



St Peter's Church of England (Aided) Primary School Remote Learning Policy

The Governing Body of St Peter's Church of England (Aided) Primary School adopted this policy on Monday 5th October 2020

Signed: _____ (*Chair of Governors*)

Signed: _____ (*Head Teacher*)

As a school we are incredibly proud of how our community has adapted to the changing circumstances which we find ourselves in. We recognise that each individual will face their own challenges and will have their own needs - these needs may change daily. This policy aims to provide flexible guidelines to support all of our school community with remote learning. This document takes into account the latest guidance from the government and is applicable at times of local and national lockdowns, or "bubble closures". Individual cases of isolation are detailed separately in this policy.

More information can be found here:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>

This policy was written on 28th September 2020 and is subject to regular review. This policy may need to be changed without prior warning to reflect Local and National circumstance and changes to Government Guidance.

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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

To ensure the continued high quality support of pupil learning, and the delivery of as broad and deep a curriculum as possible.

2. Roles and Responsibilities

Class Teacher's Responsibilities

The Class teacher has been designated to lead a class during a day's learning.

When providing remote learning, Class teachers must be available for their assigned Lesson Input Times. Additional contact may be offered for children who have been assessed by the Class Leads as having additional needs or need of further input or assistance.

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. Class teachers will be available online via Tapestry in EYFS and Class DoJo (ks1 & ks2) each day, where they will message to greet children, gauge wellbeing and discuss activities for the day.

During the day, class leads will provide work and where appropriate videos through Tapestry/Class DoJo to introduce English, Maths, phonics and other work. They will also set ideas for other activities, to ensure children are provided with a broad and ambitious curriculum.

Activities for the day need to be available for children to access by 9am on the day of use. Work will be set via Tapestry/Class DoJo. Class Leads will also use various online programmes or resources to support learning. E.g. TT Rockstars, Numbots, Oak National Academy, White Rose. Staff will ensure that activities are well tailored to their class needs and abilities.

Each school's Senior Leadership team will help assess if they can help families who are not ready for home learning. Where possible. Books for recording work will be provided by school.

Any designated SLT staff member will be able to access children's work through Tapestry/Class DoJo to monitor completion and consistency.

As per our feedback policy, we aim to provide children with as much 'in the moment' feedback as possible. This will predominantly take place via pupil and parent messages and intervention but phone calls will be used when needed (class contact list will be sent home with class teacher in the event of closure)

In the event of individuals having to self-isolate, work will be provided on our website for each day. This will involve a weekly timetable for each half term linking to high quality Oak National Academy lessons. These lessons will cover the same learning objectives for that week as the school class lessons.

These timetables will also be used in the event of teacher illness during a bubble closure.

Teaching assistants' Responsibilities

When assisting with remote learning, teaching assistants will be available during their usual working hours. Teaching Assistants will support teachers with assessment and help to monitor issues and questions. 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.

Pupils and parents

Staff can expect pupils learning remotely to:

- Engage during school hours and be contactable during the school day
- Complete work set by teachers
- Seek help if they need it from teachers
- Alert/contact staff 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, through DoJo messaging
- Be respectful when making any complaints or concerns known to staff

Video Input

Video Lesson Protocol

- During a video lesson, staff must wear suitable clothing (no pyjamas and no tops with slogans which may cause offense) as should anyone else in the household when videos are recorded.
- All digital devices for recording must be used in appropriate areas of the house, e.g. not in bedrooms or bathrooms.

- The 'blurring of backgrounds' tool must (where possible) be used.

Details of children who do not complete work regularly will be passed to SLT who will take appropriate action.

Various staff may make other phone calls home e.g. SENDCo, ELSA to check on a child/family's wellbeing

Staff will not be expected to answer DoJo messages outside of usual school hours 8am-5pm.

Any issues raised by parents or pupils will be dealt with by the class lead in the first instance,. Class Lead will ensure that SLT are kept aware of any issues/complaints.

All children are encouraged to complete **all** the work set. St Peters School sees Class DoJo as an extension of the physical classroom and expects children to engage and behave accordingly. In the event that work cannot be completed or there are difficulties with engagement, a member of staff will contact the family to provide support and create a plan for re engagement.

Subject Leads

English and Maths subject leads will continue to support other staff where they can, sharing ideas and good practise as often as possible. They will be responsible for

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Alerting teachers to resources they can use to teach their subject remotely
- collaborating with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Supporting Senior Leaders where necessary with monitoring and evaluation of remote learning

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Ensuring that the online learning environment is considered as an extension of the schools physical learning environment in all aspects.
- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – 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
- Ensuring Collective Worship is available daily
- Working alongside the SENDCos and Class Leads, to ensure work set is tailored to individual needs
- Supporting staff with any issues arising regarding behaviour and engagement

Embrace IT staff

The ICT support team along with support from are responsible for:

- Supporting staff with fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing which cannot be fixed in the first instance by the class leads
- 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

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/SLT or SENDco
- Issues with behaviour – talk to school's Senior Leadership Team
- Issues with IT – Log this on helpdesk link to IT staff
- Issues with their own workload or wellbeing – talk to your line manager
- Concerns about data protection – talk to our data protection officers (Lesley Stewart)
- Concerns about safeguarding – talk to the DSLs (Alison Banks, Paul Bolstridge, Lesley Stewart, Lorna White)

Parents with any questions or concerns regarding remote learning should contact the Class teacher via a class DoJo message in the first instance. If necessary, they should then contact the Senior Leadership Team (Alison Banks, Paul Bolstridge, Kathryn Cook) through the office.

4. Data Protection

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.

Keeping devices secure

Talk to your data protection officer for more help, and your IT staff if you want to include details on how to put these measures in place.

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)
- 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 the *ANNEX TO SAFEGUARDING/CHILD PROTECTION POLICY IN RESPONSE TO COVID-19* for more information on Safeguarding during this time.

6. Links with other policies

This policy is linked to our:

Behaviour policy

Child protection policy and coronavirus addendum to our child protection policy

Data protection policy and privacy notices

Home-school agreement

ICT and internet acceptable use policy

Online safety policy

Marking and Feedback Policy

7. Example timetable of learning

These are examples of work and videos which should be uploaded by staff and completed by pupils every day.

	Morning welcome and well-being message Starter task/ revisit	Phonics English lesson input and work	Mindful Activity Time	Maths input work and activities	Physical Activity Time	Afternoon Activities and work.	Collective Worship
Suggested time EYFS		20 mins 30 mins	5 mins	40 mins	20 mins	30 mins x2	20 mins
ks1	15 mins	30 mins 1 hour	10 mins	1 hour	30 mins	1 hour	20 mins
ks2	15 mins	1 hour 15	15 mins	1 hour 15	30 mins	1 hour 30	20 mins