Remote Learning Policy

Copeland Road

Primary School

Approved by:	Mrs J Murray	**Date:** 10/11/20
Last reviewed on:	10/11/2020	
Next review due by:	10/11/2021	

1. Aims

This remote learning policy for staff aims to:

> Ensure consistency in the approach to remote learning for pupils

> 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 will be available between 8.30 and 4.00pm

(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.)

When providing remote learning, teachers are responsible for:

This could include:

> Setting work:

- o Who they need to provide work for, including if they may need to cover for other classes

- o The amount of work they need to provide

- o When this work needs to be set (e.g. 3pm the day before)

- o Where work should be uploaded (e.g. school website, remote learning platform) – include any instructions for doing this if staff are unfamiliar with the system

- o Liaison with other teachers, including those teaching in school, to ensure consistency across subjects and to make sure pupils with limited access to devices can still complete the work

> Providing feedback on work:

- o How they will access completed work from pupils

- o How they are expected to share feedback with pupils

> Keeping in touch with pupils who are not in school and their parents/carers:

- o If they are expected to make regular contact, and how they should do that if so (e.g. what medium or platform to use, like emails or phone calls)

- o School expectations are for answering emails from parents and pupils (e.g. not available to answer emails outside of working hours)

- o How they should handle any complaints or concerns shared by parents and pupils – for any safeguarding concerns, refer teachers to the section below

- o How are barriers to access to remote learning resolved

- o How to handle any behavioural issues, such as failing to complete work

> Attending virtual meetings with staff, parents and pupils:

- o Dress code

- o Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

If teachers will also be working in school, explain who will cover the responsibilities above during this time, or if they will still need to provide remote learning (and if so, whether there are any links between the in-school and remote provision – for example, streaming lessons in school to pupils who are unable to attend.

Should schools choose to provide remote education using live streaming or pre-recorded videos, guidance from the National Cyber Security Centre (NCSC) on which video conference service is right for your

school and *using video conferencing services securely* could help schools to set up video conferencing safely, if this is the chosen approach.

In addition, guidance from the UK Safer Internet Centre on safe remote learning includes detailed advice on live, online teaching, and the safeguarding guidance from London grid for learning (LGfL) includes platform-specific advice.

2.2 Teaching assistants

When supporting remote learning, teaching assistants must be available between 8.30am – 4.00pm. 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 supporting remote learning, teaching assistants are responsible for:

> Supporting pupils who are not in school with learning:
>> o Which pupils will need support
>> o How they should provide support
> Attending virtual meetings with teachers, parents and pupils:
>> o Dress code
>> o Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

If teaching assistants will also be working in school, where relevant explain who will cover the responsibilities above during this time.

2.3 Subject leads (including SENDCO)

Alongside their teaching responsibilities, subject leads are responsible for:

> Considering whether any aspects of the curriculum need to change to accommodate remote learning and to meet the needs of individual children
> Consider how approaches to remote learning are integrated into the wider curriculum design
> 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 reasonable and age-appropriate
> Monitoring the 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 (Mrs Joanne Murray)
> Understanding how approaches to remote learning are integrated into the wider curriculum design
> Monitoring the effectiveness of remote learning – explain how this will be done, such as through regular meetings with teachers and subject leaders, reviewing work set or using feedback from pupils and parents
> Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for: Please see Safeguarding policy on school website and addendum for COVID-19

2.6 IT staff / Computing lead

IT staff are responsible for:

> Fixing issues with systems used to set and collect work

> Helping staff and parents with any technical issues they may experience

> 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

> Complete work to the deadline set by teachers

> Seek help if they need it, from teachers or teaching assistants

> Alert teachers if they are unable 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 and timely when making any complaints or 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 and is integrated into the wider curriculum design

> 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:

> Issues in setting work –relevant subject lead or SENDCO

> Issues with behaviour –senior leader

> Issues with IT –IT staff /Computing leader

> Issues with their own workload or wellbeing – Head teacher

> Concerns about data protection –data protection officer

> Concerns about safeguarding –DSL

(See Appendix for list of roles and responsibilities)

4. Data protection

4.1 Accessing personal data

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

Explain:

> How they can access the data, such as on a secure cloud service or a server in the IT network

> Which devices they should use to access the data

(For further information, please see Acceptable use and Mobile phone policy)

4.2 Processing personal data

Staff are reminded to collect as little personal data as possible online and to use school communication systems, not personal details or devices.

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

Please see Safeguarding policy and COVID 19 addendum, which is available on the school website.

6. Monitoring arrangements

This policy will be reviewed yearly by Mrs Joanne Murray (Curriculum leader) At every review, it will be approved by Curriculum and Standards committee.

7. Links with other policies

This policy is linked to our:

> Behaviour policy

> Safeguarding policy

> Data protection policy and privacy notices

> Home-school agreement

> ICT and internet acceptable use policy

> Online safety policy

Appendix

Curriculum	Joanne Murray
English	Joanne Murray & Emily Spenceley
Maths	Victoria Summerfield
Science	Faye Musgrave
History	Joanne Murray
Geography	Joanne Murray
Art	Faye Musgrave
D.T.	Faye Musgrave
P.E.	Lyndsey Jones
Music	Atlanta Tomlinson
MFL	Atlanta Tomlinson
Computing & E-Safety	Sabrina Hughes
R.E.	Emily Spenceley
Special Education Needs	Victoria Summerfield
Data Protection	Sabrina Hughes
Safeguarding	Lindsey Kidd, Victoria Summerfield & Joanne Murray