

Montbelle Primary School



Remote learning policy 2020 - 2021

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Approved by: Chair of Governors

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1. Aims

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

Any child who is unable to come to school because of self-isolation, quarantine or the closure of a bubble must immediately be able to access remote learning.

When providing **entirely** remote learning (i.e. in the event of the closure of a bubble), teachers must be available between 8.45am and 4.00pm.

Where a bubble has not closed, and provision needs to be made for individual children, teachers must arrange for a member of staff (either themselves or a member of support staff) to check the class email towards the end of the morning session and class teachers must check the class email and respond appropriately after they have dismissed their class.

If staff 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, phoning the Headteacher between 7.00am and 7.30am on the mobile number they have been provided.

When providing remote learning, teachers are responsible for:

Planning:

In planning for the possibility of remote learning, teachers must consider the ease of which planned curriculum areas could be taught at home. As such, the weekly planning grid (revised for September 2020 to facilitate possible remote learning) may need some revision before it is provided to parents and children.

A weekly 'remote learning' planning grid provided to any child learning at home **must** include:

EYFS:

- Coverage of the EYFS Framework across the week;
- A daily Literacy **or** Maths focus;
- A 5-minute phonics session plan to complete each day / a phase 1 activity suggestion (Nursery)
- An activity that covers an area of the EYFS framework (pictures to be provided to support parents in identifying suitable activities)

Year 1:

- A daily Maths session
- A daily English session
- A daily Reading or Phonics activity
- Either a Science activity **or** an activity linked to the Foundation Curriculum.

Year 2:

- A daily Maths session

- A daily English session
- A daily Reading or Phonics activity
- Either a Science activity **or** an activity linked to the Foundation Curriculum.

Key Stage 2:

- A daily Maths session
- A daily English session
- A daily Reading Comprehension activity
- Either a Science activity **or** an activity linked to the Foundation Curriculum.

Weekly learning grids must be provided on the first day of absence for children self-isolating or quarantining before **1.00pm**.

Where full bubbles have closed, learning grids and resources should be emailed or uploaded to Teams (Year 1 to Year 6) or EvidenceMe (Reception and Nursery) by **9.00am**.

On each subsequent day, supporting Powerpoint or learning resources must be emailed through the class email system and/or uploaded to Teams, **by 9.00am**.

Weekly planning grids and resources must also be emailed to Miss Relf at the same time as parents to enable resources to be available on the school website. Miss Relf will upload these documents as teaching time allows or at the end of the school day.

Feedback:

- Reception and Nursery (EYFS) will receive work and upload their responses on EvidenceMe. Teachers or Support Staff will respond on EvidenceMe. Parents may use the class email to raise questions with the class teacher.
- In Key Stage 1 or Key Stage 2, where work is completed on Teams, feedback should be given on the same format. Where work is emailed on the class email system, a short feedback response should be provided to the child, in line with the school's developmental feedback policy.

Keeping in touch:

Parents and pupils will be expected to email in their completed work each day, **or** complete and 'hand in' set tasks on Teams (Year 1 to Year 6) and EvidenceMe (Reception and Nursery)

In the event that a full bubble closes, Teachers will be available for a class meet **each** morning from 9.00am to 9.30am using Teams with the exception of Reception and Nursery, who will have a weekly class meet in small groups using Teams. Teachers will talk through the set work and signpost children to activities and resources they could use.

In the event of Tier 4 and national lockdown, a timetable of daily meets will be put in place to ensure that families where children are sharing devices can all access a daily meeting.

Teachers will video a daily modelled input for each lesson (10 to 15 minutes duration), which can be emailed out through the class email system from day two of closure.

If teachers do not receive daily contact with pupils in the form of completed work, the teacher or member of support staff should contact the parent by phone for a keeping in touch conversation to ascertain what barriers to learning there may be and work with the parent to manage these.

In extenuating circumstances, the school may consider lending a laptop or iPad to teachers or parents **or** providing paper-based learning for pupils. This will be agreed on a case-by-case basis.

Teachers will not be expected to respond to emails between 5.00pm and 8.30am the following day: an 'out of office' message should be set on class email accounts to manage parental expectations. In the event of a Tier 4 National Lockdown, the SLT email will be available out of hours for safeguarding purposes.

Should any complaints be received regarding virtual learning, these should be referred to Phase Leaders in the first instance and escalated to the Remote Learning Leader if required.

In the event that a child is self-isolating or in quarantine, the teacher will ensure that a weekly telephone or Teams check-in is arranged with the child for safeguarding purposes.

Virtual Meetings

When attending virtual meetings or the daily class meeting (weekly in EYFS), Teachers are asked to manage the following appropriately:

- Be dressed appropriately as you would for a day in school
- Ensure your location is safe: avoid areas with background noise or possible interruption and ensure your background is neutral and age appropriate
- Begin meetings promptly and ensure clear expectations are set with children as to conduct: ensure that the screen sharing is turned off for all but yourself (this can be done in meeting options – set your meeting up, ‘click’ on the meeting and then select options

2.2 Support Staff

When assisting with remote learning, support staff must be available during their contracted working hours.

If support staff 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, telephoning the Headteacher between 7.00am and 7.30am on the telephone number provided.

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

- Joining the daily (or weekly in EYFS) class meeting (in the event that a bubble is closed);
- Supporting children with an EHCP or SEND using Teams for a live meeting and teaching as appropriate and agreed with parents and the SENDCo;
- Supporting Class Teachers with answering emails and responding to children’s learning using the Montbelle Developmental Feedback Policy.
- Providing small group intervention as agreed with Class Teacher and parents.
- Supporting the Class Teacher with creating short videos, e.g. phonics, as appropriate.

Virtual Meetings

When attending virtual meetings or the daily class meeting (weekly in EYFS), Teachers and Support Staff are asked to manage the following appropriately:

- Be dressed appropriately as you would for a day in school
- Ensure your location is safe: avoid areas with background noise or possible interruption and ensure your background is neutral and age appropriate.

2.3 SENDCo and Subject leaders

SENDCo

The SENDCo will support, as appropriate, the coordination of appropriate teaching for children with an EHCP (Educational Health Care Plan) or identified SEND (Special Educational Need or Disability) who are learning at home. This will be done in collaboration with their parents, whose views will be taken into account.

The planning for, and differentiation of work for children with a SEND remains the responsibility of the class teacher.

The SENDCo will take responsibility for liaising with external agencies, such as Waterside Outreach, the OT (Occupational Therapist) and SALT (Speech and Language Therapist), to provide appropriate provision for children at home as required by their EHCP or ongoing need.

Subject Leaders

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 by reviewing planning on a regular basis
- › Alerting teachers to resources they can use to teach their subject remotely

2.4 Phase Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- › Co-ordinating the remote learning approach across their Phase;
- › Monitoring the effectiveness of remote learning through regular dialogue 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

2.5 Designated safeguarding lead

The DSL is responsible for:

- Ensuring that staff remain aware of their Safeguarding responsibility and the need to record concerns appropriately and swiftly: these will continue to be recorded on MyConcerns, which can be accessed through the internet.
- Responding to concerns;
- Identifying vulnerable children (those with a Social Worker or otherwise identified by the school as vulnerable) and ensuring regular checks are in place.
- Ensuring the full remit of the Montbelle Safeguarding Policy is carried out in an appropriate way.

2.6 IES Support

IES will support the school in the following way:

- › Supporting issues with systems used to set and collect work
- › Helping staff with any technical issues they may experience or signposting appropriate staff training or 'how to' guides
- › Reviewing the security of all **on-site** Montbelle hardware and software systems
- › Assisting pupils and parents with accessing the internet or devices where the DfE have provided, through school, hardware or services for vulnerable children or families

Staff **must** continue to raise any issues requiring the support of IES through the ticket system.

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- › Be contactable during the school day although staff will **not** expect children to be in front of a device all day;
- › Complete work to the deadline set by teachers unless there is a significant barrier to doing so;
- › Seek help if they need it, from teachers or teaching assistants using the class email;
- › Alert teachers if they're not able to complete work and explain why;
- › Use their individual password for TEAMS (which they must keep securely) to access meetings and complete set 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 relating to the work set should be directed to the Phase Leader and/or the SENDCo as needed;
- › Issues with behaviour or non-engagement should be directed in the first instance to your Phase Leader and then onto the Remote Learner Leader;
- › Issues with IT should result in a ticket being raised for IES (having first spoken to colleagues who may be able to support if it is a knowledge/skill issue rather than a technical malfunction);
- › Issues with their own workload or wellbeing should be directed to your Phase Leader;
- › Concerns about data protection should be directed to Mrs. Hawkins;
- › Concerns about safeguarding should be raised with a DSL (Mrs. Geden, Mr Kinsella or Ms Robinson).

4. Data protection

4.1 Accessing personal data

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

- › Use our cloud based Scholarpack for which staff have an individual login;
- › Use the class email system for communication, which is password protected;
- › Ensure that no personal data is stored on devices that do not belong to the school.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses or the children's physical 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

The School Safeguarding Policy remains in place. Staff are aware of their responsibilities in respect of KCSIE 2020. All concerns should be reported using MyConcerns.

Where concerns are immediate, MyConcerns reports should be followed up with an email to a DSL or a phone call. If staff believe there is an immediate risk to a child's safety, they should contact the police and a DSL.

6. Monitoring arrangements

This policy will be reviewed termly.

7. 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