

Remote Learning Policy

Updated January 2022

Foxhill Primary School



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1. Dfe expectations

Under the coronavirus act 2020, the Department for Education (DfE) published a directive saying that 'all state-funded school age children must be provided "immediate access to remote education" should they miss school due to coronavirus'.

If a child or bubble has to self-isolate and is not ill then remote learning is to be provided by the school

In January 2021 the Dfe issued the following principles for the provision of remote learning by schools:

In developing their remote education, schools should already have ensured that they:

- teach a planned and well-sequenced curriculum being clear about what is taught and practised in each subject
- enable access to high-quality online and offline resources and teaching videos, linked to the school's curriculum expectations
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources for pupils who do not have suitable online access
- have planned for younger pupils and some pupils with SEND who may not be able to access remote education without adult support
- overcome barriers to digital access by distributing school-owned laptops
- some children who have difficulty engaging in remote learning may be considered to be vulnerable children and therefore eligible to attend in person
- publish information for pupils, parents and carers about their remote education provision

When teaching pupils remotely, it is expected that schools will:

- make sure that pupils have work each day in a number of different subjects
- set a minimum of:
 - KS1: 3 hours a day on average, across the school cohort with less for younger children
 - KS2: 4 hours a day
- provide clear explanations of new content, delivered by a teacher or through curriculum resources or videos
- check, at least weekly, whether pupils are engaging with their learning, and contact parents immediately offering support.
- judge how well pupils are progressing through the curriculum and provide feedback, at least weekly
- enable teachers to adjust the pace or difficulty of what is being taught, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

1.1 Aims

This remote learning policy for staff aims to:

- Set out expectations for all members of the school community with regards to remote learning
- Ensure consistency in the approach to remote learning for pupils who are not able to attend school
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

2.1 Teachers

- Teachers must provide remote learning for children in their class in the event of
 - An individual self-isolating
 - A whole class closure for any period of time
 - A whole school closure for any period of time
- If teachers are unable to work for any reason during this time, for example due to sickness, relevant members of the SLT will ensure that remote learning is provided and delivered.
- In the event of a whole class closure, for example due to staff or pupils self-isolating remote learning may be accessed through the school website.
- In the event of a sudden whole-school closure- for example due to bad weather- remote learning may be accessed via online learning platforms, for example Purple Mash.
- In the event of an individual self-isolating or being unable to attend school due to covid related reasons (i.e. parents self isolating and unable to bring them to school) remote learning will be emailed via the class email.
- Remote learning should be prepared and ready in advance, so it can be utilised at very short notice.
- If necessary (i.e. if a child's access to IT provision is limited in some way) then paper versions of work will be provided or a laptop from school.

Foundation remote learning is structured on a day by day practical based learning approach, with relevant links to relevant sites (e.g. Phonics Play) included in the planning.

Key Stage One and Key Stage Two remote learning is structured on a day by day basis for Maths and English using BBC bitesize as a basis, with other supplementary activities, and a broader weekly plan for Science and Foundation subjects.

Sample plans may be found at the end of this policy (see appendix 1)

- Teachers must also contact children self-isolating once a week by phone, to check on their mental well-being and to ensure they understand the work set.
- During an extended whole-class closure teachers (providing they are well enough) will make a daily zoom call to the students to go through the set activities for the day.
- During isolated class or whole-school closures, for example due to bad weather or staff self-isolating students will be directed to activities via text.
- Parents may communicate to staff via the class email.

2.2 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Monitoring the remote work set by teachers in their subject through planning scrutinies and ongoing INSET training
- Alerting teachers to resources they can use to teach their subject remotely
- Coordinating any school-wide events, such as World Book day, or Black History Fortnight

2.3 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning - through checking remote learning and planning, monitoring zoom calls and relaying any parental feedback as appropriate
- Ensuring staff have adequate time (i.e. staff meetings, class release time) to maintain and update remote learning planning
- Leading any relevant staff training
- If necessary providing any remote learning planning missing, for example due to staff illness
- Overseeing and monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.4 Designated safeguarding lead

The DSL is responsible for:

- Ensuring LAC and vulnerable children are able to access remote learning
- Overseeing any problems LAC and vulnerable children may have with the learning set.

2.5 IT Coordinator

The IT Coordinator is responsible for

- Posting the online learning onto the school website
- Fixing any issues with systems used to set work
- Helping staff and parents with any technical issues they're experiencing
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- 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

- Ensuring GDPR practice is followed at all times.

If necessary the IT Coordinator will be given time out of class to address any of the above issues,

2.6 Pupils and parents

Staff can expect pupils learning remotely to:

- Access remote learning either via email or the school website
- Join any daily class zoom calls.
- Complete tasks on a daily basis
- Seek help if they need it, from teachers via the class email or the weekly phone call.
- Photograph any projects completed at home so they may be shared and celebrated with staff and other children, for example in the weekly school newsletter.

Staff can expect parents with children learning remotely to:

- Make the school aware by phone or email if their child needs support with the work set.
- Seek help from the school if they need it and ask for paper copies of work if needed
- Communicate any concerns to school staff via email or phone
- Send photographs of work to the class teacher

2.7 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 in setting work - talk to the relevant subject lead or SENCO
- Issues with IT or concerns about Data protection - talk to IT Coordinator
- Issues with their own workload or wellbeing - talk to their line manager
- Concerns about safeguarding - talk to the DSL

4. Data protection

4.1 Accessing personal data

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

- Provide learning either via the school website or the agreed parental contact email
- Only use school devices to contact parents
- If possible use the school phone systems when contacting parents and pupils. If this is not possible, i.e. when staff are self-isolating, to withhold their number when contacting parents.

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 devices used at home to set remote learning or contact parents 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

During lockdown and any periods of self-isolation the safeguarding lead has been in constant contact by phone. When phone calls have been in effective contact has been maintained by socially distanced home visits.

- In this way children have been monitored at least weekly.
- Issues concerning remote learning have been brought to attention by LAC in key worker child care by both staff and parents.
- Issues and actions have been logged and shared via the school CPOMs system.
- Electronic communication such as email and conference calls have been used to share and address safeguarding issues.

Remote Learning and E-Safety

Remote learning has been undertaken in different ways by school. These methods have evolved as the Covid situation has developed, in order to meet children's need.

- Our School website is being used to post learning packs (PDFs) for children. These refer children to bespoke tasks created by the Teachers or link to Government resources such as Oak Academy lessons and/or BBC Bitesize catch up lessons. For each of these, children need access to an Internet enabled device, but do not need to use a webcam, increasing their safety online. In addition, we have a Home Learning page on the website, which sign posts families to relevant learning resources from trusted sources.
- We are conscious that children will be spending more time online during remote learning. Although the sources of the learning are directed by the Teacher, we are aware that children may stray onto other online areas that are not always suitable (e.g Social media/You Tube). Internet safety concerns reported by staff, parents or children are shared on CPOMs with the SLT, DSL and E-Safety Leader. Next steps are suggested to follow up the incident. Depending on the situation, responses include conversations with the child, class Circle Time, parent fact sheets (<https://www.foxhillprimaryschool.co.uk/parentesafety>) or input from our E-Safety PCSO.
- Home learning includes a PE section with isolation-friendly activities (eg Yoga/Joe Wicks PE) in order for children to maintain a healthy balance in lifestyle.
- Esafety procedures are in place regarding the daily zoom call (see the safety policy)
- Where children are offered a Government laptop, this will need to be set up securely and with adequate Internet safety settings by our technical support engineer.

Remote Learning and GDPR

- Weekly homework is being completed using Education City and/or My Maths and reading is via Bug Club. These resources are all GDPR compliant and children have existing accounts. Account log in details have been emailed individually to Parents using a GDPR compliant email system from a class email account. Parents are still required to contact the office if they wish to speak with the Teacher about home learning and are informed that the class email account is not monitored.

8. Summary of remote learning practices in school

- Activities follow curriculum subjects in accordance with current school long term plans.
- Planning needs to be clear and visual in order to be accessible by **both** parents and children.

In the event of an extended whole-class closure

- Teachers produce a planning sheet setting out the daily learning activities; this to be available on the school website and to be introduced via the daily zoom call.
- In the event of some children working at home and some being at school (i.e. children of key-workers) each day to start for **both** groups of children with a zoom call with the class teacher.
- These calls are to give an overview of the planned activities for the day, possibly involving learning introductions.
- If the class teacher is unable to do the daily zoom call, then a member of the SLT will cover this
- Teachers to communicate with children working remotely by a weekly phone call; here any issues arising from the work can be communicated. Again, if the class teacher is unable to do this, a member of the SLT will do this instead.

In the event of an individual not attending due to Covid or Covid related reasons

- Children to be directed to remote learning work via the class email.

In the event of a sudden class or whole closure due to reasons like bad weather

- Children are directed to class activities on the online learning platforms, for example Purple mash, by text.

General principles

- Children remote learning to be encouraged to communicate work, and any issues they may have via the class email. The teacher to respond to these emails through the day.
- Examples of remote working to be shared and celebrated on a weekly basis in a school news bulletin

- Activities to vary from subject to subject and age to age. Examples of activities include high-quality online and offline resources, teaching videos (suitably introduced and linked to the work) and bespoke online teaching and resources.
- Some work to be done electronically, other projects to be done in 'home learning journals' provided by school.
- Laptops to be provided for children who have difficulty accessing suitable devices.
- Printed resources to be provided for families who do not have access to a printer.
- Monitoring of remote learning planning, zoom teaching and work to be included in the school's regular monitoring procedures.

6. Monitoring arrangements

This policy will be reviewed every six months.

At every review, it will be approved by the Full Governing Body

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

This policy will be reviewed every 2 years or earlier if required.

Reviewed	January 2022
Approved at the Governors meeting on	20 th January 22
Signed	R.Hainsworth
Date of next Review	January 2024