

Daisyfield Primary School



Remote Learning Policy

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not 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 All staff are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to work during their normal agreed contractual hours, or as agreed by local agreement with their head teacher during periods of prolonged closure.
- Reporting any health and safety incidents to the HT and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the head teacher.
- Reporting any defects on school owned equipment used for remote learning to our ICT technician.

2.2 Teachers

When providing remote learning, teachers must be available between 8.40am and 3.15pm Monday to Friday.

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 by 7.30am on the day. When providing remote learning, teachers are responsible for:

- Reminding their classes about online safety. Use thinkuknow website or purple mash
- Ensuring exercise books are sent home in preparation for remote learning.
- Maintaining the usual timetable, curriculum and content (wherever possible) but adapt the topics and choose something easier to cover at that time where necessary.
- Using teaching assistants in the teaching and learning
- Be mindful of younger children needing parental support and if this is not available what this will look like.
- Identifying children requiring additional support and making these a priority e.g. through use of support staff in mini team's groups.
- Hosting virtual sessions each day on Teams (length and frequency dependent on age of children) to share the learning. First one must be no later than 9.00am and the register must be taken.
- Scheduling activities by day or uploading for the week depending on the availability of the device at home for children.
- Keep a record in the mark book of non-engagement and follow up with phone call.

Identifying from previous home learning those children who will struggle to get on line discuss possible device loan from school

- If the event that the school goes into a full lockdown with all children at home, then families will be identified through our teachers and devices will be provided as far as is possible. Priority will go to families with previous

issues and multiple children in a family. In certain cases, it may be that children cannot access the work until later in the day but these should be few and far between and discretion and judgement alongside parent consultation must be made. If families are having to share devices, then it could be that 'touchpoints' may need to be staggered and will be discussed as a staff team.

Maths

- Maths- stick to the medium-term plan wherever possible • Taught element daily; Live lessons on Team/or video, PowerPoint.
- Work to be completed in exercise book provided.
- Consider differentiation e.g. extra challenge, more support, less expected e.g. complete one section only etc.
- Mark and give feedback as usual, completing at least one group each day
- Plan next week's lessons from feedback
- Include a mental maths element each week or more depending on age
- Include Maths games/ challenges/ multiplication games
- (Y1-6) TTRS EYFS - Numbots

English

- Stick to the medium-term plan wherever possible
- Taught element to every day; Live lessons on Teams, PowerPoint.
- Work to be completed in exercise book provided.
- Consider differentiation e.g. extra challenge, more support, less expected e.g. complete one section only etc.
- Mark and give feedback as usual, completing at least one group each day • Plan next week's lessons from feedback

Phonics

- Daily phonics lessons will take place in Year R – 2, some KS2 classes where appropriate.

Spelling/ Handwriting

- Stick to the medium-term plan wherever possible, No Nonsense spelling and Letterjoin
Taught element to every week; could be daily or less. Own/produced video, PowerPoint, live lessons on Teams.

Grammar

- Stick to the medium-term plan wherever possible.
- This is likely to be part of the English lesson
- Taught element to every week; could be daily or less. Video, PowerPoint, live lessons on Teams.

Other Subjects

Be mindful of doing a **wide** range of other subjects and following the daily timetable wherever possible. Topics may be moved and changed for ease of delivery.

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- Stick to the medium term plan wherever possible
- Taught element to every week; Video, PowerPoint, live lessons on Teams. BBC Bite Size etc.
- Work to be completed e.g. purple mash, uploaded worksheets.
- Consider differentiation e.g. extra challenge, more support, less expected e.g. complete one section only etc.
- Mark and give feedback as usual, completing at least one group each day
- Plan following lessons from feedback
- Be mindful of children having limited resources for more practical subjects

Providing feedback

- Pupils send work back on DoJo
- Teachers/ TAs mark and give feedback where appropriate on a daily basis and use feedback to inform future planning. This will be done via DoJo.

Keeping in touch with parents.

- Phone calls **MUST** be made to children who do not show up for registration at 8.45 (office staff will support in the usual way with absence) and are not engaging with work
- If phone calls are made on personal devices, then own numbers must be blocked.
- All phone class must be professional, polite and encouraging. What can we do to help the children engage?

Any concerns must be recorded on CPMOS ○ Teaching assistant will be asked to call anyone

not engaging in the first instance-record ○ Then the teacher rings if nothing

improves ○ Then referred to SLT on CPOMS

2.3 Teaching assistants

Teaching assistants must be available between their usual hours. During this time, they are expected to check their work emails and be available on the phone if working from home. 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 by 7.30am on the day. **General teaching assistants will be allocated to certain classes in the event of a full lockdown.**

- Teaching assistants are responsible for:
- Supporting pupils with learning, remotely. This may involve provided remote live lessons to small groups to allow for differentiation.
- Supporting the teacher with marking and feedback (as directed by the teacher)
- Supporting the teacher with virtual lessons (as directed by the teacher)
- Contacting children if not engaging with learning
- Daily teams or phone calls with their 1:1 child to check in on their welfare.

Supporting children as directed by the SENCo

2.4 Subject leads

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

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- Support the work set by teachers in their subject through discussion with teachers (email/ phone call/ Teams)
- Ensure webpage is up-to-date with schemes of work and progression documents. • Review and implement subject action plan

2.5 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating and monitoring the remote learning approach across their team, ensuring coverage and compliance.
- Monitoring the effectiveness of remote learning through discussion with teachers, children, parents where necessary.

2.6 The Head teacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that teams adhere to the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.

2.7 The SENCO is responsible for:

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely and liaising with the head teacher and other organisations to make any alternate arrangements for pupils with EHC plans.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.8 Designated safeguarding lead is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.

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- Daily/weekly check ins with identified vulnerable children and families.
- Liaising with staff to identify any concerns and follow up with phone calls home.
- Overseeing concerns on CPOMS
- Liaising and supporting SENCo with EHCP children.
- Liaising with the HT and ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely and liaising with the head teacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working Ensuring all safeguarding incidents are adequately recorded and reported.

2.9 The SBM is responsible for:

- Arranging (via the agreed ICT purchase processes) the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment, technology or software
- Ensuring that the school has adequate insurance to cover all remote working arrangements.
- Overseeing the admin team in supporting staff with contacting parents where necessary

2.10 The ICT technicians are responsible for:

- Ensuring that all school-owned devices used for remote learning have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

2.11 Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely at the times set out and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behaviour Policy at all times.

2.12 Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the agreed times and that the schoolwork is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material
- Reporting any absence in line with the terms absence policy
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the Home School Agreement at all times.
- Making the school aware if their child is sick or otherwise can't complete work
- Seeking help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

2.13 Governing Body

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. Online Safety

This section of the policy will be enacted in conjunction with the school's Online Safety Policy. Where possible, all interactions will be textual and public.

3.1 Video Communication

All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.

- Always remain aware that they are visible.

3.2 Audio Communication

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.
- The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.
- Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.
- The school will ensure that all school owned equipment and technology used for remote learning can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.
- The school will communicate to parents about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

3.3 During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.
- The school will not be responsible for providing access to the internet off its premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

4.Safeguarding

- This section of the policy will be enacted in conjunction with Daisyfield's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.
- The DSL and Headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- Phone calls made to vulnerable pupils will be made using school phones where possible or staff phones with withheld numbers.
- The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.
- All contact with vulnerable pupils will be recorded on CPOMS
- The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- All home visits must:
 - Have at least one suitably trained individual present who will inform SLT before a visit
 - Be recorded on CPOMS
 - Involve seeing the child at a social distance
- Vulnerable pupils will be contacted by the PWBC daily/weekly as per risk assessment
- The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- All members of staff will report any safeguarding concerns to the DSL immediately via CPOMS.
- Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The Academy will also signpost families to the practical support that is available for reporting these concerns.

5. Data protection

- This section of the policy will be enacted in conjunction with Daisyfield's Data Protection Policy.
- Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.

- All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.
- The school will not permit paper copies of contact details to be taken off premises.
- Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- Any breach of confidentiality will be dealt with in accordance with the school's policy
- Any intentional breach of confidentiality will be dealt with in accordance with Daisyfield's Behaviour Policy or the Disciplinary Policy.

6. 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 or SENCO or team leader
- Issues with behaviour – talk to the relevant SLT member, DHT or HT
- Issues with IT – contact via completion of a ticket
- Issues with their own workload or wellbeing – talk to SLT
- Concerns about data protection – talk to the SLT
- Concerns about safeguarding – talk to SLT

7. Monitoring arrangements

This policy will be reviewed as necessary. At every review, it will be approved by the governing body if changes are made.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding and 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