



# CHEETWOOD COMMUNITY PRIMARY SCHOOL

## REMOTE LEARNING POLICY

Approved by the Curriculum and Standards Committee

A handwritten signature in black ink, appearing to be 'P. White', is written over a light blue horizontal line.

Signed

Chair of Committee

10/02/2021

To be reviewed as and when required by the senior leadership team

**Judged to be GOOD by Ofsted in March 2018.**

*"This is a highly inclusive school, where everyone feels safe, respected and valued.  
Pupils enjoy school and are very keen to learn".*

## 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

**This policy should be read in conjunction with the school's published Remote Education Provision for Parents/Carers.**

## 2. Roles and responsibilities

### 2.1 Teachers

Teachers will be available Monday-Friday during usual working hours. Underpinning this approach is an understanding for flexibility as to when teachers can be available. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they will report this using the normal absence procedure.

When providing remote learning, the following responsibilities will be undertaken:

- Teachers will set one piece of Literacy work and one piece of Maths work each week day using Google Classroom; all pupils will receive this work and it will be differentiated to suit the needs of each learner.
- Teachers will also set each week activities which mirror the school's full curriculum ensuring it is broad and balanced; again, this work will be differentiated to suit the needs of each learner.
- Teachers may use a combination of alternative online platforms including those recommended by the DfE to deliver lessons such as Oak Academy, BBC Bitesize etc.
- In the absence of hands-on-access to books during remote learning, pupils will be encouraged to continue to access the Oxford Owl online reading materials.
- If a parent needs clarification on how to complete the work set, or feedback from the teacher, then the parent will make this request via Google Classroom or email.
- Teachers will arrange for each pupil to be contacted by a member of staff for a weekly welfare call. Phone calls will be made using school phones if on site. Where this is not possible because staff are working from home and using personal devices, staff making the calls will withhold their personal numbers. Outcomes of calls will be recorded on the record sheets on Teach Only, ready for monitoring by the safeguarding team each Monday morning.
- Teachers are entitled to PPA time as normal during periods of school closure/remote learning and this will be timetabled to allow them to prepare, plan and assess pupils ready for the week ahead.

The information below sets out the content of our remote learning approach in line with the age and stage of pupils:

- For children in the Early Years Foundation Stage, learning happens best through play, where they can pursue their own interests and where they can explore, create and think critically. During remote learning, EYFS teachers will provide, via Google Forms/Slides, a mixture of short learning activities plus ideas for practical and creative activities that children and parents can engage with at home. This will total 3 hours work per day.
  - For KS1 pupils, 3 and a half hours of work will be set each day covering the subject areas outlined in section 2.1.
  - For KS2 pupils, 4 hours of work will be set each day, also covering the subject areas outlined in section 2.1.
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- In cases where the school may be closed for longer periods of time (more than two weeks) termly spellings will be set for pupils to practise.
- To ensure consistency across year groups, daily work will be set before 9:00am that morning for pupils to complete and will be scheduled to take place in line with the class timetables.
- To ensure consistency across year groups, weekly work will be set before 9.00am on the Monday of the week in question for pupils to complete and again, will be scheduled to take place in line with the class timetables.
- Clear instructions will be provided in the instructions tab of Google Classroom for each piece of work set.

#### Providing Feedback:

- Staff in EYFS will monitor parental contributions on Google Forms/Slides and via email and provide timely and constructive feedback where appropriate.
- In Y1 to Y6, pupils will receive written or verbal feedback about their work to help them understand better or improve their work next time; feedback may take various forms such as comments, direct messaging, edits and revisions, sharing answers to quizzes etc
- Google Classroom allows the teacher to provide personalised written comments to pupils about their work (that no other pupil can read) meaning feedback can be individualised.
- Teachers can also provide verbal feedback which they record through such apps as Vocaroo and post onto Google Classroom for pupils to listen to.
- If pupils require extra explanation or more detailed feedback, the teacher can provide that within an email to the pupil (via their parent's email address) or contact the pupil by phone to have a conversation.
- Some work that is set will provide instant feedback for pupils because it will be marked digitally.
- For younger pupils, parents/carers will be encouraged to support children with responding to their feedback; teachers may also use an individual pupil's work to provide whole class feedback.
- Teachers are not expected to feedback outside the hours of 8.30am and 4:00pm, but feedback should be given ready for the next lesson. It is not expected for teachers to feedback during the weekends or in a holiday period.
- The work will be marked in line with the school's marking and feedback policy wherever possible.
- Teachers will be mindful that their marking and comments, as well as for pupils, will be seen by parents/carers so will be marked with that in mind, so jargon and other language which is school linked will be avoided or explained for parents to understand.

#### Providing Remote Learning for pupils with No Access to the school's Online Platform:

- Teachers will liaise with the Computing Lead in the first instance to check the pupil's eligibility for technical support via internet access/laptop provision.
  - Paper print outs of all areas of learning and answers can be provided on a weekly basis to assist home learning for pupils without access to Google Classroom.
  - Expectations, guidance and support with the work that is sent can be communicated with families via telephone
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Providing Remote Learning in the event a pupil is unable to attend school because they are complying with clinical or public health advice:

- Teachers will upload lesson material on Google Classroom which replicates the lessons that are being taught during that time in school and encourage families to access additional online resources signposted on the school website.

Keeping in Touch with Pupils who are Not in School and their Parents/Carers:

- Teachers or teaching assistants in the absence of the teacher, are responsible for responding to morning registration communication on Google Classroom each day and liaising with support staff where necessary.
- Teachers and/or TAs will respond to emails from pupils/parents on a daily basis during normal working hours, all within the boundaries of the school's communication protocol.
- Pupils will receive a 'welfare' telephone call at least once a week, more regularly if identified as vulnerable. Phone calls should be made using school phones if on site. Where this is not possible because staff are working from home and using personal devices, then the staff making the calls will withhold their personal numbers.
- Outcomes of calls will be recorded on the welfare call logs on Teach Only.
- Teachers must report concerns eg. lack of contact/absence of pupils registering or submitting home learning/ dealing with complaints etc; all such concerns are recorded on CPOMS.
- In the case of sensitive or safeguarding concerns being shared by a pupil or parent, one of the designated safeguarding leads must be informed immediately FIRST via verbal means, after which a written record is made on CPOMS (refer to Safeguarding section below).

Attending virtual meetings with staff, parents and pupils:

- The school uses 'Zoom' and 'Google Meet' as a platform for virtual meetings that need to take place.
- Staff will dress appropriately for meetings as per the school code of conduct.
- Staff should be mindful of the location of the virtual meeting, ensuring that there is nothing inappropriate in the background and avoiding areas with background noise etc where possible.
- The school has a set of published protocols for expectations when virtual meetings are held – please refer to these protocols for more detailed information

## 2.2 Teaching assistants

When assisting with remote learning, teaching assistants will be available between their usual contracted working hours.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they will report this using the normal absence procedure.

Teaching assistants may:

- Work in school for specific tasks as required by the Headteacher.
  - Undertake remote and/or online CPD training.
  - Where appropriate, respond to online registration/feedback to pupils on Google Classroom and provide further support as directed by class teacher.
  - Under the direction of the class teacher, teaching assistants may be asked to contact pupils for a weekly welfare call; the same expectations apply as teachers when making such calls; see relevant section above
  - Liaise with SEND leader and teachers to differentiate remote learning for any SEND pupils, or compile tailored remote learning packs.
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Teaching assistants will report any concerns in the first instance to the class teacher.

In the case of sensitive or safeguarding concerns being shared by a pupil or parent, one of the designated safeguarding leads must be informed immediately FIRST via verbal means, after which a written record is made on CPOMS (refer to Safeguarding section below).

The same expectations apply for teaching assistants as teachers when attending virtual meetings with staff, parents and pupils; see relevant section above

## **2.3 Subject Leaders**

Alongside their teaching responsibilities, as outlined above, Subject Leaders will:

- Consider whether any aspects of the subject curriculum needs to change to accommodate remote learning.
- Work with teachers, other subject leaders and senior leaders to make sure work set is appropriate and consistent throughout the school.
- Monitor the work set by teachers in their subject – explain how they will do this, such as through regular meetings with teachers or by reviewing work set.
- Alert teachers to resources they can use to teach their subject.

## **2.4 Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school.
- Monitoring the effectiveness of the remote learning activities for example through contact with teachers and subject leaders and reviewing the work set and responses received from pupils.
- Use feedback from both pupils and parents to monitor and improve the provision for remote learning.
- Identifying which families may have no access to the internet and/or suitable devices and endeavour to overcome the boundaries to the limited access in collaboration with the families involved.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

## **2.5 Designated Safeguarding Leads**

The DSLs are responsible for:

- Ensuring that matters of concern are handled in line with the school Safeguarding, Child Protection, E-Safety and ICT policies.
- Liaising with members of staff and following up on CPOMS entries.
- Fulfilling the role of a DSL as per the above school policies.

## **2.6 Computing Leader and IT Support Staff**

The school computing lead, external IT support staff and Google IT Support are responsible for:

- Reporting and fixing issues with Google classroom.
  - Helping staff and parents 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 needed to complete remote learning.
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## 2.7 Pupils and parents

Staff will expect pupils learning remotely to:

- Ensure they are available to learn remotely at the times set by the class teacher and that their schoolwork is completed on time and to the best of their ability
- Report any technical issues to their teacher as soon as possible so that they may be resolved swiftly so as not to impede the pupil's learning and progress.
- Ensure they have access to remote learning material and notifying their teacher or teaching assistant if they do not have access.
- Notify their teacher or teaching assistant if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensure they use any equipment and technology for remote learning as intended.
- Adhere to the school Behaviour Policy at all times.
- Do some reading every day.
- Seek help if they need it from adult(s) at home.

Staff will expect parents with children learning remotely to:

- Ensure their child is available to learn remotely at the times set by the class teacher and that the work set is completed on time and to the best of their child's ability.
- Report any technical issues to the school as soon as possible so that they may be resolved swiftly so as not to impede their child's learning and progress.
- Ensure that their child always has access to remote learning material during these times.
- Ensure their child uses the equipment and technology used for remote learning as intended.
- Support their child(ren) as best they are able given their own home circumstances, health and work commitments etc
- Make the school aware if their child is sick or otherwise and cannot complete work.
- Follow the school's protocol for Zoom or Google Meet sessions involving their child(ren).
- Seek help from the school if they need it.

## 2.8 Governing body

The Governing Body is responsible, including as advised by the DfE, for:

- Supporting staff and pupil wellbeing.
- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.
- Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons.

## 2.9 SENCO

The SENCO is responsible for coordinating provision for pupils with SEND across the school as set out within the school Special Educational Needs Policy. During a period of enforced school closure, they will continue to:

- Lead on liaison with SEND pupils at home and their families.
  - Ensure completion of necessary SEND paperwork and/or applications as required.
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- Fulfill the role of SENCO in line with the above policy

### 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 their phase leader, or the relevant subject lead or SENCO.
- Issues with behaviour – talk to the head of pastoral care or their phase leader.
- Issues with IT – talk to the computing subject leader.
- Issues with their own workload or wellbeing – talk to their phase leader.
- Concerns about data protection – talk to the leader for data protection.
- Concerns about safeguarding – talk to a DSL

### 4. Data protection

#### 4.1 Accessing personal data

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

- Only use their official school email account and never use personal messaging systems.
- Connect to the school network (Teach Only) using only a school remote desktop connection to work with any personal data to ensure that no data actually leaves the school premises.
- Have read, agreed and signed terms and conditions of the ICT Acceptable Use Policy and GDPR regulations.
- In the event of remote learning, office staff will make available the contact details of pupils on Teach Only. Contact details of pupils should not be downloaded on to own personal devices.

#### 4.2 Sharing and processing personal data

Staff members may need to collect and/or share personal data such as personal contact numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online. Personal emails of staff should never be used or shared with parents or pupils - dedicated staff and year group email addresses must always be used.

#### 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.
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## **5. Safeguarding**

Our Child Protection/Safeguarding Policy has been updated to reflect the current situation, an addendum entitled: 2020-2021 Safeguarding Policy + COVID-19 Appendix is available on Teach Only and supplements the content of this policy.

## **6. Monitoring arrangements**

This policy will be reviewed at appropriate intervals in response to the pandemic by the senior leadership team and computing subject leader.

## **7. Links with other policies, procedures and protocols**

This policy is linked to our:

- Behaviour policy
  - Child protection policy and coronavirus addendum to our safeguarding policy
  - Data protection policy and privacy notices
  - Remote learning home-school agreement
  - ICT and internet acceptable use policy
  - E-safety policy
  - Communication protocol
  - Using Google Meet and/or Zoom protocol
  - Remote Education Provision (information for parents/carers)
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