# Remote learning policy
# Little Stoke Primary School

| Approved by: | | Date: |
| --- | --- | --- |
| Last reviewed on: | | |
| Next review due by: | | |

# Contents

## 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

In planning and expectations for home online learning, we are aware of the need for flexibility from all parties:

> Parents may be working from home so access to technology may be limited;

> Parents may have two or more children trying to access technology and need to prioritise young people studying towards GCSE/A level accreditation;

> Teachers may be trying to manage their home situation, the learning of their own children or care of other dependents;

> Systems may not always function as they should.

## 2. Roles and responsibilities

### 2.1 Teachers

When providing remote learning, teachers must be available between 9 – 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 providing remote learning, teachers are responsible for:

> If individuals or whole bubble closes, assignments for English, Mathematicians and Topic subjects will be posted on Google Classroom/Tapestry ready for the beginning of each week. In the event of whole school closure, the work will be uploaded daily for children to access.

> Teachers will plan lessons which are relevant to the curriculum focus of that year group and endeavour to supply resources to support tasks for home learning.

> If the whole bubble closes, there will be daily videos for pupils to view which provide an overview for the learning as well as recordings of example texts used for English work. For YR-6 Mathematicians work will be provided via White Rose which also provide video guidance. Pre-recorded videos enable pupils to access videos at different times across the day. This will be particularly important if there are several siblings needing to access learning in one household. A daily English activity with a written focus,4 times per week and a grammar focus once a week. This can be based on a shared text or a video e.g. Literacy Shed. A reading activity will be set 4 times a week. This would be in line with what they would have in school:

- - An interrogation
- - A session based on inference
- - A session based on language
- - A session based on one other objective relevant to year group

Phonics will provided daily for children in EYFS, KS1 and any relevant children in KS2. Videos and guidance will be provided from: https://lettersandsounds.org.uk/for-home/overview. All videos and guidance are inline with the letters and sounds framework followed by the school.

> Pupils in Y1-6 will be able to post their work to daily assignments for teachers to provide feedback. Teachers will provide feedback that celebrates learning and promotes learning. Teachers will provide feedback within working hours (9am – 3:30pm), work submitted after this time will not be responded to until the next working day. Teachers are not expected to respond to emails or messages outside of working hours.

> If whole bubble is closed, teachers will follow-up with a short phone call to support pupils to engage in the learning set. If non-engagement continues SLT to follow-up and apply school behavioural policy where possible.

> When providing any online video content, teachers will adhere to the school dress code and ensure that the background is neutral (a virtual background to achieve this if there is nowhere suitable in home setting).

> Staff meetings will continue in the regular day and time and will be conducted using Teams.

## 2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available inline with normal contracted hours.

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 with readers (listening to readers online via Teams).

Flash cards, key words.

Targeted 1:1 support.

Support with feedback.

TAs who support children with EHCP to support pupil remotely to access learning. This could be via Teams or a phone call depending on which works best for the individual pupil.

In the event of a national lock down, teaching assistants will also support the learning of vulnerable and key worker children who are physically in school.

## 2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

SENCO:

> Support staff to meet the needs of pupils with SEND who may be working remotely.

Subject leads:

> Considering whether any aspects of the subject curriculum need to change to accommodate remote learning

> Where relevant, supporting 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

> Undertake some monitoring the remote work set by teachers in their subject.

> 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:

> Monitoring the remote work set by teachers in their subject.

> Supporting teachers to follow-up where pupils are not engaged with remote learning set by teachers.

## 2.5 Designated safeguarding lead

The DSL is responsible for:

See addendum in safeguarding policy.

## 2.6 IT staff

IT staff are responsible for:

> Fixing issues with systems used to set and collect work

> Helping staff 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

## 2.7 Families (Pupils and parents)

> Children may be using the internet more than usual. Discuss the safe use of the internet with their children. More information can be found at: https://www.childnet.com/resources/be-smart-online

> Parent/carer to support pupils to upload work daily. If lots of work is submitted at the end of the week, teachers will not be able to provide useful or timely feedback.

> Where possible children should maintain a regular routine. As a school we would recommend that each 'school day' should maintain structure. It may be useful to timetable 'lesson' time so the children know when they should be completing school work.

> Where possible, parents should view the work with the children and make plans for completing the tasks set. This can include finding an appropriate place to work, and to the best of their ability, support their child to complete the tasks.

> Google Classroom works on a wide range of devices but the school cannot guarantee this. Should there be a problem accessing Google Classroom or Tapestry, please contact the school promptly so we can discuss alternative solutions.

> A balance of screen time versus time away from screen.

## 2.8 Governors

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. Video Conferencing

Video conferencing sessions may enable both teachers, teaching assistants and children the possibility to connect while School is closed. At this time, Zoom is the platform that we have selected for video-conferencing.

We believe Zoom can provide the security that required to facilitate safe video communication between staff and pupils so long as appropriate guidelines are followed. This is that any meeting must be password protected. It is envisaged that the use of video conferencing sessions will evolve and we may, at a future point, make use of a different software platform.

## 3.1 How will ZOOM be used?

> pastoral and assembly check-ins

> teaching, stories and class discussion

> individual pupils such as those considered vulnerable ie CiN, LAC or EHCP

## 3.2 How to Access Zoom

The teacher will send an invite to a Zoom meeting. Zoom can be accessed from a computer, tablet or iPad or smartphone. Access to a microphone and video camera is necessary. It is possible to dial into a Zoom meeting by phone if you have difficulty with accessing video online. However, in doing this you will only be able to hear the discussion and not see the interaction on-screen. Sometimes, the teacher may share resources or use the whiteboard to demonstrate and explain things.

When pupils are accessing Zoom assemblies the 'chat' feature is disabled so that this distraction is not present to maintain the pupils' attention.

To maintain a safe and enjoyable environment for children and staff when taking part in a video-conferencing session, the following considerations must be observed:

## 3.3 Guidance For Parents & Carers on the Use of Video-Conferencing
## Parents must:

> Contact the school if they do not wish for their child to participate

> maintain an awareness and oversight of times when their child is using videoconferencing

> ensure that pupils engage in video-conferencing in an environment that is communal, safe and free from distractions d. ensure that their child is suitably dressed and that others in family/household are aware that a video-conference is taking place

Zoom sessions may be recorded, for their child's safeguarding and for the teacher's safety to take part in video conferencing calls.

## 3.4 Guidance for Children on the Use of Video-Conferencing
## Children should:

> be suitably dressed (not in pyjamas) and located in a family room, not for example a bedroom, if invited to join a video-conferencing call

- behave in a way that looks after themselves and other people who are taking part in the video-conference (take turns to speak, be positive and caring to each other, etc).
- blur the background

## 3.5 Teachers should:

- familiarise themselves with the functions of Zoom, including the privacy and mute settings
- schedule video-conferencing sessions to take place within normal school hours (09.00 – 15.30) and should be scheduled 24 hours in advance
- host and supervise the video-conference session at all times
- ensure that any video-conferencing session has a minimum of three participants. For an individual lesson or learning support session, this could be teacher, child, and supervising parent/carer
- keep a record of attendance for each video-conferencing session by seeing the child at a Zoom meeting
- engage in conduct in the same manner as would be appropriate within the classroom
- outline expectations for behaviour and conduct during the first video-conferencing session. Subsequent sessions should include a brief reminder of the expectations and rules that keep children and staff safe online
- All participants, including teachers, pupils and parents should be dressed appropriately (not in pyjamas)
- consider and be sensitive to the needs of individuals and to any children who may be sensitive to certain topics or issues that may arise during video-conferencing sessions
- Ensure that the meeting is ended for all participants at the end of the session

## 3.6 Online etiquette

During the live teaching sessions we have set out a series of protocols and etiquette which we would like pupils and parents to abide by

- Pupils must be ready to learn during the live sessions and engage in the teaching by their class teacher and teaching assistants. They should have a pencil/paper and any other resources available.
- Parents should ensure that pupils are dressed and ready to learn. For younger pupils parents may wish to be in the same room to support the learning at home. For older pupils parents should monitor the learning taking place.
- Teachers share their screens and the images of the pupils are vastly reduced. Therefore, not all pupils will be asked to answer questions during the session due to their concentration on teaching all of the children. Parents should understand and accept this.
- The use of break out rooms during the live sessions may be used to enable smaller groups to discuss aspects of the learning together. Pupils need to be sensible and responsible during these times and if possible parents present during these times.
- Parents need to be patient with the teaching as this is a new way of teaching for the class teachers and teaching assistants and aspects may not be as clear as they would be in the classroom.
- The teacher will be in control of the screen and the muting of pupils to enable them to teach more effectively. Pupils or parents should not unmute themselves unless asked to be the teacher. This leads to a smoother teaching sessions for all.
- Teachers will set work to continue after the live teaching session. Completed work can then be uploaded to Google Classroom afterwards. The teacher will go through the work and provide feedback. If there are misconceptions then these will be addressed in a subsequent session.
- Sessions should not be recorded without the express consent of all parents of pupils and teacher involved.
- If a parent has a question, this should be asked separately to the session and not during the live input.

# 4. Who to contact

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

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

> Issues in setting work – Subject leads or SENCO

> Issues with behaviour – SLT

> Issues with IT – IT staff (Integra)

> Issues with their own workload or wellbeing – Line manager

> Concerns about data protection – Data protection officer

> Concerns about safeguarding – DSL

# 5. Data protection

## 5.1 Accessing personal data

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

> Will use devices provided by the school.

> If a school device is not available, staff will follow the acceptable use of technology agreement if in communication with stakeholders.

## 5.2 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 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

Any safeguarding concerns should be reported the DSL or the deputy DSL.

# 7. Monitoring arrangements

This policy will be reviewed annually by The Senior Leadership Team. At every review, it will be approved by *******.

# 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
> Home-school agreement
> ICT and internet acceptable use policy
> Online safety policy