

Aim High, Learn Together, Feel Proud!

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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
- Ensure Google Classroom is consistently used as the schools main learning platform

## 2. Roles and responsibilities

### 2.1 Teachers

When providing remote learning, teachers must be available between 8:30 and 16:00.

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:
  - o Teachers will need to provide work for all children in their class using Google Classrooms. Additionally they may need to provide work for sick or absent colleagues, however, this should only happen on the few occasions that a year group colleague is unable to set the work.
  - o Work set should follow the normal school timetable and should last for a minimum of 3 hrs a day KS1 or 4 hrs a day for KS2.
  - o All work for the day should be set in advance ie by 3pm the day before at the latest
  - o Work should be uploaded to Google Classroom. Links to other websites, such as Oak Academy can also be embedded within the Google Classroom learning.
  - o Planning for remote learning should be done in conjunction with other year group colleagues. The work should follow the school's subject schemes of work. All work set should be consistent across all classes in a year group.
  - o Live teaching using Google Meet should take place daily in KS2 and x3 in KS, x2 in EYFS. These live teaching events should last for at least 15 mins and be used for demonstrating key concepts. In addition to live teaching, recorded lessons can also be added to Google Classrooms.
- Providing feedback on work:
  - o Access to completed work will be via Google Classrooms.
  - o Feedback should be via marking quizzes, adding typed notes using google docs or adding voice notes using the recorder feature in Google Classroom. Feedback can also be given during live teaching sessions.
  - o Feedback should be shared with pupils in a variety of ways including: live teaching sessions, one to one sessions, typed comments on work and verbal comments.
  - o Feedback should be given as soon as possible after the work has been submitted by the pupil. This should be by the following lesson or following day.
  - o Follow up on their absence with their parents or carers, by asking the Parent Support Advisor to meet with them

- Notify their social worker, where they have one
  - We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible. [Add details of how you'll do this.]
  - Any child which is classed as 'vulnerable' who does not attend school will be contacted weekly by a DSL and a note made on MyConcern. If contact cannot be established then a referral to Social Services must be made
- Keeping in touch with pupils who aren't in school and their parents
    - Teachers should make regular contact with pupils and check that work is being completed each day and that pupils are attending live teaching sessions using Google Classrooms. A register should be kept to ensure pupils are completing their work. Pupils are expected to have logged in by 10am each morning.
    - Teachers are expected to answer emails from parents and pupils between the hours of 8:30 and 16:00 each day. Beyond this time emails may not be answered as it is outside of contracted hours.
    - Complaints or concerns from parents or pupils should be handled using the schools normal procedures and policies. Teachers should try to address complaints initially before escalating them to their phase leader. Safeguarding issues should be logged on the 'MyConcern' system and escalated to the schools DSL.
    - Pupils that fail to complete work should be reported to their parents via their class teacher. If work is still not completed then this should be escalated to the phase leader and the Parent Support Advisor who will also phone the parent.
    - Behaviour should follow that expected in school. Teachers should continue to follow the schools behaviour policy by giving a warning followed by time out from Google chats/discussions. Suspension of an account will occur if pupils post or behave in an unacceptable way. Teachers are expected to discuss any behaviour issues with the pupil and parent.
  - Attending virtual meetings with staff, parents and pupils:
    - Dress code for staff should be professional and similar to what is expected in school.
    - Children should be fully dressed, however, they do not need to wear a school uniform.
    - Locations - avoid areas with background noise, nothing inappropriate in the background and put a filter on your Google Chat so your background is blurred and not visible to pupils.

Teachers will also be working in school on a rota basis and therefore should plan remote learning for the whole week and deliver in class the lessons that would normally be delivered online. Live streaming of lessons can also allow direct teaching to be given during the time teachers are in school.

## 2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8:30 and 15:30.

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:

- Supporting pupils who aren't in school with learning remotely:
  - Supporting pupils they would normally support in class
  - Hearing children read
  - Conduct intervention programmes
  - Call and speak to pupils and parents where necessary
  - Assist the class teacher where directed to prepare and post remote learning activities

- Prepare and print packs for children unable to access remote learning
- Attending virtual meetings with teachers, parents and pupils:
  - Dress code - dress professionally as they would in school
  - Locations - avoid areas with background noise, nothing inappropriate in the background, have a background filter on.

## 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, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject through regular 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:

Insert details, such as:

- Co-ordinating the remote learning approach across the school – if you've assigned one member of staff to lead on this, highlight them here
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## 2.5 Designated safeguarding lead

We aim to have a trained DSL or deputy DSL on site wherever possible. If our DSL (or deputy) can't be on site, they can be contacted remotely by mobile phone.

We will keep all school staff and volunteers informed by via email and Google Docs as to who will be the DSL (or deputy) on any given day, and how to contact them.

The DSL will:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

We will continue to take our attendance register. We will follow guidance from the Department for Education on how to record attendance (including for pupils learning remotely) and what data to submit.

During the national lockdown, only vulnerable children and children of critical workers will attend school in person. Where any child we expect to attend school doesn't attend, or stops attending, we will call their parents to find out why they are not attending. If we cannot get hold of the parents and/or speak to the child a referral to social Services may be made.

## 2.6 IT/Admin staff

IT/Admin staff are responsible for:

Insert details, such as:

- 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

## 2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be logged into Google Classrooms by 10am at the latest
- 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:

- Be out of bed, dressed and ready to learn by 10am and be logged into Google Classrooms
- 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
- 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. 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 class teacher or SENCO
- Issues with behaviour – talk to the relevant class teacher or phase leader
- Issues with IT – talk to IT/admin staff
- Issues with their own workload or wellbeing (staff) – talk to their phase leader
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

## 4. Data protection

### 4.1 Accessing personal data

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

- Access the data through the schools secure server or through Google Classrooms
- Which devices they should use to access the data – staff use school devices that have been set up and secure rather than their own personal devices

### 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. Safeguarding

The school will maintain contact with children who are at home. Staff will try to speak directly to children at home to help identify any concerns. They will use school phones and devices to make calls home. Or, if necessary, they will use personal phones but they will withhold their personal number.

Staff and volunteers will look out for signs like:

Not completing assigned work or logging on to school systems

No contact from children or families

Seeming more withdrawn during any class check-ins or video calls

Where possible, we will continue to offer our current support for pupil mental health for all pupils e.g. offering counselling over the phone instead of face-to-face.

We will also signpost all pupils, parents/carers and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

Staff and volunteers will be alert to mental health concerns in children who are at home, and act on these immediately, following our reporting procedures using 'MyConcern'.

## **6. Monitoring arrangements**

This policy will be reviewed every two years by the Governing Body]. At every review, it will be approved by the full governing board or Executive Committee.

## **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

This policy will be reviewed every 3 years, or sooner if needed.

Approved: 06/02/2023

Review: February 2026