Remote learning policy

Baden Powell Primary School

Approved by:	Stephen Smith	**Date:**	19th October 2020
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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

Try to insert as much detail as possible when explaining the responsibilities below. If you haven't completely figured out all your systems for remote learning yet, explain where you'll be adding more detail later.

We've covered the people who will typically have a role in remote learning. You may want to add others, such as:

- Pastoral leads (e.g. heads of phase or year)
- SENCOs

2.1 Teachers

When providing remote learning, teachers must be available between 09.00and and 3.00pm during school days with a one hour lunch break at the staff member's convenience.

If you are unable to work for any reason during this time, for example due to sickness or caring for a dependent, you should report this by contacting the DHT or the HT via a phone call before 0830am on the first morning and ensuring that you contact either by 2.00pm to inform if you will be avaiable the next day.

If the school is open for key worker children then Teachers should report their absence following the current procedures of contacting the DHT or HT no earlier than 7.00am and no later than 7.30am.

When providing remote learning, teachers are responsible for:

- Setting daily learning tasks that match as much as possible the timetable the children would have in school.
- The work should be on google classroom and ready for accessing by 9.00am each school morning.
- As much as possible try to maintain school times and ensure there are at least a minimum of three hours learning but preferable four.
- Children without access to technology should be supplied with workbooks that relate to the age expected curriculum.

- New learning should be accompanied by an instructional video – this need not be the teacher but the video should be high quality and ensure clear understanding by the students.
- Teachers should have at least one whole class check-in lasting a minimum of twenty minutes once per day.
- If members of staff are ill we may ask teachers to check in on other classes at regular intervals.
- Children should upload their learning for teachers to view.
- Feedback should be provided in line with current marking and feedback policy – i.e. one whole class session either live-streamed or through video with a task for math and literacy.
- Learning in non-math and literacy should be acknowledged by a simple comment.
- To teachers best efforts acknowledge the learning that the children are doing through simple comments at least once per week for math and literacy outside of whole class feedback.
- Teachers should arrange at least one twenty minute whole class session per day outside of this teachers should contact families at least once per week via phone to ensure the children are learning and the family are well.
- For children with no technology teachers should contact the chid a minimum of once per week speaking to both the child and their parent or guardian.
- Staff should not answer phone calls or emails outside of school hours or during lunch break.
- Parental Complaints should be handled in the usual manner if it cannot be resolved then refer to phase leaders and senior leaders.
- Teachers should not be subjected to abusive phone calls and if this occurs please inform senior leadership for appropriate action to be taken.
- If children are not completing learning then please contact parents initially. If this continues refer to phase and senior leaders.
- Teachers should remember to dress professionally for any virtual meetings with parents or children.
- Teachers should choose the location they are broadcasting from wisely – e.g. do not film from your bedroom – try to have a plain wall behind you with no pictures to protect your privacy.
- Teachers should ensure reading books have been sent home to cover the expected period of time that children will be remote learning and that they should listen to the children read at least once per week.

2.2 Teaching assistants

Teaching assistants should be available to work between the hours of 09.00am and 3.00pm with a one hour lunchbreak arranged in agreement with the class teacher they will be assisting.

If you are unable to work for any reason during this time, for example due to sickness or caring for a dependent, you should report this using the normal absence procedure of contacting the DHT and informed them. If you are working remotely please ensure this is before 8.30am if you are in school with key worker children please ensure this is between 7.00am and 7.30am.

Teaching assistants will support classes or children as designated by the DHT and SENCo. If supporting in a remote class room the teacher will guide you on what they need you to do – this may be supporting a small group of children or listening to children reading.

During remote learning you may be required to attend meetings with fellow staff or external professionals – these meetings are more than likely to be virtual, please ensure you are on time and dressed in a professional manner. Ensure when attending meetings that you have no background noise and that your privacy is protected by trying to have a plane wall behind you.

On designated days you will be working in school with key worker children, the DHT will allocate these days.

2.3 Subject leads

Alongside their teaching responsibilities subject leaders are responsible for working with teachers to ensure that subject breadth and depth are achieved across remote learning periods.

They should also monitor learning in their subject area to ensure that work being set is appropriate and set at an effective level. Subject leaders should also work with teacher to set appropriate time frames for subject task completion. Subject leaders should also monitor through taking random samples of children's learning and discussing both strengths and improvement points with colleagues – this should be done in an informal and supportive manner. Subject Leaders should highlight the any resources they believe would aid their colleagues in delivering remote learning.

The SENCO should work closely with colleagues to ensure that remote learning allows access by SEND children. That work is set appropriately and shows progress across the remote learning period.

The SENCO should support staff and guide them in assisting their designated children in securing understanding of any learning that will occur.

The SENCO should aid colleagues by highlighting any resources they believe may be useful in delivering remote learning to SEND children.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for ensuring that the remote learning approach across the school is manageable for staff while ensuring breadth and depth during the remote learning period.

Senior leaders will review the work set with regular contact with teachers and subject leaders. Senior leaders will oversee data protection and safeguarding through any period of remote learning.

2.5 Designated safeguarding lead

The DSL is responsible for:

Ensuring all staff are up to date with the latest safeguarding guidance including the remote learning addendum.

The DSL is also responsible for ensuring the delegation of contacts between the Deputy DSL's and monitoring that they are contacting families regularly across each week.

The DSL will be the first port of call for any concerns teachers or support staff may have concerning children who are engaged in remote learning.

2.6 Pupils and parents

Staff can expect pupils learning remotely to:

Be contactable across the school day – although they may not always be on their virtual platform or have easy access to a phone and this should be considered when considering speed of return in communication.

Students should complete all learning set by teachers within the given timeframe.

Students should seek help if they need from teachers or teaching assistants concerning their learning.

Inform teachers if they will be unable to complete a given assignment.

Staff can expect parents with children learning remotely to:

To inform the school when their child is sick and this will be passed onto teachers.

Inform the school when their child cannot complete a piece of work.

To seek help from the school if they need it concerning their children's learning or any other issue that they believe the school may be able to offer support with.

Be respectful in their conversations with members of staff either virtually or via phone.

Be respectful to any member of staff they are communicating with in light of a complaint or an issue that they are displeased about.

2.7 Governing board

The governing board is responsible for:

Monitoring the school's approach to proving remote learning and ensuring that this provision remains of the highest quality.

Ensuring that remote learning platforms are appropriately secure for both data protection and safeguarding.

3. Who to contact

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

Issues in setting work please contact the relevant subject leader or SENCO for SEND children.

Issues with behavior please speak to your relevant phase leader and if not solved it will be referred to SLT

Issues with IT speak to the IT technician.

Issues with workload or wellbeing talk to either DHT or HT

Concerns about data protection speak to SBM

Concerns about safeguarding speak to DHT – if not available speak to HT

4. Data protection

4.1 Accessing personal data

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

Use google classroom which is a secure cloud based system.

Staff should use school laptops or school phones to access any data.

Do not use personal devices when communicating via cloud or phone.

4.2 Processing personal data

Any data collected in relation to remote learning of children is necessary for the school's official function and individuals don't need to give permission.

Please do not share any data you have concerning children or adults online.

Please remember not to share your personal data online or via phone – e.g. emails, personal phone numbers, etc.

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 safeguarding policy and remote learning addendum (Covid 19 addendum are stored on the P-Drive and on the school website. Please ensure you are familiar with the procedures.

6. Monitoring arrangements

This policy will be reviewed every six weeks.

7. Links with other policies

This policy is linked to our:

- Behaviour policy and coronavirus addendum
- 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