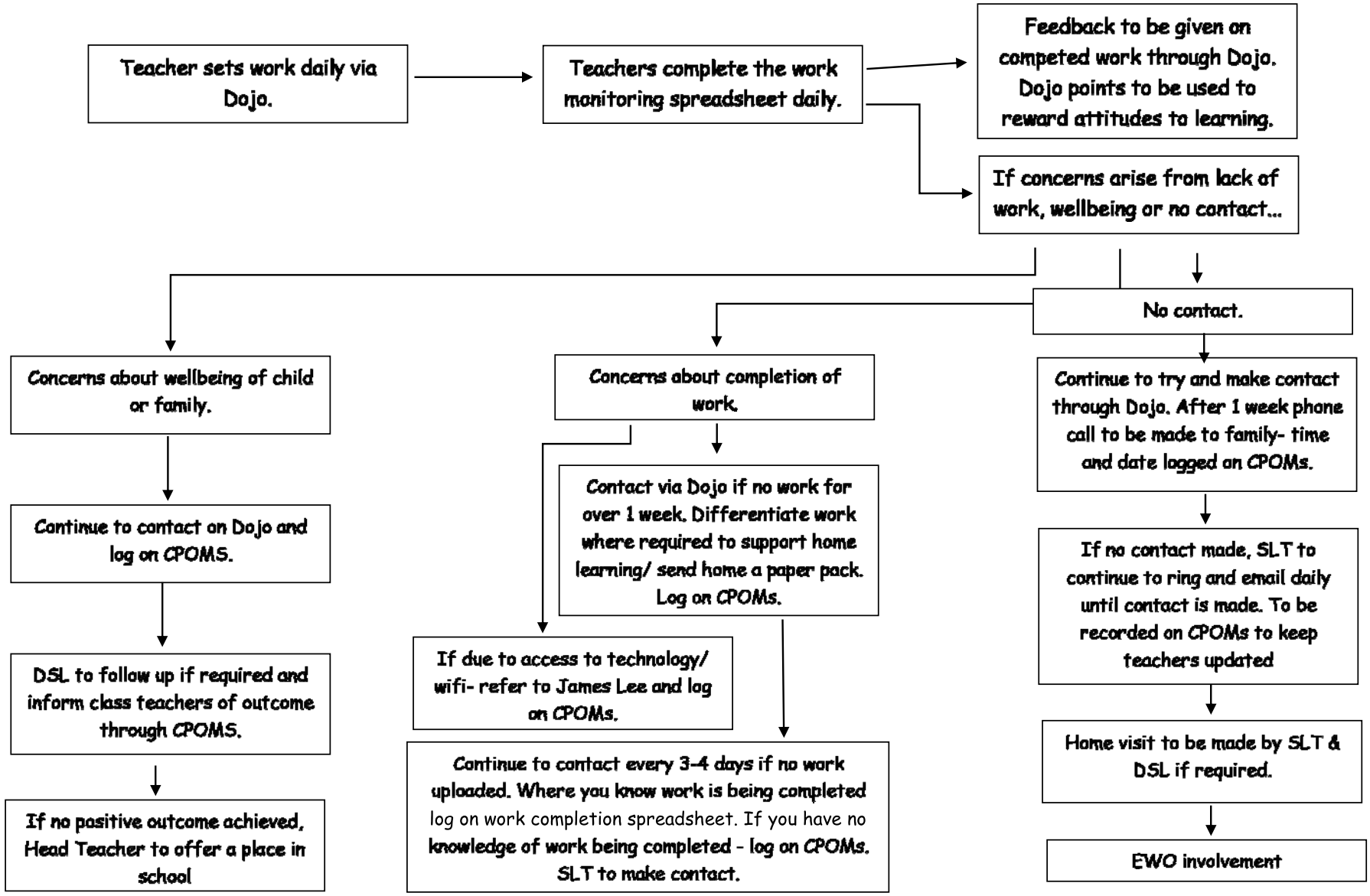
Parents

- Will communicate through Class Dojo or via year group emails. If the communication is sent later than 4pm then the teacher will respond the next working day.
- Will post their child's work online via Class Dojo- this will then be acknowledged by the class teacher.
- Try to establish a routine for you child. This may look different in each household. Because lessons are recorded, this gives more flexibility with learning time.

Children

- Be ready to learn when you start the online lesson. Make sure you have everything you need- pens, pencils paper etc
- Make sure you are comfortable and in a good position to learn.
- Try and access the lessons at the same time everyday – a routine is very important, just like being in school. Your routine may not be the same as your friends.
- Try to take regular exercise and eat a balanced diet
- Try to always have a good night's sleep
- Try your best

Monitoring the engagement and wellbeing of children learning remotely



How to Access Online Learning

Our Online Lessons are sent out via an unlisted YouTube link this means that they cannot be searched for. You don't need a laptop, tablet or smart phone to watch YouTube. Here is a list of all of the alternative ways to stream YouTube:

1. Amazon Fire TV -
2. Apple TV -
3. Google Chromecast -
4. A smart TV –
5. A PlayStation 4 or above -
6. Xbox One and above -
7. A Sky Q box -
8. A Now TV Box or stick -

In order to view the lessons on these devices please follow the following steps:

1. Ensure you are signed into YouTube using the same account on all your devices.
2. Open the link from Class Dojo on your phone or tablet and start to watch.
3. Open YouTube on your second device e.g. smart tv or games console.
4. The online lesson will appear in your 'History' to access this click on the Library button and then click History.