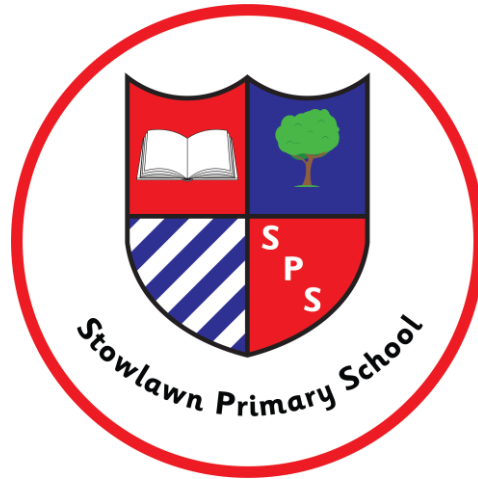


Remote Learning Policy
Stowlawn Primary School



Last reviewed on: 20th January 2021

Next review due by: July 2021

Contents

1. Aims.....	2
2. Roles and responsibilities.....	2
3. Who to contact.....	5
4. Data protection	6
5. Safeguarding	6
6. Monitoring arrangements.....	7
7. Links with other policies.....	7

1. Aims

Following feedback and a parental survey, Stowlawn Primary school will provide a “blended approach” to Remote learning, where online sessions complement the core, differentiated home learning packs. The expectations are that children in school will receive the same learning offer as children who are accessing learning from home.

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

2.1 Teachers

When providing remote learning, teachers must be available between 8.30 am and 3.00pm

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
 - Core learning tasks will be set through the remote learning packs. They will be collected by parents and returned to school at the end of the set period.
 - Each pack will contain set learning for every day, for a period of 10 days.
 - Parents will collect the work packs at the same day and time every 2 weeks. At this time the previous pack will be returned for teachers to assess key learning objectives
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- English and Maths learning will be differentiated according to current teaching and most recent assessments
 - Each day's work will be split into the following sections:
 - Reception and KS1: Maths, Reading or Writing, Phonics and a selection from Science, Art, RE, History, Geography, PSHCE relevant to the Programme of Study for each year group (Maths may be a standalone subject)
 - KS2: Maths, Reading and Writing, SPAG (some Y3 pupils will also need daily phonics) and a selection from Science, Art, RE, History, Geography, PSHCE relevant to the Programme of Study for each year group (Maths may be a standalone subject)
 - The children should be spending: Maths 40 minutes; Reading and Writing 60 minutes; SPAG or Phonics 15 minutes; Foundation subjects 60 minutes. These are minimum amounts of time we expect the children to spend learning each day. Any extra time can be spent on TTRS, reading or Purple Mash
 - Work will be differentiated to 3 levels and specific work set for SEND or more able children
 - Each pack will be personalised so that the children are taking home work at the correct level
- Online learning sessions
- Alongside the learning packs, every teacher will provide 2 online learning sessions for their class
 - Session 1 : Morning "greet and teach" session. During this session teachers will deliver a wellbeing warm up task. They will then teach the children the key maths and English objectives which are in the remote learning pack for that day.
 - Session 2 : In the afternoon session teachers will assess the objectives from the days learning and feedback on key misconceptions /share positives about online work such as on Purple Mash. There will also be sharing of a story / reading an extract from the class novel, or sharing of a story/poem or picture book.
- Keeping in touch with pupils who aren't in school and their parents
- Children are expected to access the daily online learning sessions. If a child does not log on for 2 successive days, the class teacher will contact the parent by phone to offer support to access the sessions.
 - Parents can email the teachers through the online platforms. The expectation is that teachers respond to these emails only within school hours. If the message is of an urgent nature, it will be passed to the Headteacher to respond.
 - If parents express any safeguarding concerns, these will be passed directly to the DSL . DDSL for a response.

- If children are not engaging with their learning, teachers will respond in the first instance. If this does not resolve the issue, then this will be passed to SLT for follow up advice for parents and the teacher
- Attending virtual meetings with staff, parents and pupils :
 - Ensure children and parents have received and are following the guidelines for online sessions (Appendix 1)
 - If in school, teachers will lead the remote learning session from a classroom. Teaching assistants will remain with the children who are attending school, and support them to access the learning session.

2.2 Teaching assistants

- When assisting with remote learning, teaching assistants must be available for their normal working 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 working from home, teaching assistants are expected to take part in every online teaching session with their class.
- When in school, they will support online learning sessions within their allocated bubble.
- Teaching assistants will work under the direction of the class teacher who is leading the learning sessions.

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 – explain how they'll do this, such as 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:

- Co-ordinating the remote learning approach across the school – if you've assigned one member of staff to lead on this, highlight them here

- Will be able to access online sessions to monitor the effectiveness of remote learning and for safeguarding purposes
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

- The designated safeguarding lead, and deputy designated safeguarding leads are the same for remote learning issues as for day to day school practice.
- All safeguarding procedures should be followed, as set down in our Safeguarding and CP Policy, and the recently added Coronavirus addendum.

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- 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
- Seek help from the school if they need it
- 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 subject lead or SENCO
- Issues with behaviour – talk to HT or DHT
- Issues with IT – talk to Computer lead or IT staff
- Issues with their own workload or wellbeing – talk to any Senior Leader
- Concerns about data protection – talk to the data protection officer (Headteacher)

- Concerns about safeguarding – talk to the DSL or any DDSL

All of these staff can be contacted directly through email or Teams chat functions

4. Data protection

4.1 Accessing personal data

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

- Use school devices which have recommended anti-virus software.
- Use only data that has been provided to us by parents, and that is held on the school MIS system.

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

- Any safeguarding issues should be reported immediately to the DSL / DDSL. This can be done remotely using CPOMS, or immediately to the DSL / DDSL on site if there are concerns that the child is in immediate danger of being harmed.
- Teachers are expected to follow normal practice, as explained in our Child Protection Policy and recent addendum that address remote learning arrangements.

6. Monitoring arrangements

- This policy will be reviewed every 6 months, or as appropriate depending on need or Government policy.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding and Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- E safety policy

APPENDIX 1



Stowlawn Primary School : Learning Information for Children and Parents

Children:

- Behaviour in online lessons should be the same as if you were in school - listen carefully and do your best.



- Make sure you are dressed ! Do not enter a call in your pyjamas and dressing gown!



- Have everything ready for your session – learning packs, pencil, and any other stationary.



- Practice turning the camera button on and off, muting the microphone and raising your hand using the hand picture on screen. These will all be needed during the lessons. In some lessons the teacher will automatically mute you.



Parents:

- Make sure you answer the text survey giving permission for your child to attend the online session.
- Please support your child to understand that this is learning time. There will be the opportunity to have fun and catch up with their friends, but we want the main focus to be about learning. Please encourage the children to attend as if they were in a classroom.
- Online Learning sessions are timetabled so there is a different time for each key stage:
 - KS2 sessions : 9am / 2pm
 - KS1 Sessions : 9.30am / 1.30pm
 - EYFS / Nursery : 10am / 1pm

This is to help share devices within families if necessary. If there is still a problem with accessing the sessions please let the class teacher know.

- You do not need to be with your child when they are in a meeting, but please make sure siblings / other children are not in the lessons either!
- Make sure that your child is comfortable. Try and find a quiet space where your child can concentrate.
- Please do not join in the sessions with the children! If you have any questions about the children's learning contact the class teacher directly .
- Make sure the background where your child sitting is clear of anything that can be identified. For example family photographs, messages etc. Our advice is to try and make sure your child has a plain background behind them wherever possible – such as a wall/wallpaper. Please note that if they are sitting in front of a window or bright light it becomes difficult for others to see your child.
- For safeguarding reasons, each session will be recorded. These recordings will only be accessed if needed by Senior Leaders.
- If you have any questions about logging on, or during the lesson, please send an email to your teacher via the 2mail app on Purple Mash. The teacher will try to phone back as soon as possible. **Please do not ring the office** as we will have limited access to teachers whilst they are carrying out online sessions and the office staff will not have access to these sessions to help you at that time.
- If your child has not been online, the class teacher will ring you to see if further support is needed.
- All documents and instructions are on the school website.
<https://www.stowlawnprimary.co.uk/remote-learning>