

# Remote Learning Policy



East Bergholt CEVC Primary School

<b>Issued by</b>	Sarah Baker	<b>Date:</b> October 2021
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<b>Next review due :</b>	When required by DFE
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## 1.Aims

This remote learning policy aims to:

- Ensure consistency in the school's approach to remote learning.
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection.

Please note that this policy has been created with regard to the advice and guidance received from the Department for Education (DfE) and from Joint Unions.

## 2. Roles and responsibilities

### 2.1 Teachers

The availability for teachers will depend on the number of pupils within the class who are being educated remotely.

#### **Individuals are isolated or small groups within a class are being educated remotely.**

Teachers are responsible for setting work:

- The work will be set for the pupils using ClassDojo in years 1-6 and Tapestry in EYFS.
- Activities will include one Maths, English, Guided Reading and one other curriculum subject.
- The instructions given, either by recorded video or written should contain enough detail for the pupil to be relatively independent (age dependent).
- For maths there may be a White Rose video to watch to explain the maths topic as well as a worksheet to complete. This will reflect the learning that is happening in the class.
- English activities will reflect the learning in the class but this may be adapted to suit home learning.
- For other curriculum activities the pupils may be guided to the Oak National Academy site where they will be directed to complete lessons that reflect the learning in class.
- Uploaded work will be looked at and acknowledged at the end of the school day.

Teachers will not be able to be contacted during the school day as they will be teaching the rest of the class. They will however answer any queries at the end of the school day.

## **The whole class are being educated remotely.**

Teachers are responsible for setting the work:

- The work will be set for the pupils using ClassDojo in years 1-6 and Tapestry in EYFS.
- Activities will include one Maths, English, Guided Reading and one other curriculum subject.
- The instructions given, either by recorded video or written should contain enough detail for the pupil to be relatively independent (age dependent).
- For maths there may be a White Rose video to watch to explain the maths topic as well as a worksheet to complete. This will reflect the learning that is happening in the class.
- English activities will be set and this may include listening to the teacher reading part of the Power of Reading Story.
- For other curriculum activities the pupils may be guided to the Oak National Academy site where they will be directed to completed lessons that fit in to the school's curriculum and the step in learning that have already taken place. Or the teacher will record a video with instructions on how to complete a different activity.
- Uploaded work will be looked at and acknowledged throughout the day. Some work may be given feedback with regards to improvements that could be made. This will depend on the individual pupil.
- The teacher will respond to queries and questions throughout the day. This may vary depending on the teacher's circumstances. If for any reason they are not able to respond during normal teaching time, for example due to sickness or caring for a dependent, they should report this to SLT.

## **When there is a Tier 5 lockdown.**

A Tier 5 lockdown is where schools will be 'closed'. This is where the majority of pupils will be learning remotely although the pupils of key workers and vulnerable pupils will be in school.

For the majority of pupils, they will following the protocol in '**The whole class are being educated remotely**' section unless their classteacher is in school teaching a group of key worker and vulnerable pupils. In this case the classteacher will respond as promptly as they can. Pupils and parents will be informed which teachers are in school teaching at the beginning of the week.

## **Responding as appropriate to parents**

- Parents will be able to contact the teacher via the messaging system on ClassDojo. This will only be activated when the whole class is being taught remotely.
- If only a few pupils are being educated remotely, the class teacher will not respond and parents should email any queries via the normal Parentmail route. The email will be answered at the latest by midday of the next working day.
- If a teacher feels that they are unable to respond to a parent's message or email this will be forwarded to a member of the senior leadership team (SLT) who will respond directly to the parent.
- All contact with parents will be made in accordance with the school's Safeguarding Policy and will remain compliant with the Staff Code of Conduct.
- Teachers will not use a personal device that shares their personal contact details (e.g. phone number or private email address.)

## **2.2 Teaching Assistants**

When they are required to isolate due to being in contact with an infected person teaching assistants should be available during their normal working hours on the days they are normally required in school. 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.

Teaching assistants may:

- Undertake remote and/or online CPD training.
- Attend virtual meetings with colleagues
- Be asked to respond to pupils work and learning queries on Class Dojo or Tapestry.

## **2.3 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. In the event of an enforced whole school closure for a period of 2 weeks or more, 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 Senior Leadership Team (SLT)**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school.
- Monitoring the effectiveness of the remote learning activities for example through contact with teachers and reviewing the work set.
- Identifying which families may have no access to the internet and ensuring hard copies of learning activities planned by teachers are made available for collection.
- Oversee the ongoing wellbeing.

## **2.5 Designated Safeguarding Lead (DSL)**

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

## **2.6 Pupils and Parents**

Staff can expect pupils to:

- Try their best to complete at least some of the activities provided on a daily basis.
- Do some reading (or listen to some reading) every day.
- Seek help if they need it from adult(s) at home or if older pupils via their classteacher on ClassDojo.
- Have fun.

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 school if they need it. Emails can be accessed remotely if a full school closure is imposed and will therefore be answered.
- Be respectful when making and complaints or concerns known to staff.

## **2.7 Governing Body**

The Governing Body is responsible, including as advised by the DfE for:

- Supporting staff and pupil wellbeing.
- Being pragmatic about what is covered in virtual meetings by prioritising urgent, time bound decisions only.
- Keeping monitoring to a minimum by focusing on safeguarding, health and safety, headteacher and staff wellbeing and (to a lesser extent) the school's approach to providing remote learning for pupils.

## **3. Data protection**

### **3.1 Accessing personal data**

When accessing personal data all staff members will:

- Only use their official school email account and never use personal messaging systems.

### **3.2 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.

### **3.3 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 7 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

## **4. Safeguarding**

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

## **5. Links with other policies**

This policy links to the following policies and procedures:

- Safeguarding policy
- Behaviour policy
- Staff Code of Conduct
- ICT and Acceptable Use Policy.

Please see Appendix 1 below for a Guide for Parents

## Appendix 1

### Remote Learning Quick guide for Parents

What can I expect for remote learning if my child(ren) are at home?

Has the whole class or school been asked to isolate?

Yes

The work will be set for the pupils using class dojo in years 1-6 and Tapestry in EYFS.

Activities will include one Maths, English, Guided Reading and one other curriculum subject.

The instructions given, either by recorded video or written should contain enough detail for the pupil to be relatively independent (age dependent).

For Maths there may be a White Rose video to watch to explain the Maths topic as well as a worksheet to complete. This will reflect the learning that is happening in the class.

English activities will be set and this may include listening to the teacher reading part of the Power of Reading Story.

For other curriculum activities the pupils may be guided to the Oak National Academy site where they will be directed to completed lessons that fit in to the school's curriculum and the step in learning that have already taken place. Or the teacher will record a video with instructions on how to complete a different activity.

Uploaded work will be looked at and acknowledge throughout the day. Some work may be given feedback with regards to improvements that could be made. This will depend on the individual pupil.

The teacher will respond to queries and questions throughout the day. This may vary depending on the teacher's circumstances.

No

The work will be set for the pupils using class dojo in years 1-6 and Tapestry in EYFS.

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