

# Remote learning policy

## Catton Primary School



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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

### 2.1 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. Call the Office and let year leader and a member of SSLT know.

When providing remote learning, teachers are responsible for:

- Setting work –
  - Work will be provided for all children self isolating (this includes either individual, groups, class or bubbles. It includes local lockdowns and also where a pupil is unable to attend school because they are complying with clinical or public health advice.
  - Reading, Writing and Maths will be set daily and a foundation subject lesson per week. In the event of whole bubble closure the broad range of curriculum subjects will be set over the week.
  - This work needs to be set by 9:00 in the morning, if set daily. Or by 9.00am Monday if set for the week.
  - Where work should be uploaded (e.g. school website, remote learning platform - Google classroom or, Class Dojo) – all staff within the team uploading work will be familiar with how to do this.
  - The uploading of work will be coordinated by Year Leader, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.
- Providing feedback on work -:
  - Pupils may take photos of their work and upload to class dojo, complete work online/ Google Classroom platform. If they are self isolating and completing hard copies of work, then work can be handed in on return to school and feedback given.
  - Members of staff will provide feedback on learning via Class Dojo or Google Classroom
- Keeping in touch with pupils who aren't in school and their parents – :

- Phone calls to Office from parents reporting absence – office staff will ensure they ask if children are well enough to work from home, this will then be communicated to the class using the following codes on Pupil Asset – W = work can be completed N= not well enough to complete work
- A member of the year team will make daily contact on Class Dojo/ Google classroom
- Parents/ carers can message about work/learning on class dojo and can expect a response during school hours 8:45 -3:30 or as agreed by class teacher.
- Any complaints or concerns shared by parents and pupils will be dealt with either by Class teacher, Year Leader or SSLT accordingly.
- Any safeguarding concerns will be recorded on CPOMs and reported to a DSL
- If there is a failure to complete work regular contact will be made, support will be offered (either from a learning perspective in the way of further explanation or practically the offer of tech support/ hard copies sent out)
- Attending virtual meetings with staff, parents, pupils:
  - Dress code – work wear
  - Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)
- Whole bubble closure
  - Communication will be made on the first day of closure in the way of a video or similar to explain what the pupils can expect from their remote learning.
  - Strategies will be employed to maintain engagement through this period - ie challenges, dojo rewards and phonecalls if necessary.
  - Videos will be used to support learning daily.
  - Year groups are partnered with another year group to ensure the printing out and accessing of in school resources.

When teachers are working in school, PPA time will be used to provide remote learning. TAs where possible will make contact with those absent pupils who are self isolating but well enough to learn (see below).

## 2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8:45-3:30 (however when in school supporting the learning - this remote learning support will be provided as and when is appropriate).

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 – inform the School Office.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely:
  - TA can contact pupils/ parents on Class Dojo/ Google Classroom to ensure they understand the learning.
- Attending virtual meetings with teachers, parents and pupils – cover details like:
  - Dress code – work wear
  - Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

If teaching assistants will also be working in school, they will make contact at an appropriate time during the day.

## **2.3 Year/ Subject leaders**

Alongside their teaching responsibilities, year leaders and subject leaders 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, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject –through 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 – HT, DHTs and AHTs
- Monitoring the effectiveness of remote learning –

through regular meetings with teachers and subject leaders, reviewing work set and receiving feedback from pupils and parents

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations. Class teachers will notify CS and AL of any potential issues. SC will monitor Google Classrooms through the website.

## **2.5 Designated safeguarding lead**

If any safeguarding issues arise all staff must inform the Safeguarding Officer and or one of the DSLs - CPOMs is used to record all safeguarding concerns.

Our safeguarding procedure can be found in our Child Protection policy.

## **2.6 IT staff**

Initially class teachers/ year teams will assist with the following.

- 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

If these cannot be resolved at class teacher/ year team level, our in-school tech support (LC and SC) will assist.

## **2.7 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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

## 2.8 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

## 3. Remote teaching and Learning

Teachers will ensure -

- Learning Objectives for remote learning match those being taught in school.
- Regular feedback will be provided to those completing learning remotely.
- Teachers may use remote learning schemes such as Oak Academy and White Rose to support remote learning.
- Activities will be modified from the in school teaching sequence in order that pupils can access them remotely
- Remote learning will be adapted to meet the varying needs of pupils.
- Additional support will be put in when a new concept or topic is being introduced remotely.

## 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 year leader / SSLT
- Issues with IT –
- Issues with their own workload or wellbeing – talk to year leader/SSLT
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

## 5. Data protection

### 4.1 Accessing personal data

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

- How they can access the data.

## 4.2 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.

## 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. Remote learning: safeguarding pupils and staff

As always, staff shouldn't communicate with parents or pupils outside school channels (e.g., they shouldn't talk to parents using their personal Facebook accounts, or contact pupils using their personal email addresses or phone numbers).

If personal phones are used to make contact - 141 should be used first to hide the phone number.

### Google Classroom

If you allow pupils to comment, tell them they should only talk about school work in the 'Stream' and that you may 'mute' them, i.e. stop them from posting or commenting (see below), if they post anything that's inappropriate or bullying in nature.

To 'mute' a pupil:

1. Click on a class in Google Classroom
2. Click 'People'
3. Next to the pupil you want to mute, check the box
4. Click 'Actions' > 'Mute'
5. Click 'Mute' again to confirm

To delete inappropriate or bullying posts or comments (you'll still be able to view them if you need to use them as evidence – see below):

1. Go to the class
2. Find the post or comment you want to delete
3. Click 'More' (the 3 dots) > 'Delete'
4. Click 'Delete' again to confirm

To view deleted posts and comments:

5. Go to the class
6. Click 'Settings' (the cog icon)
7. Next to 'Show deleted items', click 'Show' to toggle on
8. Hide the deleted items again by clicking 'Hide' to toggle off

9. Click 'Save' to save your changes and return to the 'Stream' page

If you are using Google Meets adults should

- Sit against a neutral background
- Avoid recording in their bedroom where possible (if that's not possible, use a neutral background)
- Dress like they would for school – no pyjamas!
- Double check that any other tabs they have open in their browser would be appropriate for a child to see, if they're sharing their screen
- Use professional language

Ask pupils to also be in a shared space in their house, rather than in their bedroom. No pyjamas for pupils either! Alternatively, you could ask them to turn their cameras off.

Ask parents who'll also be there to be mindful that other children might see or hear them and anything in the background.

Where possible have two adults present. If that is not possible, record all one-to-one interactions in order to safeguard everyone involved. These recordings will be stored internally and not shared with anyone outside the organisation. Make parents/ carers aware that this will be recorded.

To record in Google Meet:

1. In the meeting, click 'More' (the 3 dots) > 'Record meeting'
2. Wait for the recording to start
3. When you finish, click 'More' > 'Stop recording'
4. Click 'Stop recording' again to confirm
5. Wait for the recording file to be generated and saved to the Meet Recordings folder. The meeting organiser and the person who started the recording will also get an email with the recording link.

## 6. Monitoring arrangements

This policy will be reviewed annually by Claire Shenton – Deputy Headteacher. At every review, it will be approved by the full governing board.

## 7. Links with other policies

This policy is linked to our:

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