

**ST MARY & ST MARGARET'S CE PRIMARY
SCHOOL & NURSERY**



Remote Learning Policy

November 2020

This policy is supported by the school's **Remote Education Plan** which gives more detail about what remote education provision will look like on a day to day basis. The remote education plan will be updated regularly to reflect changes in school circumstances, technology and government guidance.

Remote education refers to the process and methods of teaching and learning that can be used when some, or all, pupils and teachers are not able to physically be at school, such as during the lockdown of Summer 2020 and the return to school from Autumn 2020 and onwards.

Remote education is a combination of

Online learning: access to recorded lessons or participating in live lessons, using online learning platforms and education websites as directed by teachers or accessing work to download and complete independently

Paper based activities: packs of photocopied work or text and exercise books that can be sent home from school for pupils to work on at home

Practical activities: activities directed by the teacher such as baking, weighing, making models, craft projects, outdoor activities

Learning key facts and practising skills: such as reading, spelling, telling the time and memorising key mathematical facts

Community activities: online broadcasts of school worship times, virtual celebrations, virtual school council meetings

It is important to remember that remote education isn't all about technology and that primary aged pupils should not be expected to complete full timetables of live streamed lessons like they might at a secondary school. There must be a balance in types of learning activities between independent work, practical activities, directed lesson time and a healthy amount of 'screen time'

Expectations of remote education

Every family circumstance is different; this will be taken into consideration when supporting pupils who are working at home.

Parental capacity to support their child at home will vary, possibly due to work commitments, numbers of other children at home also requiring support and the particular needs of their child. Consideration will also be given to the digital access a pupil has, when expecting them to complete tasks online. We have a very small number of laptops that can be used for pupil use.

1. Aims

This remote education policy aims to:

- Ensure consistency in the approach to remote education for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote education
- Provide appropriate guidelines for safety and data protection

2. Roles and responsibilities

2.1 Teachers

In the event of a bubble closure or whole school closure, teachers must be available during their normal 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 should report this using the normal absence procedure.

When providing remote education, teachers are responsible for

- setting work
- providing feedback on work
- keeping in touch with pupils who aren't in school and their parents
- attending virtual meetings with staff, parents and pupils (where there is a bubble closure)
- continuing to act on any concerns they have about a child immediately by contacting the DSL

If teachers will also be working in school, these responsibilities will be shared with the DSLs, Child and Family Mentors and the office administration team. Home learning packs, which can be completed with the assistance of parents, will be sent home.

2.2 Teaching assistants

When providing remote education, teaching assistants must be available during their normal 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 should report this using the normal absence procedure.

When assisting with remote education, teaching assistants are responsible for:

- supporting pupils who aren't in school with learning remotely
- attending virtual meetings with teachers, parents and pupils
- continuing to act on any concerns they have about a child immediately by contacting the DSL

2.3 Subject leads

Alongside their teaching responsibilities, subject leaders are responsible for

- considering whether any aspects of the subject curriculum need to change to accommodate remote education
- working with teachers teaching their subject remotely to help make sure all work set is appropriate and consistent
- working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- monitoring the remote work set by teachers in their subject
- alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Senior leaders are responsible for

- supporting the online learning leader with co-ordinating the online element of the remote education approach across the school
- quality assuring the provision for individual pupils who are self-isolating at home with their families
- ascertaining the digital access of pupils at home and the capacity of the family to support remote education in the case of isolation/bubble closure/school closure
- monitoring the effectiveness of remote education through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- monitoring the workload of teachers and ensuring that planning time and additional support are put in place where needed
- monitoring the security of remote education systems, including data protection and safeguarding considerations with the help of the online learning lead, online safety lead and DSL

2.5 Designated safeguarding lead

The DSL is responsible for

- finding out from parents and carers, where possible, whether there have been any changes regarding welfare, health and wellbeing that they should be aware of before children return.
- ensuring that contact is maintained with children who are at home, and where necessary speaking directly to children at home to help identify any concerns
- using school phones and devices to make calls home. Or, if necessary they will use personal phones but they will withhold their personal number.

- ensuring that staff and volunteers know what signs to look for:
 - not completing assigned work or logging on to school systems
 - no contact from children or families
 - seeming more withdrawn during any class check-ins or video calls

If our DSL (or deputy) cannot be on site, they can be contacted remotely through their school email or by phone.

The DSL/SLT will:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

2.6 Remote learning leader

The remote learning leader is responsible for

- making relevant training available to staff to enable them to deliver remote learning effectively
- contacting platform providers to get help with technical issues eg Solihull Council
- helping staff with any technical issues they're experiencing

2.7 Online safety leader

The online safety leader is responsible for

- making staff aware of the online safety policy and procedures and that they should only be using school approved learning platforms
- making all staff aware of the potential risks to children and the importance of staying safe online
- informing parents of where else they can go for support to keep their children safe online
- reviewing the security of online learning systems

2.8 Pupils and parents

Staff can expect pupils learning remotely to

- be contactable during the school day – although consider they may not always be in front of a device the entire time
- complete work to the deadline set by teachers
- seek help if they need it, from teachers or teaching assistants

- alert teachers if they're not able to complete work
- abide by the school's acceptable use agreement and home school agreement

Staff can expect parents with children learning remotely to

- make the school aware if their child is sick or otherwise can't complete work
- seek help from the school if they need it
- abide by the school's home school agreement

2.9 Governing body

The governing body is responsible for

- monitoring the school's approach to providing remote education to ensure education remains as high quality as possible
- ensuring that remote education systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

If staff have any questions or concerns about remote education, they should contact the following individuals

- issues in setting work – talk to the relevant subject lead, SENDCO or remote education co-ordinator
- issues with behaviour – talk to the relevant class teacher, SENDCO or SLT
- issues with IT – talk to remote learning leader or Unity ICT services
- 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

4. Data protection

4.1 Accessing personal data

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

- access the data on the secure cloud service Microsoft 365, server connected to the school network or a school approved learning platform or system
- access the data with school provided devices, where possible, such as laptops, rather than their own personal devices

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 education 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.

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 devices 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)
- making sure the device locks if left inactive for a period of time
- if working on a personal device, because no school device is available, logging out completely before 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

All staff will follow the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

All staff will continue to have regard for these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 2.5 for details of our arrangements)
- It is essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online

We will continue to monitor these pupils or amend procedures in the light of pupils isolating, bubbles closing or school closure eg vulnerable pupils will always be offered a place in school, even during lockdown

6. Monitoring arrangements

This policy will be reviewed at least half termly during the Covid crisis by a member of the SLT, the DSL and the remote education co-ordinator. At every review, significant changes will be approved by a school governor.

8. Key roles

Designated safeguard lead	Mark Street, Lee Cockburn, Rachel Crawley.
SENDCo	Rachel Crawley
Online safety lead	Lee Cockburn
Remote learning lead	Hayley Rollins

9. Links with other policies

This policy is linked to our

- Behaviour policy
- Child protection policy
- Data protection policy
- Home-school agreement
- Online safety policy and acceptable use agreements