

# Remote Learning Policy



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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 8.30-4.00pm.

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.

#### Providing remote learning (see Appendix 1 & 2)

If a pupil is self-isolating, teachers are responsible for:

- uploading learning onto Google Classroom daily for the pupil in line with the school timetable
- checking learning and providing feedback at least twice a week to pupils
- informing SLT if they have not had contact with the pupil for more than 48 hours
- ringing home twice a week if they know that a child has no internet access or receives hard copies.

In the case of a class lockdown or whole school lockdown, teachers are responsible for:

- setting work for the class on Google Classroom daily except Reception who will set learning on the school website. The learning must be available on Google Classroom or the school website by 8.00am each morning

- learning for the day should follow the normal school timetable
- where children in the class require hard copies, learning for the week must be sent to the school office by the day after the lockdown has been initiated. (Teachers who share a class must ensure that the whole week's learning is sent to the office.)
- holding zoom lessons (or where this is not possible pre-recorded lessons) will be held for their class daily. Teachers must set the zoom meeting as a recurring meeting and then send the link to the school office. They will then send this link to the parents.

#### **Providing feedback on work:**

- children should turn in their learning daily
- teachers will provide feedback to individual children daily.

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

If a class is self-isolating, the teacher will register the pupils at 9am each morning via zoom and then outline the learning for the day. This will then be followed by a maths or an English lesson (approx. 30 mins)

If the whole school is in lockdown, the teacher will register their class in their allocated time slot each morning and explain the learning for the day. Teachers can choose whether to teach a remote lesson or provide a pre-recorded lesson each day. Each year group will be given a time to teach a remote lesson each day via zoom.

If a teacher has not heard from a pupil for 48 hours, either via Google Classroom or through virtual meetings then they must inform the school office. (If the pupils are receiving hard copies this is not necessary, However the class teacher will make a wellbeing call after 48 hours.)

If children require a device to be loaned to them, parents will sign the loan agreement.

The HT/ DHT will decide who should contact the parents of the pupil. Support should be offered to families and school should try to find a way to ensure that the child is able to engage with the learning. This could include technical support, loaning IT equipment or by providing hard copies of the learning.

#### **Emails from parents**

These should be answered within working hours as far as possible.

Any complaints or concerns shared by parents and pupils should be shared with the phase leader or if more serious the HT or DHT.

If a safeguarding concern is shared then this must be reported on MyConcern and shared with a DSL at the earliest opportunity on the day it is disclosed.

Teachers should only communicate with pupils on Google Classroom and not through email.

#### **Attending virtual meetings with staff, parents and pupils**

- sit against a neutral background
- avoid recording in the bedroom
- dress like the teacher would for school – no pyjamas!

- double check that any other tabs open in the browser would be appropriate for a child to see, if sharing their screen
- use professional language.

Record live streams, so an electronic version of the stream is available should it be required. Maintain a log of who is doing live streams and when.

To disable chat for pupils, uncheck the 'Q&A' setting when you schedule your live stream.

### **Teachers who are self-isolating but class remain in school**

They will be expected to:

- be available to teach and communicate with parents, pupils and staff during usual working hours
- teach at least 2 lessons to their class virtually each day. (EYFS – this may be a story)
- plan lessons and send any photocopying to the school office
- carry out any other tasks requested by the Headteacher, Phase Leader or Inclusion Manager (with respect to pupils with SEND or other vulnerable learners in their class)
- attend staff meetings, briefings virtually.

HLTA's who are self-isolating will also be required to teach some lessons from home.

### **2.2 Teaching assistants**

When assisting with remote learning, teaching assistants must be available between 8.45-3.30.

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:

- completing tasks as directed by the class teacher or Headteacher
- recording themselves reading a story daily and if able, uploading it onto Google Classroom
- joining in live lessons daily and following directions from teacher to work with a specific child or group of children through break out rooms.

### **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
- monitoring the remote work set by teachers in their subject – through meetings with teachers and 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
- monitoring the effectiveness of remote learning – through meetings with teachers and subject leaders and reviewing work which has been set
- monitoring the security of remote learning systems, including data protection and safeguarding considerations.

## 2.5 Designated safeguarding lead

The DSL is responsible for:

Ensuring the Child Protection Policy and procedures are adhered to.

If vulnerable children are not in school due to self-isolating or in the case of a local lockdown, they have not been on Google Classroom then a phone call will be made by one of the DSLs weekly.

If they are unable to be contacted then a home visit will be completed within a 48-hour period.

## 2.6 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.

## 2.7 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.

## 3. Learning expectations.

Learning should be of equivalent length to that of teaching time that pupils would receive in school.

- **Clear explanations:** give pupils detailed, precise explanations that leave no room for misunderstanding (this can be in a live video, recording or written instructions - if pupils are all good readers)

- **Scaffolding:** model or demonstrate how to do what you want pupils to do (e.g. solve a maths problem, complete an art activity) and then step back to allow them to try, offering support if needed (this can be a video, screen-share or audio recording)
- **Feedback:** give specific and meaningful feedback to pupils on work they've produced, or learning you've seen (this can be written, video or audio feedback). This can also be feedback from peers, if it's possible to facilitate this
- create opportunities for peer interactions: they can provide motivation and improve learning outcomes
- variety of tasks should be set, including: online learning, games, worksheets, videos, PowerPoints .Pupils should not be expected to look at a screen all day
- work and tasks should suit the age range and capabilities of the children. Teachers should try to set tasks that all pupils can complete to some degree of success, with an extension/stretching task for some to access
- learning that can be done in bite-sized chunks is more likely to be completed than longer tasks. There should not be an over reliance on long-term projects or internet research activities
- continue to develop long term memory with children. Set work to recap on work the pupils have previously completed as a refresher.

#### 4. Who to contact

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

- issues with behaviour – talk to the phase leader
- issues with IT – contact EasiPC.
- issues with accessibility due to a pupils Special Educational Need or disability – talk to Inclusion Manager
- issues with their own workload or wellbeing – talk to their phase leader
- concerns about data protection – talk to the data protection officer
- concerns about safeguarding – talk to the DSL.

#### 5. Data protection

##### 5.1 Accessing personal data

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

- have access to the 365
- use school devices only. Staff must not use their own personal devices.

##### 5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses or phone numbers as part of the remote learning and keeping in touch 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
- 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.

## 6. Safeguarding

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).

See the Child Protection Policy on the school website:

<https://www.brixworthprimary.org.uk/index.php/policies#policies>

### Using Google Classroom to set work and communicate

Decide:

- whether you'll allow pupils to post and comment in the communication 'Stream', or disable this function for them (see below)
- that they can talk about in posts and comments, if allowed to.

(If you disable pupil comments in the 'Stream', pupils will still be able to respond to feedback from their teacher on work they've handed in – they just won't be able to post on the 'Stream' page.)

To disable pupil comments in the 'Stream':

1. Open your class in Google Classroom
2. Click 'Settings' (the cog icon)
3. Scroll down to 'General'
4. Click the drop-down option to the right of 'Stream' and select 'Only teachers can post or comment'
5. Click 'Save'

If you allow pupils to comment, 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.

Give parents the chance to opt out of their child posting in the 'Stream' too. If they opt their child out, mute them.

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:

1. Go to the class
2. Click 'Settings' (the cog icon)
3. Next to 'Show deleted items', click 'Show' to toggle on
4. Hide the deleted items again by clicking 'Hide' to toggle off
5. Click 'Save' to save your changes and return to the 'Stream' page

## **7. Monitoring arrangements**

This policy will be reviewed termly by the Headteacher.

## **8. Links with other policies**

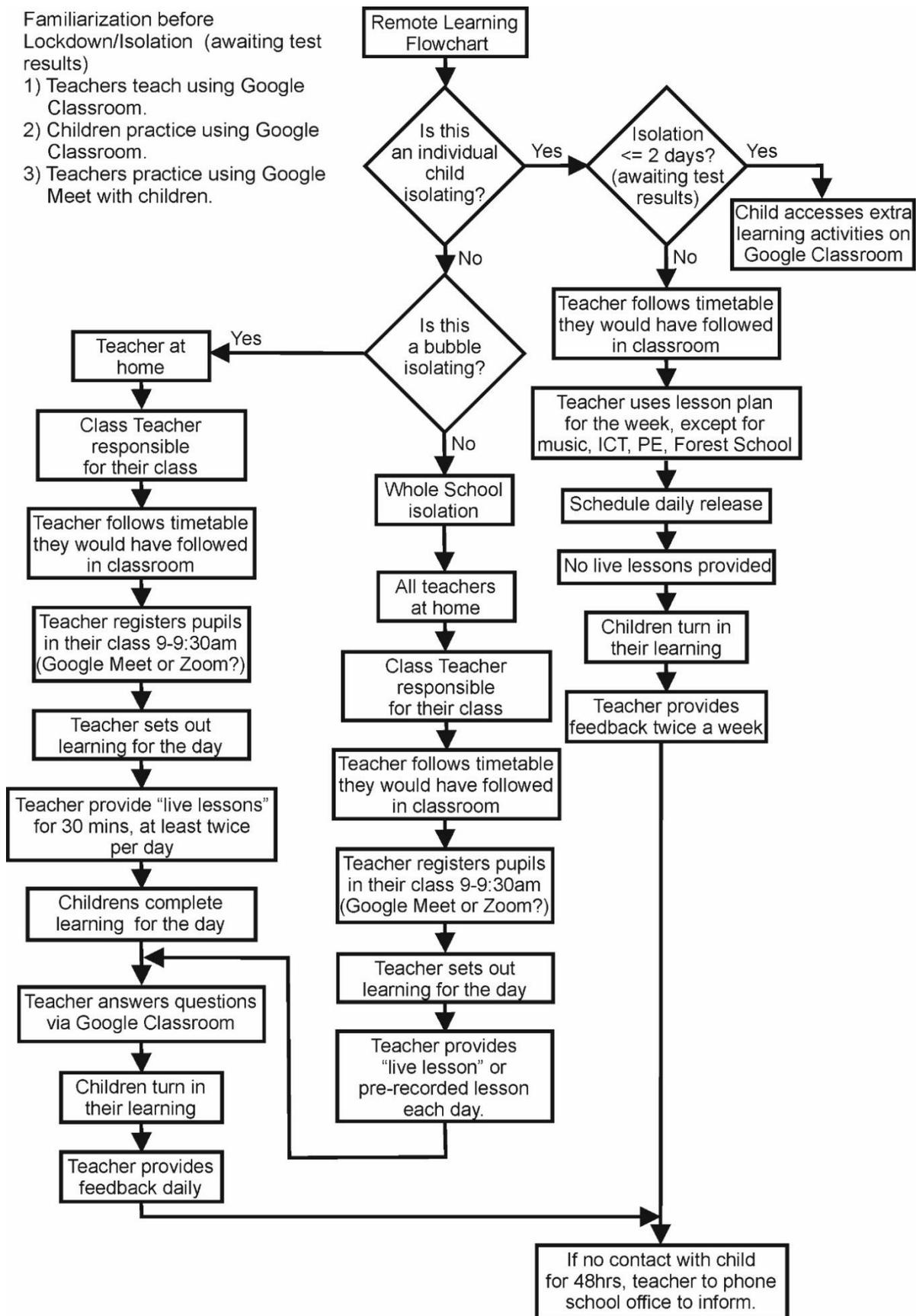
This policy is linked to our:

- behaviour policy
- child protection policy and coronavirus addendum to our child protection policy
- data protection policy and privacy notices
- ICT and internet acceptable use policy
- online safety policy.

Appendix 1:

Familiarization before Lockdown/Isolation (awaiting test results)

- 1) Teachers teach using Google Classroom.
- 2) Children practice using Google Classroom.
- 3) Teachers practice using Google Meet with children.



Appendix 2:

Remote Learning Checklist										
	Week 1					Week 2				
CT Role	Day 1	Day 2	Day 3	Day 4	Day 5	Day 1	Day 2	Day 3	Day 4	Day 5
Assignments set daily on google classroom in line with classroom learning										
Have you provided feedback to all pupils daily?										
Every 2 days check -Have children turned in their learning? If not, why not? If no known reason contact parents to see if we can help.										
Inform HT/DHT about daily attendance via both zoom and learning turned in. If no learning turned in after 2 days ring home (unless there is a known reason for this.)										
Weekly check in with pupils wellbeing - esp disadvantaged										
At the end of first week check in with pupils how they have found the learning.										
gather feedback from parents on child's experiences										
<b>Once back at school</b>										
teacher collect hard copies of learning to measure engagement										
check if pupils still on track and whether any gaps.										
If gaps have been identified establish plan of how to close these gaps.										
teachers feedback gaps to SLT										
Inform HT/DHT regarding any concerns about how pupils have resettled emotionally										