Burlington Junior School 2020

Remote Learning Policy

Approved by:		Date:	
Last reviewed on:	17/11/20		
Next review due by:	28/09/21		

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 are not in school

> Set out expectations for all members of the school community with regards to home learning

> Provide appropriate guidelines for data protection

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 9am 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. If it affects the completion of any work required then ensure arrangements have been made with other members of the year group or SLT to ensure the work is completed. **All children must be identified who cannot access online learning and will require paper copies.**

Remote learning for when the whole year group are not attending school, teachers are responsible for:

Setting work:

- o Create a detailed learning timetable of work for their year group using the school's template. This must include subjects from across the curriculum. This should include all the activities and links to resources and activities. More detail can be given over Class Dojo but the majority must be on the timetable.

- o Weekly/daily timetable of work should be emailed to DHT and HT before this is sent to parents. DHT/HT to proof read to ensure consistency and quality. Timetable of work should then be posted on Class Dojo/Google Classroom and emailed to IT for the website.

- o Children should be given the opportunity for questions and answers on Class Dojo/Google Classroom Monday to Thursday between 3:15 and 3:30. (see summary sheet)

- o Every Friday should have a storytime between 3:15 and 3:30 on Class Dojo. A teacher's voice should be recorded reading a story but visual is not required. Other story tellers from online can also be used on occasion.

- o Work should be differentiated for all learners.

- o Work should be uploaded to Dojo/Google Classroom at the latest 3pm the previous day.

- o Work as a year group team to ensure the work is planned and ready.

Remote learning for when individual children are not attending school, teachers are responsible for:

Setting work:

- o Create a weekly overview of work for their year group using the school's template. This must include subjects from across the curriculum including online safety and mental health and well-being. Details of activities should be given including links to resources and websites.
- o Weekly overview of work should be emailed to DHT and HT before this is sent to parents. DHT/HT to proof read to ensure consistency and quality. This should then be posted on Class Dojo and emailed to IT for the website.
- o Work should be differentiated for all learners.
- o Work should be uploaded to Dojo / Website at the latest on Monday morning before 9am.
- o Work as a year group team to ensure the work is planned and ready.

> Providing feedback on work:

- o Pupils should upload their completed work on Google Classroom.
- o Where appropriate answers can be sent for pupils to self- mark.
- o Those children who cannot access online work should email or leave completed work at school reception.
- o Teachers should respond to emails, Class Dojo or Google Classroom within 48 hours.
- o Verbal feedback can be given to enhance learning.

> Keeping in touch with pupils who are not in school and their parents:

- o Teachers should post a register message on Google Classroom welcoming pupils at 9am each morning. Pupils are expected to reply and be ready to learn at 9am. Teachers should keep a list of all children who did and did not register each morning.
- o Teachers to check Dojo messages and Google Classroom between 9am and 3:30 pm and are not expected to reply out of school hours.
- o Any questions which are difficult to answer and not related to home learning should be passed to SLT.
- o Teachers should attempt to make contact with all pupils in their class once a week via telephone call. This should be done on a school telephone or by someone in school if available. Record all contacts with parents on CPOMS and add relevant actions. If there are any safeguarding concerns then the safeguarding lead or deputy lead should be informed.
- o If contact cannot be made then this should be referred to the DHT/HT and pastoral/admin team for follow up.
- o Contact should be polite and encouraging.

> Attending virtual meetings with staff, parents and pupils:
  - o Meetings are currently virtual between staff members only

Resources and Learning materials

The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

- Class Dojo (For communication with parents and awarding points for work completed)
- Google Classroom (all work to be sent via google classroom in the event of a lockdown, with links to purple mash and other educational websites as necessary.)
- Purple Mash
- Pre-recorded audio lessons including story time and explanations for new learning. This should be done at least twice a week for Reading, Writing and Maths. Curriculum subjects should include audio explanations where teachers feel it would enhance learning.
- Work booklets
- Email
- Revision booklets for Year 6
- Educational websites/ resources including:

Oak National Academy
Oxford Reading Owl
Jigsaw
Thinkuknow online safety
Talk For Writing
Effective Maths and Quizzes
Times Tables Rock Stars
BBC Bitesize
Mathletics
Lexia

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.

The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats.

Work packs will be sent in advance for all pupils before a lockdown commences. Those who do not have access to a suitable device will have one provided by the school.

Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

Pupils will be required to use their own or family-owned equipment to access remote learning resources.

For pupils who cannot access digital devices at home, the school will, where possible, supply them with a dfe funded chromebook.

Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

Teaching Assistants

When assisting with remote learning, teaching assistants must be available in their normal working hours. During this time they are expected to check and reply to work emails.

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 Supporting pupils with home learning when requested to do so by the school SENCO or class teacher.

2.3 Subject Leads

Alongside their teaching responsibilities, subject leads are responsible for:

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

  o Subject leaders to Monitor work set by the teachers.

  o Including home learning in subject action plans

  o Providing support and advice to teachers

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 – reviewing work set by teachers weekly and Class Dojo and Google Classroom.

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

> Monitoring the emotional well-being of staff and offering support when and where needed.

2.5 Designated safeguarding lead

The DSL is responsible for:

Maintaining contact, collating, passing on information and responding to any concerns.

DSL and HT will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

Phone calls made to vulnerable pupils will be made using school phones where possible.

The DSL will arrange for regular contact with vulnerable pupils once per week.

All contact with vulnerable pupils will be recorded on CPOMS.

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

See the COVID -19 amendments to the Child Protection Policy

2.6 IT Staff

IT staff are responsible for:

> Adding learning timetables and overviews to the website

> Fixing issues with systems used to set and collect work

> Helping staff and parents with any technical issues they are 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

2.7 Pupils and Parents

Staff can expect pupils learning remotely to:

> Be contactable during the school day 9am to 3:30 pm – although they may not always be in front of a device the entire time

> Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.

> Parents will inform their child's teacher if their child is unwell

> The school will monitor absence and lateness in line with the Attendance Policy

> Complete work where possible 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

2.8 Governing Body

The governing body 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

2.9 SENCO

The SENCO is responsible for:

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.
- Advise and support staff and parents/carers where necessary.

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

> Issues with behaviour – talk to the Year Group Leader, Behaviour Lead

> Issues with IT – talk to IT/Google Classroom lead.

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

> Concerns about data protection – talk to the data protection officer

> Concerns about safeguarding – talk to the DSL

All staff can be contacted via the school email addresses.

4. Data protection

4.1 Accessing personal data

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

Have access to CPOMS to record parent contact or concerns about children. This is assessed through a secure password.

Access parent contact details through Scholarpack using a secure password. Do not share any details with third parties.

Use school laptops and iPads. These are the school's preferred devices to be used when accessing personal information on pupils.

4.2 Processing personal data

Staff members may need to collect and/or share personal data as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not 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

> Keeping operating systems up to date – always install the latest updates

5. Safeguarding

Please see the following updates concerning safeguarding in relation to home learning.

COVID-19 amendments to the Child Protection Policy. This also details references to remote learning curriculum and risks online.

6. Monitoring arrangements

This policy will be reviewed as when updates to remote learning are provided by the government. At every review, it will be approved by the Headteacher and Governing Body.

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

> ICT and internet acceptable use policy

> Online safety policy

> Staff code of conduct

8. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2020) 'Guidance for full opening: schools'