

Priory Junior School

Remote learning policy



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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 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 in the event of a bubble closure or whole school lockdown teachers must be available between 8.30 and 3.30 during their working days. Work set will equate to an average of at least 3 hours per day.

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 learning, teachers are responsible for:

➤ **Suggesting activities in the event of a suspected case in an individual household**

If children are off school with symptoms they should be resting and concentrating on getting better and therefore should not be completing work This is the same as our current practice for children who are ill with non-Covid related illnesses. **In this instance teachers will not need to provide activities.** If the suspected case is a member of the household and the child is well, teachers could alert the family to the resources on Oak Academy for the short period of time whilst waiting for testing/ a confirmation that a return to school is allowed. <https://www.thenational.academy/>

➤ **Setting work in the event of individual self-isolation of a confirmed case in a household**

If a child is off school with a confirmed case themselves they will probably be resting and concentrating on getting better and therefore will not be completing work. However, if they are well or the confirmed case is another member of the household then we will provide year group workbooks and/or signpost Oak Academy and our Priory Home learning hub for their learning. Wherever possible this work will link with the work being completed in school at that time.

➤ **Setting work in the event of a whole school/ year/class self- isolation due to bubble closure**

- Teachers will need to set work with their partner teacher, sharing the lesson planning. In the absence of their partner teacher they may be required to set work for the year group as a whole.
 - A weekly timetable of suggested activities will be produced and uploaded to Seesaw and to the class page on our website by Monday morning. Wherever possible these activities will relate to the work that would be taking place in school that week. This is to allow for consistency across the year group if for example one class group is working remotely whilst one remains in school. These activities will be
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resourced using resources that would have been used in school wherever possible but we may well also make use of other online resources where appropriate.

- Teachers will also deliver some of their teacher input through short videos uploaded to Seesaw or TEAMS – this will be pre-recorded material and there is no expectation that this will be delivered live.
- In the few cases where access to internet or IT devices is not available for some pupils at home the school will make use of the Government schemes to provide this IT support for children at this disadvantage.
- If children are requiring remote learning without access to IT and IT is not yet available from the Government scheme or they are not eligible then year group workbooks in English and Maths will be provided and other activities as appropriate linked as closely as possible to the planned activities being accessed by pupils with IT access.

➤ **Providing feedback on work**

- Pupils will upload or complete activities on Seesaw or TEAMS where teachers/TAs will be able to provide feedback as appropriate either through digitally facilitated feedback or whole class feedback at least weekly. At the end of a period of remote learning we would ask pupils to return workbooks if this is how they have accessed learning to allow teachers/TAs to provide feedback on the work. We will use Seesaw for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern. If unable to access Seesaw we will contact parents by phone.

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

Staff can use the seesaw platform or our text system to message parents, receive messages from parents and keep that open communication. If a family is not able to access Seesaw we will ring/text the family early in the remote learning process to check their understanding of the work. Staff will endeavour to ensure they have a brief communication either by seesaw/text message or phone with all families on a weekly basis.

- Staff will discuss any parental complaints/concerns with a senior leader and a plan will be made between the teacher and senior leader as the best way to deal with the complaints
- Any safeguarding concerns will be passed on immediately to the DSL and recorded in the usual way (see Whole School Child Protection Policy .)
- Parents/Carers have been asked to sign an agreement to support remote learning and so any pupils not completing remote learning should be discussed with a senior leader and a way forward agreed to support the families' needs as well as ensuring the child's progress.

➤ **Attending virtual meetings with staff, parents and pupils**

- Virtual meetings should be pre-arranged and discussed with senior leaders. Teachers must ensure that they are dressed appropriately and the meeting is taking place in a suitable location. If any issues arise with a virtual meeting it must be closed immediately and the issues passed on to a senior leader.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9.00 and 3.00 on their working days.

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 learning, teaching assistants are responsible for:

- Working alongside the teacher to provide specific activities to support a child they would normally support in school
 - When asked by the class teacher to keep a communication with a specific family by text/Seesaw or phone as appropriate.
 - To take part in virtual meetings alongside the class teacher as required.
 - To support the class teacher with providing feedback on Seesaw/TEAMS as needed.
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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 other teachers, subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent
- Monitoring the remote work set by teachers in their subject - through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely
- Working with teachers to support individuals who may need more tailored provision.

2.4 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 regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The Snr DSL is responsible for ensuring that all staff, including supply teachers and volunteers have a meaningful awareness of a range of specific safeguarding issues as defined in Annex A of Keeping Children Safe in Education 2020, and be able to discharge their responsibilities for children effectively by raising concerns with appropriate staff and or the DSL team to keep children safe. Appropriate training will be given as well as ensuring all staff have an awareness and understanding of 'Keeping Children Safe in Education 2020' and our Whole School Child Protection Policy 2020' to support in identifying safeguarding issues for pupils in school but also when working remotely.

2.6 Computing Subject Lead

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches
- Assisting pupils and parents with accessing the internet or devices

2.7 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
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- 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 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

2.8 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 a senior member of staff
- Issues with IT – talk to Cat Clark – Computing Lead
- Issues with their own workload or wellbeing – talk to the Head Teacher- Alison Brown
- Concerns about data protection – talk to the data protection officer – Cat Clark
- Concerns about safeguarding – talk to the DSL or Deputy DSL – Alison Brown, Holly Edwards, Cat Clark

4. Data protection

4.1 Accessing personal data

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

- Access the data, on a secure cloud service and use school IT devices rather than personal devices.

4.2 Processing personal data

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)
 - Making sure the device locks if left inactive for a period of time
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- Not sharing the device among family or friends
- Keeping operating systems up to date – always install the latest updates

5. Safeguarding – staff can find our Whole School Child Protection Policy in the Priory Staff section of One Drive to help support their understanding and awareness of children who may be at risk particularly when working remotely.

6. Monitoring arrangements

This policy will be reviewed termly during the pandemic. At every review, it will be approved by the D and P committee at their termly meeting.

7. Links with other policies

This policy is linked to our:

- Positive Behaviour policy
- Whole School Child protection policy
- Data protection policy and privacy notices
- Covid Parent/Carer Agreement
- ICT and internet acceptable use policy