

KINETON GREEN PRIMARY SCHOOL



Remote Learning Policy

November 2020

Review 2023

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

When providing remote learning, teachers will be available between 9am and 3:30pm on 'Microsoft Teams,' to respond to questions from pupils and parents about the remote learning that has been set. Teachers will aim to respond during the same day where possible.

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 this event parents/pupils of that class will not have access to remote learning but will be directed to appropriate online resources to support home learning.

When providing remote learning, teachers are responsible for:

- Setting Remote Learning:
 - Class teachers within a year group (class) are responsible for setting the remote learning for the year group (class);
 - Class teachers should ensure their class members have access to the learning set, through 'Microsoft Teams.' *A number of chrome books are available to loan to pupils who have no access to appropriate IT equipment. A loan agreement has been draw up for this purpose.*
 - Each class should have at least three pieces of remote learning set per day including English and maths.
 - Where ever possible the work set should not require parents to print out worksheets.
 - The learning for the first day of remote learning will be provided by midday. Each subsequent day, learning will be available either by the evening the day before or by 9am each day.
 - The remote learning will include, daily, 'live' Teams sessions for English and Maths in groups of approximately three to ten pupils at any one time.
 - When setting work for individual pupils self-isolating, as opposed to a whole class, live sessions will not be provided.
 - Staff will, where appropriate and possible, make reasonable adjustments

to enable all pupils to access appropriately pitched and differentiated work. This may include work/resources which are in 'addition to' or 'different from' the core work set including work which specifically addresses or supports parents to address targets for pupils with academic inclusion plans.

- Providing Feedback:
 - Class teachers will provide details of the learning that is expected to be returned electronically and by when. Teachers are not expected to mark or feedback on any other work sent to them from parents to ensure that this is manageable. However, teachers are expected to communicate with parents to ensure their involvement and that they feel supported.
 - Where this is needed, any paper-based learning from home should be brought into school when the children return. Class teachers will look through the learning completed when this returns to school and provide any necessary feedback.
 - Class teachers and teaching assistants will provide some contact with each child within their class at least on a weekly basis via Teams, which will include feedback on the child's engagement in remote learning/markings of work. This will usually be provided electronically but could also be provided by telephone if necessary.
- Keeping in touch with pupils who aren't in school and their parents:
 - Where the whole class or year group is learning remotely, the class teacher will make regular (at least weekly) contact with pupils/parents via Teams or telephone call (withholding a private number).
 - Where an individual is learning remotely, the class teacher, will make regular (at least twice weekly) contact with pupil/parents via Teams or telephone call (school phone).
 - **Teachers are not expected to answer emails or questions received by pupils or parents online outside of school hours 9am-3:30pm.** Teachers should respond to questions the same or following day.
 - Teachers should make the Leadership Team aware of any safeguarding or general concerns or complaints raised by parents or pupils as soon as possible by telephone or email and log incidents via CPOMS as usual.
 - Teachers should raise any concerns about pupils failing to complete learning with their parents and agree with their parent's any necessary reasonable adjustments where these are justifiably required to support a child's individual needs.
- Attending virtual meetings with staff, parents and pupils:

- Dress Code: Staff should dress in the same professional manner for virtual meetings as they would in school. Children, where possible and practical, are expected to wear their school uniform for the duration of the 'live remote learning,' each school day.
- Locations: Staff should ensure the location for the virtual meetings is appropriate and will ensure confidentiality. Plain, neutral backgrounds are recommended to reduce distraction for pupils. Staff can choose to 'blur' their background to provide a plain, neutral background. Staff should avoid areas with background noise and be advised to remove any photographs/information that relate to them personally.

2.2 Teaching assistants

When providing remote learning, teaching assistants must be available during their normal working hours.

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 assisting with remote learning, teaching assistants are responsible for:

- supporting pupils who aren't in school with learning remotely –
 - Specific remote support to pupils to support their individual learning e.g. a Microsoft Teams small group work to provide specific support.
- attending virtual meetings with teachers, parents and pupils –
 - Dress Code: Staff should dress in the same professional manner for virtual meetings as they would in school.
 - Locations: Staff should ensure the location for the virtual meetings is appropriate and will ensure confidentiality. Plain, neutral backgrounds are recommended to reduce distraction for pupils. Staff can choose to 'blur' their background to provide a plain, neutral background. Staff should avoid areas with background noise.

Where teaching assistants are working in school to support children who are learning in school, the above support from specific teaching assistants will be provided by a teacher or other suitably qualified member of staff in school.

2.3 Subject leads & Inclusion Lead

Alongside their teaching responsibilities, subject leaders are responsible for

- considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- The Inclusion Lead will work with teachers to co-ordinate remote learning for children with SEND across the school; ensuring that the learning set is appropriate for their needs by working with teachers.

- Subject Leads and Inclusion Lead should alert teachers to any useful resources they can use to teach their class remotely.

2.4 Senior leaders

Alongside any teaching responsibilities. Senior Lead staff are responsible for:

- supporting the online learning leader with coordinating the remote learning approach across the school
- monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set and work returned or reaching out for feedback from pupils and parents
- monitoring the security of remote learning systems, including data protection and safeguarding considerations with the help of the IT support and DSL

2.5 Head teacher

Alongside any teaching responsibilities, with support from the leadership team, the Head teacher is responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning through regular meetings with staff and by reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.6 Designated Safeguarding Lead:

The DSL is responsible for:

- Identifying the most vulnerable children in school and their needs for remote learning.
- Updating and managing access to child protection files, where necessary.
- Liaising with children's social workers where they need access to children in need and/or to carry out statutory assessments.

2.7 IT technician

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Wherever possible, helping staff (via email or EICTs) and parents (via phone or email) with any technical issues they are experiencing.
- 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.

2.8 Pupils and Parents

Staff can expect pupils learning remotely to:

- Engage with remote learning including, online learning on a daily basis and completing the learning that has been set by their class teacher.
- Seek help if they need it, from available teachers or teaching assistants.
- Alert teachers if they're not able to complete work.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is unwell or otherwise unable to complete their learning via email.
- Seek help from the school if they need it – e.g. if they are unable to access learning due to technical issues or a lack of resources. Kineton Green Primary School will seek to provide alternative resources where possible so that no child misses out on their entitled learning opportunities.
- Alert the class teacher or where appropriate a senior member of staff confidentially to raise a concern.

Staff can expect parents to contact the school if their child is unable to access the work set so that reasonable adjustments can be made in order for them to do so.

2.9 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.
- 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 teacher.
- Issues with behaviour – talk to the relevant phase leader.
- Issues with IT – talk to IT technician, Sue Scofield.
- Issues with their own workload or wellbeing – talk to the Head teacher: Mrs Mason.
- Concerns about data protection – talk to the data protection officer: Mrs D Le Grys.
- Concerns about safeguarding – talk to a DSL: Mrs Mason, Mrs Thomson, Mrs Markham.

4. Data protection

4.1 Accessing personal data

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

- Use secure cloud service providers such as Microsoft apps linked to your school email account, Times Table Rock Stars, Tapestry or CPOMS.
- Ensure the use of these applications and service provided is password protected.

4.2 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. Only school email addresses for pupils and staff should be used for remote learning purposes.

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 work is set from an encrypted machine – 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 software updates as released.

- Keeping operating systems up to date – always install the latest updates.

5. Safeguarding

We would like to stress the importance of safeguarding all pupils during live recordings:

By accessing any of the learning materials provided, users are agreeing with all of the school's policies which can be found on the school's website. These policies highlight the responsibilities of all users, including showing respect and courtesy for all other users, students, parents and staff in our school community.

It also includes the strict prohibition of cyber bullying, online harassment and the use of inappropriate language in any communication.

Any misconduct online will be treated in the same accordance with other school policies.

Users do not have permission to reproduce or share any of the learning materials, videos or content, which includes recording videos or images on other devices.

All users must comply with legal restrictions regarding the use of digital platforms and social media.

This means that parents are not allowed to take pictures/ recordings of any live sessions. If you do take pictures, your class teacher will remove you/your child from the session, or indeed you will not be invited to take part in future sessions, until we have confidence you will support our school policy.

6. Monitoring arrangements

This policy will be reviewed as necessary during the ongoing Covid situation by a member of the SLT, the DSL and the online learning leader. At every review, it will be approved by the governing body.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy
- Home-school agreement
- Online safety policy