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| Subject lead | Lynne Williamson |
| Governor/Committee (where applicable) | Curriculum |

**Our Vision:**

**Jesus said:** *'I have come that they may have life and have it to the full.'*
**Promoting** *life-long learning*
**Developing** *life-giving relationships*
**Exploring** *life-enhancing faith*
**Inspiring** *life-enriching aspiration*

# Remote Learning Policy

**This policy covers various scenarios when remote learning may be necessary and not just in a national lockdown situation.**

## 1. Aims

This remote learning policy 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

> Ensure continuity of learning and progression for all pupils

> Provide appropriate guidelines for data protection

## What will happen when an individual child or small group in class needing to self-isolate?

At earliest opportunity staff to establish whether child/ren has easy internet access and devices (office staff to support this process). This will then lead to parents being steered to either the online learning offer or the paper based alternative until a device/ internet access can be made available ( dependent upon available supplies and DFE guidance at the time).

**Setting work**

- Teachers will post on Dojo each week a programme of work to cover this eventuality by Monday morning each week. Pupils pick up at any point in the week appropriate to their circumstance.

- Weekly home learning post will include daily links to maths and English using White Rose maths and Oak National Academy where possible or other quality video link.

- Books to be assigned via BUG CLUB and further digital work assigned as relevant using various online links such as Times Table Rock Stars or Powerpoints.

- Where topics or units are not available via Oak national Academy then teacher to provide worksheets or digital links to support the learning

- Reading books to be sent home for all children

- For any children unable to access the digital offer then paper / text book resources will be made available by end of first day of absence or at the latest midday by second day. Non isolating family members/ friends will be asked to collect

**How will you provide feedback in this situation?**

- Pupils will be asked to upload their work to DOJO portfolios and teacher or assigned staff member will check in at least once daily on work, ideally before 3:30 p.m. and give relevant feedback on work uploaded. This may be after 3:30 p.m. if staff cannot be released during the school day.

- For those completing paper based work this can be dropped back to school at the end of the week for the teacher to look through for any major misconceptions which can be addressed via DOJO message or phone call  as appropriate to situation.. Alternatively child should bring completed work back to school on their return. Work should be kept with pupil's usual work until end of academic year.

**How will you Keep in touch with pupils who aren't in school and their parents?**

- A daily Dojo check in ( for the few parents who cannot access Dojo via a smart phone then a phone call should be made)

- Staff may choose to answer email or Dojo messages after 3:30 p.m up until 5:00p.m. p.m. at their discretion. Beyond this time there is no expectation that staff respond to messages to parents or work uploaded but may choose to if it fits with their own circumstances. It should be noted that staff are not 'on call' 24 hours a day and need time away from work technology for their own mental health and wellbeing.

## How much time should my child spend on remote learning?

The government has set out expectations as follows:

Key Stage 1: 3 hours a day on average across the cohort, with less for younger children

Key Stage 2: 4 hours a day

Please note this includes taught instruction time via video or other digital method and the child's own completion of work set and should not just be time spent in front of a screen. Lessons will be set to ensure a variety of approaches.

## What happens when a whole class or bubble needs to close?

**As above with following amendments/ additions:**

**Setting of work**

- Teachers will post links daily to Dojo

- Teacher will post a Dojo video daily which may cover wellbeing or teaching and learning points relating to work set

**Providing feedback on work**

- As previously via Dojo if uploaded.

- Paper based work/workbooks not digitally uploaded should be returned with child at the end of the class/ bubble isolation period. Any misconceptions identified that have not been covered by ZOOM or other contact made by teacher or assigned staff member will be covered in class on return.

As previously, staff may choose to answer email or Dojo messages after 3:30 p.m up until 5:00p.m. p.m. at their discretion. Beyond this time there is no expectation that staff respond to messages to parents or work uploaded but may choose to if it fits with their own circumstances. It should be noted that staff are not 'on call' 24 hours a day and need time away from work technology for their own mental health and wellbeing. Not all staff home lives are the same and therefore not every teacher will work in the same way.

**Keeping in touch with pupils who aren't in school and their parents**

- A Zoom check in call will be offered 2 to 3 times per week to check in and discuss misconceptions

- A private Dojo message will be sent to parents of any pupil not engaging in work set

- Teacher or assigned staff member to phone any pupils not engaging/ struggling

## What will happen in the event of a Local or National Lockdown meaning school is closed to all but the pupils of critical workers and vulnerable pupils?

In these circumstances we will build on all of the above offer daily as follows:

Via ClassDojo:

1. A morning 'hello/ explanation' video of the programme of work set
2. A predetermined open Zoom session for anyone (parents and children) who wants to ask questions/ needs help etc, -15 to 20 minutes
3. Either a whole class, or whole year group Zoom which can be a live lesson, assembly or a wellbeing/ catch up style which may vary in length depending on circumstances.
4. Relevant feedback via written Dojo messages or via relevant Zoom session.

Staff will continue to select the most appropriate curriculum programme utilising quality links such as Oak National Academy, BBC Bitesize and WhiteRose Maths to ensure a clearly sequenced curriculum.

As above Staff may choose to answer email or Dojo messages after 3:30 p.m up until 5:00p.m. p.m. at their discretion. Beyond this time there is no expectation that staff respond to messages or work uploaded in the evening but may choose to if it fits with their own circumstances. It should be noted that staff are not 'on call' 24 hours a day and need time away from work technology for their own mental health and wellbeing. Not all staff home lives are the same and therefore not every teacher will work in the same way

## How will you support pupils with SEND?

Where we feel a pupil with SEND is vulnerable without trained adult support to facilitate learning at home then they will be offered a place in school. Where we feel the pupil does not meet the vulnerable criteria we will ensure that work is set which is appropriately challenging and additional supportive check-ins with the pupil will be offered. The SENDco will liaise with class teachers to oversee the work and progress of pupils.

## How will you support pupils with English as an Additional Language?

Work will be tailored to the specific needs of the child and in addition, assignments set using Flash Academy to ensure that the child progresses in the learning of English. Messages set on Dojo can be translated into most languages.

In order to facilitate this and teach the children of keyworkers all available support staff will be utilised as necessary with class teachers planning all work and keeping oversight of pupil engagement.

## Do you have a Code of Conduct for online learning/video calls?

**Yes please see our appendix to our Child Protection and Safeguarding Policy here**
[https://hanleystlukes.com/wp-content/uploads/2021/01/COVID-safeguarding-appendix-January-2020.doc.pdf](https://hanleystlukes.com/wp-content/uploads/2021/01/COVID-safeguarding-appendix-January-2020.doc.pdf)

## 2. Roles and responsibilities

### 2.1 Teachers

When providing remote learning, teachers must be available for their normal working hours unless agreed with the headteacher for exceptional circumstances.

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 to the head teacher to discuss whether this will be an absence using the normal absence procedure, or whether flexibility of availability can be agreed/extended or another staff member assigned to cover the teacher's class responsibilities for home learning. This will be decided by the headteacher or in her absence the deputy or most senior member of SLT available at the time.

When providing remote learning, the expectations for teachers depend on the circumstances of the remote learning and the available staffing in school- please see parent questions and answer section above on section 1. Support staff may be utilised to facilitate any aspect of the process for which they have the skills and expertise with oversight from a teacher.

### 2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for their normal working hours which will vary for individual staff members between 8:30 and 4:30 p.m. If they're unable to work for any reason during their normal directed time for example due to sickness or caring for a dependent, they should report this using the normal absence procedure to the head teacher to discuss whether this will be an absence using the normal absence procedure, or whether flexibility of availability can be agreed. This will be decided by the headteacher or in her absence the deputy or most senior member of SLT available at the time.

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

> **Supporting pupils who aren't in school with learning remotely e.g.**

- o Checking in on pupils as directed by teacher
- o Acknowledging learning posted and feeding back to teacher
- o Prepare paper resources as directed by teacher

    Any other reasonable request to support the school made by teacher or member of SLT

> **Attending virtual meetings with teachers, parents and pupils**

    As code of conduct for online learning/ video calls above

**2.3 Subject leads/ SENCO**

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

❯ Oversight of the remote work set by teachers in their subject

❯ Alerting teachers to resources they can use to teach their subject / meet the needs of their pupils e.g. those with SEND, remotely

## 2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

❯ Co-ordinating the remote learning approach across the school – Phase leads will guide and support their team as necessary.

❯ Monitor the effectiveness of remote learning in their phase by looking at assigned work and pupil responses via DOJO. Ensuring that they are fully aware of level of engagement in their phase and any areas of concern brought to the attention of Head Teacher.

❯ Monitoring the security of remote learning systems, including data protection and safeguarding considerations'

## 2.5 Designated safeguarding lead

➢ Hanley St Luke's VA Primary School has a Designated Safeguarding Lead (DSL) and 3 Deputy DSLs. The Designated Safeguarding Lead is: Lynne Williamson who delegates the day to day work to Safeguarding Lead  and deputy DSL: Victoria Cartwright-Davies ( Safeguarding Officer) . The deputy head and Assistant head are also deputy DSLs supporting the overall safeguarding work in school

➢ During any remote learning affecting the school the optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home. Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

➢ The Safeguarding officer or person appointed to coordinate safeguarding on site will monitor the CPOMS system for any cause for concerns raised and will update and manage any action on the system liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

**2.6 IT staff**

We use an IT support company Core Educational to whom we report any IT issues.

We also have an IT lead on site who will work with Core Educational in order to ensure prompt attention to:

- Fixing issues with systems used to set and collect work

- Helping staff and parents 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

- Assisting pupils and parents with accessing the internet or devices

**2.7 Pupils and parents**

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although we appreciate pupils may not always be in front of a device the entire time as this is also not desirable

- 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 should parents contact if they need any support or need to raise a concern about remote learning?

**In the first instance parents should contact the class teacher but may speak to a member of the Senior Leadership Team if their query is not resolved or the head teacher.**

**Who should staff contact if they have any issues relating to Remote Learning?**

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

- Issues in setting work – talk to the relevant phase lead  or SENCO
- Issues with behaviour – talk to the relevant member of SLT
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the Business Manager
- Concerns about safeguarding – talk to the Safeguarding Officer

### 4. Data protection

**4.1 Accessing personal data**

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

- Access the data via the secure CPMOS system or contact numbers etc from the SIMS systems if accessible.
- When working remotely, staff should use school laptops or devices.
- If making phone calls remotely, staff may use their own mobile phones but should ensure Show Caller  ID is disabled.

**4.2 Processing personal data**

Staff members may need to collect and/or share personal data such as email addresses and phone numbers 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

All staff will maintain their duty to safeguard pupils and be alert to any concerns using the CPOMS system to record issues. The safeguarding officer will liaise with staff and will support in checking in with our most vulnerable pupils where we are concerned about engagement, safety or wellbeing. Our in-house counsellor may also support this process and offer specialist advice and support. The full policy can be found here:

**CP-and-Safeguarding-Policy-2020-2021-Nov-2020.pdf**

## 6. Monitoring arrangements

This policy will be kept under ongoing review and may be amended to meet the needs of the staff and school at any time at the discretion of the head teacher. A formal review of the policy will take place annually in the Autumn term. At every formal review, it will be approved by the full Governing Board.

## 7. Links with other policies

This policy is linked to our:

- Behaviour policy

- Child protection & Safeguarding Policy and coronavirus addendum to this

- Data protection policy and privacy notices

- Home-school agreement

- ICT and internet acceptable use policy

- Online safety policy