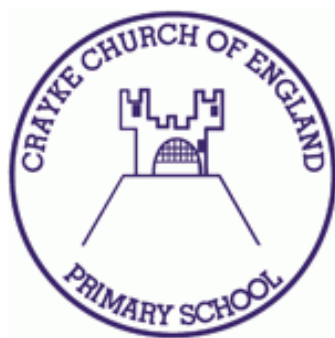


Remote Learning Policy

Crayke C of E Primary School



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1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Make clear the distinction between the two different 'Plans' for remote learning, depending upon different situations
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

1.2 Outline of different Remote Learning Scenarios

As a small school with each class covering two year groups and class teachers being the sole teachers of those year groups, capacity for remote learning in certain situations is limited. Therefore, the different options have been given careful consideration with the best realistic and manageable offer, given the additional demands of our setting.

Scenario	Remote learning offer
Illness (not Covid related.)	If a child is not well enough to attend school, we would not expect them to participate in any remote learning.
Child needing to self-isolate but their class remains in school. Child feels unwell.	If a child is not well enough to take part in learning activities, we would not expect them to participate in any remote learning.
Child needing to self-isolate but well, whilst their class remains in school.	Remote learning required – Learning Plan A
'Bubble' closure of a class.	Full remote learning plan in place – Learning Plan B
Enforced closure of school.	Full remote learning plan in place – Learning Plan B <i>(subject to change, depending upon any guidance given in this event.)</i>

In both remote learning plans, GSuite for Education is used as the main hub where pupils can access their remote learning.

Remote Learning Plan A

In Classes 2, 3 & 4 children under 'Learning Plan A' receive an online timetable of learning objectives taught in the classroom, with links where relevant to Oak Academy lessons which closely align to those objectives. Pupils will also be directed to other online learning material such as Purple Mash or TT Rockstars.

In Class 1, children will receive a grid with suggested activities which will cover all of the areas of learning. Pupils will be directed to online learning materials such as phonics activities and mini mash.

Remote Learning Plan B

In Classes 2, 3 & 4 children under 'Learning Plan B' receive two pre-recorded lessons from the class teacher, and one other directed activity each day.

In Class 1, children will receive two pre-recorded lessons and one story-time each day.

When will parents receive work from school?

Plan A (Individuals Isolating)	Plan B (Bubble/Full closure)
If your child is isolating and you notify the office that morning, their work will be uploaded by 9am the following morning . This will allow teachers to plan and prepare home lessons properly.	Work will be provided by 9am on the first full day of isolation.
On each additional day, work will be set by 9am	On each subsequent day of isolation work will also be set by 9am.

2. Roles and responsibilities

Headteacher: SENCO, Safeguarding. In the event of a class teacher being unable to deliver online learning, the responsibility is temporarily passed onto the headteacher.

School administrator: Facilitating communication between parents/carers and teaching staff.

Computing co-ordinator: Google Classrooms.

Class teachers: The day to day preparation and delivery of remote learning is the responsibility of the class teacher.

Teaching assistants: May be required to support any differentiated groups (including pupils on the SEND register) as directed by the class teacher.

Additional teachers: Other teaching staff (such as those who cover PPA and teach P.E) may be required to provide a remote learning equivalent of the curriculum areas they usually teach.

Subject leaders: Each subject leader is responsible for supporting staff members in delivering that aspect of the curriculum remotely.

2.1 Teachers

When providing remote learning for a 'bubble' or school closure, teachers will usually be available between 9am and 3.30pm, although it is understood that in certain situations, teachers may also be caring for dependents whilst fulfilling their role. If the class is open and therefore the teacher is in school, communication from parents/carers and any pupils working from home is still carried out during school hours, with the understanding that an immediate response may not be possible due to the teacher needing to teach in the classroom.

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 headteacher.

Remote Learning Plan A – For individual children self-isolating but school is still open.

When providing remote learning in this scenario, teachers are responsible for:

➤ Setting work –

- For all children needing to self-isolate
- Providing an outline of the main learning objectives being covered in school
- Providing links to the *closest* aligned 'Oak Academy' lessons, where appropriate
- Providing links to other quality learning resources to support pupils towards the objectives
- In Class 1, the teacher is responsible for providing a timetable informing parents/carers of what children will be covering in school. They are also responsible for providing links for phonics and maths activities and other suggested activities.

Remote Learning Plan B – In the event of a 'bubble' or whole school closure, where the teacher and their pupils are at home.

When providing remote learning in this scenario, teachers are responsible for:

➤ Setting work –

- For all children in their class
- Providing two pre-recorded 'teacher input' lessons per day
- Providing one other independent activity
- Setting work by 4pm the day before it is required by the pupils
- Uploading pre-recorded teacher input and any additional learning materials to Google Drive, then embedding it into the 'Google Sites' page for children to access
- Providing alternative provision for children who don't have reliable access to a device. This may be providing a school laptop in the first instance, or paper based activities and instructions.

- In Class 1, the teacher is responsible for providing two recorded lessons and providing an ideas grid. They may direct a teaching assistant to assist with the recording of the story session.

➤ Providing feedback on work –

- Teachers can access pupil's work through Google Classrooms. If children are not yet fully confident using Google Classrooms, they may submit work via Purple Mash or a parent/carer e-mailing the class teacher. Once fully established, Google Classrooms should be the main method of children submitting work.
- Teachers may feed back to pupils in a variety of ways, in the most appropriate way to the task set. This may include verbal feedback in the following pre-recorded video, responding via pupil e-mail or writing a comment on the work via Google Classroom.
- Teachers are not expected to provide feedback on any activities carried out by pupils self-isolating in 'Plan A' due to the constraints of still needing to plan, mark and teach for pupils in school.

➤ Keeping in touch with pupils who aren't in school and their parents:

- It is not expected that teachers make *regular* contact with parents/carers. The pre-recorded lessons are one form of contact and children should be encouraged to use Purple mash or Google Classroom e-mail to the teacher if they have any questions or concerns. In the event of the children not being able to access school for more than 2 weeks, teachers should telephone parents/carers to make contact.
- Teachers are not expected to answer e-mails from parents/carers or pupils outside of work hours.
- Any complaints or concerns should be dealt with directly with the parent/guardian and class teacher in the first instance, with issues being forwarded to the headteacher if required.
- If a child is not completing the work set (or it is not of the expected detail or quality,) teachers should make contact with a parent/carer to help resolve any problems. If the situation doesn't improve, the headteacher may be required to make contact with a parent/carer.

➤ Virtual meetings are not a part of our standard remote learning procedure. However, there may be occasions when these are required such as with an external agency.

- Follow safeguarding guidance and online protection guidance.
- Consider your location: avoid areas with background noise, consider what is in the background.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal working hours. It is understood that in certain situations, teaching assistants may also be caring for dependents whilst fulfilling their role.

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 by notifying the headteacher.

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

- Supporting pupils who aren't in school with learning remotely –
 - As directed by the class teacher. This is most likely to be for children on the SEND register who may not be able to access the same learning objectives, or children who the teacher has identified as requiring additional support.
 - Support may be provided by sourcing appropriate learning materials, recording a short audio or video explanation to be uploaded onto Google Classroom, or (particularly in Class 1,) recording a story reading for the class.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Monitoring the remote work set by teachers in their subject – such as through e-mail contact with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school (L. Rayner to lead on the delivery of Google Classroom's remote learning provision)
- Monitoring the effectiveness of remote learning –through regular contact with other teachers and subject leaders, reviewing work set and creating online surveys to gain feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations (J Jackson to lead on this aspect)

2.5 Designated safeguarding lead

The DSL is responsible for ensuring the safety of all children. See Child Protection policy.

2.6 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
- 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

Staff can expect parents/carers 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
- Be respectful when making any complaints or concerns known to staff

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 behaviour – talk to the headteacher
- Issues with IT – talk to L.Rayner (Computing co-ordinator)
- Issues with their own workload or wellbeing – talk to the headteacher
- Concerns about data protection – talk to the headteacher
- Concerns about safeguarding – talk to the headteacher (DSL)

4. Data protection

4.1 Accessing personal data

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

- Request e-mail addresses from the school administrator and only use their school e-mail address.

- Make use of school laptops wherever possible.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as parent/carers e-mail addresses or phone numbers 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.

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 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

Staff are advised to use their school laptop where possible. Where staff laptops are used, these have the most up to date operating system. Password-protection, encryption, device lock, antivirus and anti-spyware software are already a feature and maintained by our contract with Schools ICT.

5. Safeguarding

See child protection policy.

6. Monitoring arrangements

This policy will be reviewed annually by Judi Jackson (headteacher) and Louise Rayner (computing co-ordinator.) At every review, it will be approved by governing body.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Teaching and learning policy