Remote Learning Policy

Approved by	Date	Last reviewed	Next review by
SLT	October 2020	October 2020	December 2020

Beavers Community Primary School will, without excuse or compromise, provide the best start to life for all of the pupils in its care.

The staff and governors envisage this being carried out through:

- Having the child at the centre of everything we do
- Valuing the development and individuality of the whole child
- Outstanding learning delivered through outstanding teaching
- Keeping at the forefront of, as well as leading, educational development and practice
- Constantly challenging all aspects of school life to ensure best practice is always prevalent
- Engaging parents and valuing the contribution made to their child's education
- A commitment to the safeguarding and well-being of all children and stakeholders

Our Values

Respect

Equality

Determination

Honesty

Courage

Compassion

Aims

This remote learning policy for staff has been drafted in response to the COVID-19 pandemic and aims to:

- Ensure consistency in the school's 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

Roles and responsibilities

These are interim arrangements while the school transfers working practices to enable full use of Google Classroom and the relevant feedback procedures available therein.

Teachers

When providing remote learning,

- Teachers must be available between 9am-4pm. 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.
- In the case of individual children absent due to isolation

  Teachers are responsible for setting daily work via email to parents. This will include a minimum of 3-4 hours work and the content will depend upon the year group of the child. In KS1 and KS2, this will include a maths lesson, an English lesson and a reading activity daily. Work set will follow what is being covered in class as far as possible. In Nursery this will include sending parents daily activities, via email focusing on the prime areas personal, social and emotional development, physical development and communication and language. In Reception this will include daily activities via email focusing on physical development, communication and language, literacy and mathematics.

  This should be provided by 9am where possible. Contact should be made with families to ensure that work can be accessed and that alternatives can be arranged where necessary. Feedback will be provided at least weekly through contact with parents (telephone or email). On return to school, teachers will provide brief verbal feedback on any work which has been completed. They will also note any difficulties the child may have experienced with their work in order to inform interventions. Teachers will aim to contact parents daily.

- In the case of a whole bubble closure

  Teachers are responsible for setting daily work for their year group via the school blog. This will include a minimum of 3-4 hours work and the content will depend upon the year group of the child. In KS1 and KS2, this will include a maths lesson, an English lesson and a reading activity daily. Work set will be a continuation of learning as far as possible. In EYFS, this will include posting daily activities via the school blog, focusing on both the prime and specific areas. (PSED, PD, CL, L, M, UW, EAD).

  This should be provided by 8am where possible. Contact should be made with families to ensure that work can be accessed and that alternatives can be arranged where necessary. Teachers will provide feedback on work through commenting on any 'To-do' tasks and 'Work' which are submitted through Purple Mash. In EYFS, teachers will feedback to families through responding to work submitted by email. Teachers will aim to provide feedback within 2 days of the work being submitted. Teachers will aim to contact parents fortnightly.

- Teachers should aim to make contact with families at least every 2 weeks and every week for EHCP children. They should keep a record of this. Communication must only occur within directed time, ie, between 9am-4pm and not at weekends or in the holidays.
- Where it is not possible to make contact with a family, teachers should follow the usual safeguarding procedures and notify the safeguarding team. They should also ensure they are familiar with the addendum to our Child Protection Policy.
- Teachers are responsible for providing printed work for collection for children who require it. They may wish to liaise with the inclusion team or direct learning support staff to assist with this.
- Teachers are invited to share videos with children via our school social media (approved by SLT).
- Teachers may use any opportunity to explore online CPD options and some will be recommended.

- Teachers should attend any virtual meetings requested by senior or middle leaders.

- <u>Monitoring engagement in online learning</u>
  Teachers will determine what is reasonable for individual pupils to achieve; they will know their pupils best and will be able to determine whether a child is engaging sufficiently.
  During our interim arrangements, teachers will make a judgement based on frequency of logging on and viewing of tasks and the quality of submitted work. Teachers should keep a record of who has submitted work to the expected standard on time.
  Following our move to a new digital platform, monitoring engagement will be carried out differently. For example, teachers will be able to view classroom usage and uploaded files.
  Where pupils have not engaged with learning, teachers should make contact with families by email and later phone calls. Every week, teachers should identify pupils in their classes who are causing the most concern and liaise with SLT to decide the best approach.

Learning support staff

- Learning support staff must be available between 9am-4pm. 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 to the Office Manager.
- Each member of learning support staff will be assigned a group of 6-8 children
- Learning support staff are responsible for supporting their specific groups and children though sourcing, setting and uploading appropriate tasks and feeding back to online learning. This will be under the direction of the head of year.
- Learning support staff who work with individual children in school may sets individualised tasks for the pupils they're supporting. They will have clearly developed relationships with these children and families. They may contact these families under the direction of the head of year and keep a record of any communications.
- Learning support staff are invited to share videos with children via our school social media (approved by SLT).
- Learning support staff may use any opportunity to explore online CPD options and some will be recommended.
- Learning support staff should attend any virtual meetings requested by senior or middle leaders

Middle leaders – Heads of Year

- HYs will quality assure the content of the home learning activities and will monitor both child participation and feedback provided by staff.
- HYs will attend middle leaders meetings and raise any queries/concerns as necessary as well as disseminating new information to their teams.

Middle leaders – subject leaders

- SLs may liaise with the AHT for standards in suggesting relevant CPD for staff.
- SLs may suggest schemes or activities for year groups to follow.
- SLs may monitor blog posts/liaise with teachers to ascertain the coverage of and engagement with their subject.
- SLs may make suggestions to SLT regarding subject-specific content for our social media.

Senior leaders

- Senior leaders are responsible for coordinating the remote learning and communication approach across the school.
- SLT will monitor the effectiveness of remote learning through communication with middle leaders and parents.
- SLT will take steps to ensure that our remote learning offer is meaningful and manageable.
- SLT will liaise with teachers and the safeguarding team to ascertain families with limited access to work and

provide solutions where feasible
- SLT will monitor the security of remote learning systems, including data protection and safeguarding considerations
- SLT will take steps to safeguard the wellbeing of staff and acknowledge the varying situations of all members.
- SLT will survey parents about how much work their children are doing, how challenging they've found it and what else could be limiting their engagement with work.

Designated safeguarding lead
- Please see Children Protection Policy addendum.
- The DSL is also responsible for contacting families deemed vulnerable on a weekly basis.

Inclusion team
- SENDCOs are responsible for contacting families of children with EHCPs on a weekly basis.
- SENDCOs are responsible for conducting risk assessments for children with EHCPs.
- SENDCOs will continue to conduct annual reviews, complete the collection of evidence for statutory assessment and complete referrals for external agencies.
- SENDCOs will support class teachers and learning support assistants in providing personalised work where appropriate.
- SENDCOs will work with external agencies in developing transition plans (i.e outside nurseries to reception and Y6 to Y7)
- The inclusion team will work with SLT in the writing, review and implementation of a school bereavement policy
- The EAL team are responsible for uploading daily work onto the blog for beginner children and communicating with these families. They may also advise class teachers regarding EAL needs within their class.

Pupils and parents
Staff can expect pupils to:
- Complete work set by teachers where possible
- Follow the school's acceptable use policy for pupils
- Seek help if they need it, from teachers or teaching assistants and alert teachers if they're not able to complete work
- Follow the BCPS expectations for behaviour and conduct at all times.
- Communicate with peers, teachers and others using technology in a responsible and respectful manner.
Staff can expect parents to:
- Seek help from the school if they need it
- Be respectful when making any concerns known to staff

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. They are responsible for ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons.

Communications

As always, staff should not communicate with parents or pupils outside school channels (e.g., they shouldn't talk to parents using their personal Facebook accounts, or contact pupils using their personal email addresses or phone numbers). Please refer to our existing code of conduct regrading communicating with pupils and parents, and staff-pupil relationships.
When contacting families, teachers should do so through parents' phones only and call in school hours as much as possible. A record of the date and time of each call should be kept. Staff should block their number so that it cannot be seen.

In line with current practice at school, a weekly newsletter will be published in order to reach as many families as possible. Families are invited to send in photos or work that children have done for inclusion in the newsletter. The school will continue to send important messages via text message through Teachers2Parents and via email. Parents can email their child's teacher as well. The school Facebook page will be regularly updated with messages and other information.

Who to contact

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

Issues in setting work – talk to the relevant head of year, subject lead or SENCO

Issues with behaviour – talk to the relevant head of year

Issues with their own workload or wellbeing – talk to their line manager

Concerns about data protection – talk to the data protection officer

Concerns about safeguarding – talk to the DSL

Data protection

Accessing personal data

When accessing personal data, all staff members will use our secure web-based service and where possible use a school device. In all cases, staff should follow the guidance issues regarding use of own device and the information below.

Sharing personal data

Staff members may need to collect 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 as little personal data as possible online.

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 with strong passwords

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

Safeguarding

Please refer to our existing Child Protection and Safeguarding policy (which can be found on our website) alongside the addendum published in March 2020.

Monitoring arrangements

This policy will be reviewed on a monthly basis initially and then annually by the Deputy Headteacher. At every review, it will be approved by the Headteacher.

Links with other policies

This policy is linked to our:

Behaviour policy

Staff code of conduct

Child protection policy and safeguarding policy, and coronavirus addendum to our child protection policy

Data protection policy and privacy notices

ICT and internet acceptable use policy

Online safety policy

Appendix 1

The use of video conferencing

Zoom is an easy, reliable cloud platform for video and audio conferencing, collaboration, chat, and webinars across mobile devices, desktops and telephones. Teachers may wish to use this facility with groups of children <u>after approval from SLT.</u>

For teachers:
DO
Create a zoom account from your work email so it is a work account and the time limit will be removed
Ensure your meeting has a new meeting room each time (ie. don't use the personal meeting ID)
Ensure the meeting is password protected
Set up a 'waiting room'
Lock your meeting room after you have started (in security settings)
Make sure there is at least one other staff member in the meeting
Make sure members of staff are in a safe and appropriate place with no bedrooms or inappropriate objects/information visible and no inappropriate distractions
Dress like you would for school
Double check that any other tabs they have open in your browser would be appropriate for a child to see, if you're sharing your screen
Use professional language
Ensure parents and children know and understand their rules
When setting up the meeting, do not allow joining with video. Manage the room so that children join on audio only.
Mute attendees on joining
Remind children about the AUP they have signed.
DO NOT
Allow attendees to join before host
Record any meetings or allow meetings to be recorded

For children:
DO
Join with audio only
Participate as fully as possible and contribute positively
Immediately ask teachers for clarification if you do not understand or have any concerns
DO NOT
Record or take photos of my peers or teachers
Share the Zoom lesson links with anyone else.

For parents:
DO
Try to be present for the session alongside your child
Be mindful that other children might hear you and anything in the background
DO NOT
Share the meeting ID or password with anyone or post it on Facebook or other social media.
Use this time to raise concerns but follow the correct procedures for this