

Remote Learning Policy

St Cuthbert's RCVA Primary



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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
- Build on the Continuity of Education document produced in July 2020 and approved by Governing Body in July 2020 and on the Remote Learning Policy reviewed in November 2020 and February 2021

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available virtually to pupils and for contact with school between 8:30am – 4:00pm

If teachers 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. A telephone call to SLT must be made by 8am **AND** a message left on the office answer machine.

Staff should be aware that time off work to care for a dependent who is isolating, must be discussed with the headteacher and will follow HR guidance.

When providing remote learning, teachers are responsible for:

➤ **Setting work in the event of whole school closure or bubble closure.** In this instance, school books will be sent home with pupils or be available for collection / delivery to ensure learning continues on from previous work in school:

- Set up twice daily Google 'meet' sessions or Zoom for EYFS
- Set daily tasks appropriate to phase
- Set tasks for the classes they would be teaching on that day.
- **Set tasks to last a minimum of 3 hours and include video lessons for English and Maths in KS1 and 4 hours of learning in KS2.**
- In EYFS, Y1 & Y2 this should include some phonics / spelling, maths, English and one topic.
- In KS2, this should include taught sessions of maths, English and at least one topic and some independent tasks for example mental maths, reading, TT Rockstars, spelling shed, Reading Plus (as appropriate to year group).
- Work should be available by 6pm the evening before
- In EYFS work should be uploaded to Tapestry
- In all other year groups work should be uploaded to Google Classroom
- **Hours above are directed hours** when staff must be contactable by families and parents. It should be understood that planning and preparation of work may take place outside of these hours. **Please do not respond to parents via social media or any forums other than school email, Tapestry or Google Classroom.**

➤ **Providing feedback on work:**

- Pupils should turn in work on Google Classroom or parents may add images to the stream on Classroom or Tapestry.
- Pupils should be encouraged to turn in work through their assignment.
- Pupils can use Google Meet / Zoom to access afternoon drop-in sessions to talk about and get verbal feedback on their work with staff in school / leading remote learning.
- Some comments should be given to each child daily whether this is verbal or written.

➤ **Keeping in touch with pupils in the event of entire bubble isolation:**

- From Y1-6, there should be two 30-minute daily Google Meet sessions (these will need to be timetabled once bubble closures are confirmed)
- Teachers should answer emails and comments / queries from children during working hours (8:30 – 4:00)

- Report to SLT if there are any complaints or concerns
- Report to SLT weekly those families not engaging in work and telephone families if a pupils has not engaged for 2 days.
- Telephone families once a fortnight to speak to pupils / parents in the event of a longer closure. Numbers should be blocked and records of any charges kept and claimed for.

➤ **Keeping in touch with pupils in the event of single isolations:**

- Teachers should make provision for pupils to access remote learning that is parallel to the work in class. This must include at least 1 daily opportunity to Google Meet for Y1 upwards
- Report to SLT if there are any complaints or concerns
- Report to SLT daily those families not engaging in work
- Telephone families once a week to speak to pupils / parents. Numbers should be blocked and records of any charges kept and claimed for

➤ **Attending virtual meetings with staff, parents and pupils:**

- Attend staff meetings timetabled on Google Meet
- Liaise with class TA daily
- Dress professionally and blur the background
- Meet in an appropriate location (e.g., avoid areas with background noise)

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8:30 to 4:00

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. A telephone call to SLT must be made by 8am **AND** a message left on the office answer machine.

Staff should be aware that time off work to care for a dependent who is isolating, must be discussed with the headteacher and will follow HR guidance.

When assisting with remote learning, teaching assistants are responsible for:

➤ **Supporting pupils who are learning remotely:**

- Give feedback to all pupils on either Tapestry or Google Classroom
- Follow guidance from class teacher on providing support for specific pupils.

➤ **Attending virtual meetings with staff, parents and pupils:**

- From Y1-6, there should be two 30-minute daily Google Meet session (this will need to be timetabled once bubble closures are confirmed). EYFS will use Zoom.
- Attend staff meetings timetabled on Google Meet
- Liaise with class teacher daily.
- Dress professionally and blur the background
- Meet in an appropriate location (e.g., avoid areas with background noise)

2.3 Subject leads & SENDCO

Alongside their teaching responsibilities, subject leads are responsible for:

- Provide support to members of staff as needed e.g., advice about appropriate materials
- Alerting teachers to resources they can use to teach their subject remotely
- SENDCO should be in contact with families of pupils with SEND weekly in event of bubble closure or self-isolation

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – DHT (Elaine Parlett) to be responsible for this
- Monitoring the effectiveness of remote learning – reviewing work set, communicating with staff setting work, taking feedback from pupils and parents, responding to queries and concerns from parents
- Liaising with Network Manager (Barry Graham) in regards to security of remote learning systems, including data protection and with DSL (Nicola Noble) safeguarding considerations
- Monitoring the wellbeing of staff in terms of workload
- Providing assemblies for bubbles isolating and/or including individual pupils who are isolating in weekly assemblies

2.5 Designated safeguarding lead

The DSL (Nicola Noble) is responsible for:

- Ensuring families with safeguarding concerns are contacted at least weekly
- Checking that staff understand rules around live streaming and recording of lessons
- Ensuring that parents have agreed to the Remote Learning Acceptable Use Form

2.6 Network Manager & DPO

Network Manager is responsible for:

- Collating responses from Remote Learning Acceptable Use Form and liaising with class teacher and SLT / DSL about which pupils can take part
- 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 reporting any data protection breaches

- Assisting pupils and parents with accessing the internet or devices
- Supporting SLT and office staff to apply for any government grants to provide access to online learning for designated families

2.7 Pupils and parents

Staff can expect **pupils** learning remotely to:

- 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:

- Make the school aware if their child is sick or otherwise can't complete work in the usual manner e.g. telephone the school office
- Complete the acceptable use agreement before accessing live sessions
- Take responsibility for ensuring their child accesses the work
- Seek help from the school if they need it – e.g. use the school website materials to find out how to access work; email or telephone staff if support needed or they need access to devices.
- Be respectful when making any 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

3. Who to contact

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

- Issues in setting work – Network Manager or Deputy Head
- Issues with behaviour – SLT
- Issues with IT – Network Manager
- Issues with their own workload or wellbeing – Head Teacher

- Concerns about data protection – Network Manager / 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:

- Ensure that any personal data e.g. pupil passwords is accessed only through Google Suite and not stored on the hard drive of devices or portable devices e.g. memory sticks

4.2 Processing personal data

Staff members may need to give out work email addresses to parents – these are accessible on the school website. No further contact details e.g. personal email, phone numbers or social media accounts should be shared. If a parent does contact a member of staff through social media, SLT should be informed and the parent will be advised to contact you via the proper channels.

4.3 Keeping devices secure

All staff members, with support from the Network Manager, 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
- Only saving work on the Google Suite – not on the hard drive of computers
- Report any issues e.g. loss of school equipment, to Network Manager / Data Protection Officer immediately.

5. Safeguarding

Safeguarding Policy and COVID addendum can be found in the School Policy Drive on the Google Drive. Key points to not relating to remote education are:

- Families where there are safeguarding concerns will be contacted at least weekly via telephone
- Staff will report pupils not completing assigned work or engaging in contact to SLT

- Where staff are interacting with pupils out of school, this will be done through school Google accounts for Google Meet and Google Classroom, or with parents via Tapestry in EYFS. No personal information will be shared
- Live Google Meet sessions for whole class will take place where two members of staff are present and where parents have agreed to the terms set out in the Remote Learning Acceptable Use form. This will be limited to one per day and will be to introduce learning and an opportunity for pupils to see one another. Staff and pupils should blur their backgrounds.
- Live Google Meet sessions for smaller groups should be recorded if only one adult is leading the session. These will not be shared but will be stored in the Google Drive for 30 days.
- Video lessons and presentations will be provided for pupil learning. This will safeguard staff who are working from their own home, will ensure families can access learning at a time most appropriate for them (particularly in the case of families with several children) and will ensure learning is available even if class teachers are ill. Any videos will be stored on the Google Drive.

6. Monitoring arrangements

This policy will be reviewed monthly by Nicola Noble (HT) Elaine Parlett (DHT) and Barry Graham (NM & DPO) At every review, it will be approved by Chair of Governors, Data Protection Governor & Safeguarding Governor

7. FAQ for parents / families

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

7.1 The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

The school will endeavour to ensure that remote education provision will be made available immediately and we will endeavour to:

- provide all children with an exercise book that they can use for their daily writing and any other paper-based activities that they do at home. Should you require pens / pencils or any other equipment please let us know.
- provide all pupils with a basic resource pack to support remote learning. These packs will be sent home and parents/carers asked to store these for any future needs. The packs will include necessary exercise books and stationery as determined by the class teacher.
- ensure that all children understand how to access the school's online learning platform (age appropriate) and support any parents/carers who struggle with this.
- provide login details for our communication system (Tapestry for EYFS and Google Classroom for Y1-6) and ensure all parents/carers are able to access it and login. School will provide parents/carers acceptable use guidelines for this which must be completed through an online form.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

The school will endeavour to:

- teach the same curriculum as we would in school, however there may need to be some adaptations in some subjects due to equipment or their collaborative nature e.g. art / design technology / P.E.
- the style of teaching and learning may need to be adapted and areas of some topics given a 'light touch' to ensure children have the key knowledge and skills they need.
- provide a curriculum sequence that allows access to high-quality online and offline resources and teaching videos that are linked to the school's curriculum expectations
- give access to high quality remote education resources. Where individuals are isolating, pupils will be invited to remote call into appropriate lessons as appropriate.
- work with families to deliver a broad and ambitious curriculum
- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide / signpost families to online, high quality lessons, videos and resources daily
- ensure all resources and lessons provided, link to current curriculum objectives within our classes
- ensure work for each day is uploaded by 6pm the evening before
- provide necessary technology if the child has no internet access at home

If one or more class bubbles need to close, or if the whole school closes or goes into local/national lockdown, the school will fulfil all of the above criteria and in addition:

- provide twice daily live lessons via Zoom (EYFS) and Google Classroom (Y1-Y6)
- adapt upcoming lesson provision (on the school website) based on the children's work submitted the previous days

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

- Key Stage 1 – 3 hours on average each day over the week
- Key Stage 2 – 4 hours on average each day

7.2 Accessing Remote Education

How will my child access any online remote education you are providing?

The school will endeavour to ensure that remote education provision will be made available immediately and we will endeavour to:

- Staff will ensure that all children understand how to access the school's online learning platform (age appropriate) and support any parents/carers who struggle with this.
- School will provide login details for Google Classroom / Tapestry / Zoom and ensure all parents/carers are able to access it and login.
- School will provide parents/carers acceptable use guidelines for this

If my child does not have digital or online access at home, how will you support them to access remote education?

It is expected that children will access some / most of our remote learning through our online provision. If parents/carers do not have access to an electronic device, we expect them to inform school and we will ensure they are provided with / endeavour to provide a chromebook / iPad / for the duration of their child's absence and a SIM card if necessary. We take the following approaches to support those pupils to access remote education:

- We have a number of devices available to loan to families who do not have access to a suitable device. For further information please contact Mrs Noble or Mr Graham
- We have a number of SIM cards / routers / dongles available for educational data which can be loaned to families.
- If needed, pupils can access printed materials if they do not have online access. If this is the case, pupils will submit work to their teachers and receive feedback, in person, following the period of isolation.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school. We have endeavoured to provide information regarding this above. If you require any further information, please do not hesitate to contact your child's class teacher / the main school office / the headteacher.

7.3 Engagement & Feedback

What are school's expectations for pupil engagement and the support that parents and carers should provide at home?

Parents should endeavour to support children's remote learning by creating a positive environment for their child to learn, for example:

- Distinguish between weekdays and weekends, to separate school life and home life.
- At the end of the day, have a clear cut-off to signal school time is over.
- At the end of the day, have a clear cut-off to signal school time is over.
- Create and stick to a routine wherever possible.
- Provide the correct equipment in order for your child to complete the work given.
- Designate a working space if possible.
- Make time for exercise and breaks throughout the day to keep your child active.
- Reinforce the importance of children staying safe online.
- Be aware of what your child is being asked to do, including: sites they will be asked to use and the school staff your child will interact with.
- Emphasise the importance of a safe online environment. Set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.
- Encourage your child to work to the best of their ability and praise their efforts.
- Encourage and support children to access remote education every day.
- Contact school if experiencing problems with accessing remote education
- Support children to look at and act on feedback given.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

If an **individual** child or a **small number of children** need to isolate, the school will endeavour to:

- Check children's engagement with remote education daily
- Contact parents where there is a concern regarding engagement with remote education

If **one or more class bubbles need to close**, or if the **whole school closes** or goes into **local/national lockdown**, the school will fulfil all of the above criteria and in addition:

- Respond to parents' messages (that adhere to the messaging protocol) within school working hours 8:30am – 4:30pm
- Contact parents and carers who do not have access to the internet
- Contact parents where there is a concern regarding engagement with remote education

- Respond to parents' messages (that confirm to the messaging protocol) within school working hours 8:30am – 4:30pm
- Contact parents / carers who do not have access to the internet (or mobile data) weekly
- Contact parents / carers following no work submission or contact through messaging after two consecutive days
- Provide fortnightly welfare calls if school closure exceeds two weeks.

How will you assess my child's work and progress?

We use a combination of the following approaches to assess pupils remotely:

- Live assessment in feedback sessions
- Providing audio or written feedback on all pieces of work submitted or on daily work submitted if submitted altogether
- Assess children's understanding of remote education / key knowledge and skills covered on return to school.
- For those without internet access feedback will be given via telephone call twice weekly if necessary

7.4 Additional Support for Pupils With SEND

How will you support pupils with SEND during a lockdown?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- school will make contact, via telephone in the first instance, to discuss a bespoke approach for your child
- your child will receive an appropriate pack of paper or online learning materials
- your child / family will receive phone calls from their class teacher
- your child will be included in all whole class / group live sessions whenever it is possible

7.5 Further Support Available

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

Issues in setting work – contact the relevant class teacher via email to the school office or directly to the teacher.

Issues with behaviour – contact the relevant class teacher via email to the school office or directly to the teacher.

Issues with IT – contact Mr Graham b.graham@stcuthbertsprimary.com

Issues with their own workload or wellbeing – <https://www.durham.gov.uk/mentalhealth>

Concerns about IT provision or data protection – contact the Data Protection Officer
b.graham@stcuthbertsprimary.com

Concerns about safeguarding – talk to the Designated Safeguarding Lead, Mrs Noble or Mrs Parlett

While we will endeavour to implement the steps outlined above, there may be circumstances beyond the control of the school that could impact on provision. For example, levels of staff absence or temporary technical difficulties.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Continuity of Education Plan
- 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