



# Remote Learning Policy

Our cluster partnership includes Croxton Kerial CE Primary School, Redmile CE Primary School, Waltham-on-the-Wolds CE Primary School (including pre-school) and Wymondham CE Primary School; all schools are academies within the Diocese of Leicester Academies Trust (DLAT). We are a family of schools serving both Church and community where diversity is celebrated and respect and dignity are paramount. Our aspirations are high for the children we serve and we use our combined strengths in wisdom and fellowship to support them and each other to be successful.

Our strong sense of community and collaboration ensures happiness, fulfilment and well-being are key, so that children know they are loved by God and in turn grow to love learning, to love life and to love others. Our ambition is for all our staff, children and schools to flourish, living life in all its fullness.

<b>Approved by:</b>	<b>Date:</b>
<b>Last reviewed:</b>	October 2020
<b>Next review due by:</b>	When circumstances change during the COVID_19 lockdown

## Contents

1. Aims .....	2
2. Roles and responsibilities .....	2
3. Who to contact.....	6
4. Data protection .....	6
5. Safeguarding .....	7
6. Monitoring arrangements.....	7
7. Links with other policies.....	8

# 1. Aims

This remote learning policy for staff 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 and safeguarding.

# 2. Roles and responsibilities

Each school in our partnership cluster will work together to ensure all systems relating to working remotely during the Coronavirus crisis. The following are guidelines to support all staff know what is expected of them, whilst working mainly from home.

## 2.1 Teachers

Teachers must be available between 8.30am and 4.00pm during normal school opening hours to answer queries from parents. 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. Staff may organise their work time schedule in whichever way works best for them, other than this; for example they may choose to do a body of school coordinator work between 1pm and 6pm, but if SLT or subject Team Coordinators need a video/telephone conference at a specific time, they need to be available at a mutually agreed time.

Teachers are responsible for:

### › Setting work:

- For their own class, ensuring that it is meaningful, manageable and motivational
- Ensuring all parents receive a weekly work schedule by 9am on Monday morning
- Ensure that work, information, messages are uploaded via the schools own communication system, e.g. Seesaw, TEAMS
- Checking that all children in their class have access to a laptop/IT device for completing tasks; and that parents have internet access; for those that are having difficulty with this, the teacher should ensure that alternative provision is available

### › Providing feedback on work

- Check each day for any documents that have been uploaded in to Seesaw, noting which child/ren has responded
- As a minimum, 'like' each upload to show that it has been seen, but aim to add a SHORT comment at least once a week for each child

### › Keeping in touch with pupils and parents

- If a family is not engaging with the learning platform, the teacher should try other methods of contact (e.g. email) and if there is still no response, then inform the Head of School to agree next steps
- Teachers should not answer emails/messages outside of working hours
- Send regular communication to parents (at least once a week) for example sending links to video-clips on our website or other sites
- The Head of School should be informed if complaints or concerns are shared by parents and pupils – for any safeguarding concerns, refer teachers to the section below
- Agree any specific arrangements that may be required for children considered 'vulnerable'.

### › Attending virtual meetings with staff, parents and pupils

- Dress code: non-revealing
- Maintain professionalism at all times, e.g. no bad language, don't lapse in to 'chatting' mode, ensure there is more than one child involved in the meeting and that parents are present
- Location needs to be child-friendly and one that protects the staff member, e.g. avoid areas with background noise, nothing inappropriate in the background.
- The teacher and at least one member of support staff should participate in the 'meeting'.

### › Making and sharing video clips

- Follow the guidance to staff on creating video clips for children
- No more than one video clip to be uploaded per day, linked to a specific area of learning they have set for that week; additional story time sessions may also be added
- Video clips must be uploaded to the agreed area (our private YouTube area or Seesaw) by 3.30pm the day before parents are to receive it.

**During the current lockdown and subsequent school closure, our view is that remote learning is not about the scholarship, it's about the connection.**

- It's reassuring for children and their families to see their teacher's face regularly, and hear a familiar voice
- A video is more personal than an email or written instructions, and means teachers can continue to be a part of their pupils' lives
- Children need structure and a sense of normality: a video of their teacher reading a story or explaining a maths problem is as close to normal classroom routines as is possible for many schools at this point in time
- It's a way to support parents too, as teachers can also explain and model more complex activities
- It's reassuring for staff to see and hear one another so they feel less isolated and maintain a sense of belonging; for their own personal health and well-being as well as for work-related issues
- Creating short videos is free and easy to do: you don't need high-tech recording equipment or lots of resources
- YouTube-type videos are quick to create, upload and share (via our school website or Seesaw, or email-making parents aware of the link)
- It doesn't place a great demand on teacher's time, IT skills or knowledge
- Most children and parents are already familiar with how YouTube works and can watch the videos on a tablet, laptop, smart phone or TV – so it's accessible to a wide pool of people

## **2.2 Support Staff: including those involved in children's' learning, office staff, premises officers**

All support staff must be available between 8.30am and 3.30pm during normal school opening hours, with the exception of premises offices and part-time staff who have a different work schedule on a normal day. 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. Staff may organise their work time schedule in whichever way works best for them, other than this; for example they may choose to do some CPD on-line training work between 1pm and 6pm, but if SLT, their linked class teacher or subject Team Coordinator need a video/telephone conference at a specific time, they need to agree a mutually convenient time.

Teaching assistants/Learning Support Assistants/HLTA's are responsible for:

### › Supporting some pupils with learning remotely

- They will agree with the class teacher or SENCO which children they are required to support and how this support should take place
- Provide planning or activities remotely as agreed with the class teacher

- Check all work sent in by this group of children, make comments on at least one piece of work per day and 'like' all uploaded pieces
- Monitor the frequency of communication and inform the class teacher of any concerns
- Make a telephone call at least once per week to parents of vulnerable children who they normally work with, following the clear guidelines as set out below.

› **Attending virtual meetings with teachers, parents and pupils:**

- Dress code: non-revealing
- Maintain professionalism at all times, e.g. no bad language, don't lapse in to 'chatting' mode, ensure there is more than one child involved in the meeting and that parents are present
- Location needs to be child-friendly and one that protects the staff member, e.g. avoid areas with background noise, nothing inappropriate in the background.
- The teacher and at least one member of support staff should participate in the 'meeting'.

Office staff are responsible for:

› **Ensuring all their usual tasks continue and are completed within normal expectations as far as is possible from home**

- Collect the school mail on a weekly basis, unless 'shielding' or advised to avoid going in to school (alternative arrangements will need to be made with the EHT)

› **Maintaining communication with all stakeholders:**

- Liaise with the EHT/Head of School each day, ensuring all essential information is shared from AnyComs, email, egress, etc.
- Checking and responding to emails each day
- Liaise with parents, staff and governors as needed (likely to be more regular than normal)

› **Attending virtual meetings**

- With whole staff
- EHT and HOS
- Other admin/bursars
- DLAT central team

Premises Officers are responsible for:

› **Ensuring all their usual tasks continue and are completed within normal expectations as far as is possible**

- Ensure a **deep clean** is carried out during school closure including carpets
- Pay attention to detail with cleaning that may not be carried out on a regular basis, e.g. cleaning trays of class resources and the contents such as lego, plastic animals and so on
- Check equipment and supplies are all ready and available for when school reopens
- Monitor the grounds and ensure no one is accessing the premises

› **Maintaining communication with all stakeholders:**

- Maintain at least weekly communication with the Head of School via a phone call
- Send photographs of any areas causing concern to avoid Head of School needing to go in to school

## 2.3 Subject coordinators and SENCO

Alongside their teaching responsibilities, as outlined above, subject coordinators/SENCO are responsible for:

- › Considering whether any aspects of the subject curriculum need to change to accommodate remote learning in collaboration with Head of School.
- › Use the TEAMS portal to work in close collaboration with their subject teams: maintain regular communication and organise meetings, sharing workload, etc.
- › Working with teachers setting work in their subject is appropriate and consistent
- › Working with other subject coordinators and senior leaders to make sure work set across subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- › Monitoring the work set by teachers in their subject through reviewing the weekly schedules that are uploaded in to the staff TEAMS area
- › Alerting teachers to resources they can use to teach their subject
- › Develop own CPD.

## 2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- › Coordinating the remote learning approach across the school – if you've assigned one member of staff to lead on this, highlight them here
- › Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- › Organise weekly staff meetings via TEAMS
- › Oversee a programme of CPD for teachers and support staff, developing and reviewing together
- › Ensure that staff communicate effectively with SLT and premises officers if they NEED to call in to school and remind them about social distancing.

## 2.5 Designated safeguarding lead

The DSL's are all listed in our school Safeguarding Policy and their responsibilities are clearly outlined. During times of school closure, they must ensure that all vulnerable children are closely monitored. During the coronavirus outbreak vulnerable children are identified as children who:

- Have a social worker
- Have an EHC Plan
- Have been assessed as vulnerable by educational providers or local authorities

Professional judgement and discretion should be taken so that regular auditory or visual contact is made with their parents, i.e. at least weekly.

## 2.6 IT staff

IT staff are responsible for:

- › 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 systems and flagging any data protection breaches to the data protection officer (the Executive Head teacher in the first instance who will then inform the CEO as the DPO for the Trust)

## 2.7 Pupils and parents

Staff can expect pupils to:

- › Complete work set by teachers and upload into Seesaw if required to do so
- › Seek help if they need it, from teachers or support staff via Seesaw
- › Alert teachers if they're not able to complete work
- › Make a short video of themselves completing a specific task every week

Staff can expect parents to:

- › Make the school aware if their child is sick or otherwise can't complete work
- › Supervise their child at all times when they are using the internet, ensuring all e-safety guidance is followed
- › Take responsibility for ensuring work is uploaded in to the agreed area and that all communications with staff are appropriate, polite and respectful
- › Communicate with the class teacher as least once per week, even if it's making a comment about a piece of work or photograph that has been uploaded on Seesaw by their child
- › Seek help from the school if they need it
- › Be respectful when making any complaints, concerns or suggestions to staff

## 2.8 The Local Governing Body (LGB)

The LGB 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 systems are appropriately secure, for both data protection and safeguarding reasons
- › Organise the usual termly meetings via TEAMS, in collaboration with the Executive Head teacher and clerk to governors
- › Respond in a timely manner to emails from school staff and continue to be part of the school team.

## 3. Who to contact

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

- › Issues in setting work – talk to the relevant subject coordinator or SENCO
- › Issues with behaviour – talk to the Head of School
- › Issues with IT – talk to office staff or the IT technician who will liaise with to the Head of School if necessary
- › Issues with their own workload or wellbeing – talk to Head of School
- › Concerns about data protection – talk to the EHT who will then liaise with the data protection officer
- › Concerns about safeguarding – talk to a DSL

## 4. Data protection

### 4.1 Accessing personal data

When accessing personal data, all staff members will:

- › Abide by all school policies relating to data protection

- › Use the special access via a VRN link that has been created for SLT and school bursars/office staff to office confidential school data remotely in a confidential and professional manner; this will be secure and set appropriately by the IT technician in partnership with the EHT and DLAT business manager
- › Only school devices should be used to access school data
- › School data should not be left open on an IT screen for family members to see, nor should documents be left on printers or left open on a table, for example

## 4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as email addresses, as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions. While this may be necessary, 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

A COVID-19 addendum to our school safeguarding policy has been created and has been sent to all staff and governors but is also available via our school website.

**For safeguarding purposes, we ask staff and families to follow these rules whenever using video and phone calls**

- Pupils must be on the call in groups, with no 1-to-1 calls
- A parent must be visible in the background
- At least 2 staff members must be on each video call where possible or recorded (with parental permission)
- Staff must always wear their trust lanyard
- Staff, pupils and anyone else in their households must wear appropriate clothes
- Calls must not be held in bedrooms, and should take surroundings into account
- Language must be professional and appropriate – this includes family members in the background
- Staff must only use TEAMS, so conversations are always recorded. The staff member will say: "Just so you're aware, I will record our conversation but it will only be used for school purposes and won't be shared." This will also apply if a member of staff needs to make a telephone call to a parent; when dialing, they must precede the parent number with 141 as it with-holds the caller ID to maintain privacy. Parents will be made aware of this via SLT newsletter.
- Staff must keep calls to a reasonable length so families can get on with their day; no more than 10 minutes, although scheduled 'meetings' may take longer (e.g. EHCP reviews).

## 6. Monitoring arrangements

This policy will be reviewed in accordance with advice from the Department of Education and in collaboration with the CEO/Trust.

## 7. Links with other policies

This policy is linked to our:

- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy
- Attitudes, Behaviour and Discipline policy

J V Hopkins

Executive Head teacher