

Defford-cum-Besford C.E. First School



Remote learning policy

Adapted by Governing Body: January 2023

Review Date: January 2025

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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

Teachers are available Monday-Friday during usual working hours, but this will be primarily directed by their own personal family circumstances/situation. Underpinning this approach is an understanding for flexibility as to when teachers can be available. 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.

The following policy is intended to be followed in the event of children (including preschool children) not being able to be in school but that are well enough to access learning. This could be as the result of a school or class closure.

Teachers are responsible for:

Setting work:

- Use a curriculum sequence that allows access to high-quality online and offline resources. This may include online resources such as teaching videos from Oak Academy, linked to the school's curriculum expectations
- Build knowledge and skills incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- In Willow Class activities will be provided which are linked to the Early Years framework and are suitable for the developmental stage of the children. In Birch and Oak activities should include one English (either Writing or Spelling); one Maths; and one other curriculum subject;
- Give access to high quality remote education resources including Phonics Bug, Spelling Shed, Purple Mash and Times Tables Rockstars
- Activities should be uploaded to Tapestry for Willow class and Microsoft Teams for Birch and Oak Classes
- Instructions should contain enough detail for the pupil to be relatively independent (age dependent) but should not rely on use of a computer or device as it is acknowledged that this may be needed by siblings and/or parent(s) working from home. Teachers should not assume that a home has access to a printer to print anything;
- For those pupils without access to a computer or device a pack of work should be sent weekly to enable the child to access the same learning as their peers in school
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and work with families to deliver a broad and ambitious curriculum

Responding to the learning

- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, checking work daily
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

Communicating with families

- Direct contact with parents may be made by telephone, email or online platforms
- Attend virtual meetings with teaching assistants, parents and pupils, if necessary.
- Teachers should never use a personal device that shares their personal contact details (e.g. phone number or private email address);

2.2 Teaching assistants

When assisting with remote learning, teaching assistants should be available Monday to Friday between normal working hours.

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 assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely through telephone calls, in conjunction with the class teacher
- Attending virtual meetings with teachers, parents and pupils who are self-isolating.

2.2 Subject Leads

Alongside their teaching responsibilities, as outlined above, Subject Leads may:

- Consider whether any aspects of the subject curriculum need to change to accommodate remote learning;
- Work with teachers setting the curriculum subject to make sure work set is appropriate and consistent;
- Work with other subject leads and the Headteacher to make sure work set across subjects is appropriate and consistent,
- Monitor the work set by teachers in their subject through meetings with teachers and by reviewing work set;
- Alert teachers to resources they can use to teach their subject.

2.3 Special Needs Co-ordinator (SENCO)

The SENCO is responsible for coordinating provision for pupils with SEND across the school, as set out within the School's Special Educational Needs Policy. During a period of absence from school the SENCO will continue to:

- Lead on liaison with SEND pupils at home and their families;
- Ensure completion of necessary SEND paperwork and/or applications;

2.4 Headteacher

Alongside any teaching responsibilities, the Headteacher is responsible for:

- Co-ordinating the remote learning approach across the school;
- Monitoring the effectiveness of the remote learning activities, for example through contact with teachers and subject leaders and reviewing the work set;
- Identifying which families may have no access to the internet and ensuring that hard copies of learning activities planned by teachers are made available to the family for delivery;
- Oversee the ongoing wellbeing and CPD of all staff.

2.5 Designated Safeguarding Lead (DSL)

The DSL's responsibilities are identified within the school's Child Protection Policy.

2.6 Pupils and parents

Staff can expect pupils to:

- Try their best to complete the activities provided on a daily (weekday) basis;
- Read (or listen to some reading) every day;
- Seek help if they need it from adult(s) at home;

Staff can expect parents to:

- Support their child(ren) as best they are able, given their own home circumstances, health and work commitments etc;
- Seek help from the school if they need it;
- Be respectful when making any concerns known to staff;

2.7 Governing Body

The Governing Body is responsible, including as advised by the DfE, 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, they should contact the following individuals:

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| Issues in setting work | – contact the Subject Lead, SENCO or Headteacher |
| Issues with behaviour | – contact the Headteacher or Deputy Headteacher |
| Issues with I.T. | – contact the Office Manager |
| Issues with their own workload or wellbeing | – contact the Headteacher or Deputy Headteacher |
| Concerns about data protection | – contact the Headteacher who will liaise with the DPO |
| Concerns about safeguarding | – contact the DSL or DDSLs as set out within the school's Child Protection Policy |

4. Data protection

4.1 Accessing personal data

When accessing personal data, all staff members will:

- Only use their official school email account and never use personal messaging systems; ➤
Ensure no personal data leaves the school premises

4.2 Sharing personal data

Staff members are unlikely to need to collect and/or share personal data. However, if it does become necessary, 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. Safeguarding

The school's Child Protection Policy has been updated to reflect the current situation.

6. Monitoring arrangements

This policy will be reviewed annually by the Headteacher. At every review, it will be approved by the Governing Body.

7. Links with other policies

This policy is linked to the school's following policies:

- Behaviour Policy
- Child Protection Policy
- Data protection policy and privacy notices
- ICT and Acceptable Use Policy
- Staff Code of Conduct