



Greenmount Primary School

REMOTE LEARNING POLICY

September 2020

Together, we nurture the future

1 Document Information

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3 Aims

This Remote Learning Policy aims to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

Please note that this policy has been created with regard to advice and guidance received from the Department for Education (DfE).

4 Roles and responsibilities

4.1 Teachers

Teachers ideally are available Monday-Friday during usual working hours but this will be primarily directed by their own personal family circumstances/situation during the current crisis. 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 should report this using the normal absence procedure.

Teachers are responsible for:

- Setting Work:
 - Class teachers will provide a standard weekly curriculum, not all of which will be screen based to promote wellbeing practical activities.
 - Teachers will provide differentiated work for all groups of children in order to enable them to access a broad and balanced, enriched curriculum to meet their individual needs.
 - Activities should include English, maths and other curriculum subjects to support the need of a broad and balanced curriculum. This will vary according to key stages.
 - EYFS parents will receive communication through the Tapestry Online Learning Journal. Parents will have the ability to upload photographs and notes about the practical tasks their child has completed.
 - EYFS: The children will be sent a weekly grid of practical activities which covers the Development Matters Early Years Curriculum (including, Literacy, Mathematics, Personal, social, emotional development, communication and language, Understanding the world and Art and Design).
 - EYFS: The children will be encouraged to rehearse skills through play-based activities which can be extended and adapted.

- Instructions should contain enough detail for the pupil to be relatively independent (age dependent) but should not rely on use of a computer or device as it is acknowledged that this may be needed by siblings and/or parents working from home. Teachers should not assume that a home has access to a printer to print anything.
- Teachers need to inform parents that the work set does not need to be printed out at home and can be completed directly onto the document.
- Work should be published weekly on Google Classroom and ideally should be uploaded in time for learning to commence for the start of the new week.
- Key Stage and senior leaders will coordinate with other teachers to ensure consistency of approach and to try and ensure that pupils with limited access to computers/devices can still complete work.
- Where possible and when requested, printed work can be prepared for children if they have limited access to a device.
- Responding as appropriate to parents:
 - Regular contact with parents is expected when learning from home. This will be monitored and maintained daily using Google Classroom login information, or by making telephone calls, emails and via text messages if children have not logged on. If families do not make contact with the school, or children are not accessing the remote work provided, the school will work closely with Children's Services and the Education Welfare Officer to help us to monitor attendance and engagement.
 - Regular courtesy calls will be made with families to share information about children's progress and learning needs.
 - Teachers should never use a personal device that shares their personal contact details (e.g. phone number or private email address).
 - Parents who send a pupil's work and/or photographs/videos should receive an acknowledgement from the class teacher. This will not aim to replicate feedback on strengths and development in learning that parents might expect when the school is open and working normally. This also applies for Tapestry for children in EYFS.
 - Parents should note that the government does not expect them to perform as teachers nor expect a school's lockdown offer of remote learning activities to be 'education as normal but from home'. While it is ideal for children to remain engaged with their learning and particularly rewarding if they can share this with a parent/carer, it is recognised that families are all coping in different ways with different challenges.
- Attending virtual meetings
 - Teachers will not at this stage take part in any virtual or online meetings or lessons with pupils or parents.
- Making contact with parents or pupils (usually by phone) as part of the school's existing planned programme of contact is as detailed within the school's Child Protection Policy and remains compliant with the Staff Code of Conduct.

4.2 Teaching Assistants

Teaching assistants should be available during their normal working hours on the days they are normally required in school. If they are 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.

Teaching Assistants may:

- Work in school for specific tasks as required by the Headteacher
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- As agreed by teachers, Teaching Assistants can provide supportive feedback for children across the year group

4.3 Subject Leads

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

- Consider whether any aspects of the subject curriculum need to change to accommodate remote learning
- Work with teachers setting the curriculum subject to make sure work set is appropriate and consistent
- Work with other subject leads and senior leaders to make sure work set across subjects is appropriate and consistent, and activities and subjects are balanced across the week
- Monitor the work set by teachers in their subject – explain how they will do this, such as through meetings with staff and/or by reviewing and monitoring work set. Teachers will be invited to all virtual classrooms in order for this to happen and in order to support one another.
- Alert teachers to resources they can use to teach their subject.

4.4 Special Educational Needs Coordinator (SENCO)

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

- Lead on liaison with SEND pupils at home and their families with the support of the Pastoral Team.
- Ensure completion of necessary SEND paperwork and/or applications.
- To monitor effective planning for SEND children across the school.

4.5 Senior Leadership Team (SLT)

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
- Identifying which families may have no access to the internet and ensuring that hard copies of learning activities planned by teachers are made available to the parent for collection
- Oversee the ongoing wellbeing and CPD of teachers and teaching assistants

4.6 Designated Safeguarding Lead (DSL)

The DSL's responsibilities are identified within the school's Child Protection Policy.

- To monitor and update CPOMS records as part of the ongoing monitoring schedule.
- The DSL Team will be available for any concerns during the usual working hours. Parents will be made aware of contact details for outside agencies if they have a concern about a child/children. These details can be found on the school website.
- Ensure completion of necessary safeguarding paperwork and attendance of all related meetings.
- Ensure regular and appropriate contact is made with families who are vulnerable whilst being supported by the Pastoral Team (including FLO).
- The Pastoral Team will be guided by the DSL Team - liaising with families/outside agencies (Children's Services), offering guidance to families named across the school.
- It is everyone's responsibility to safeguard children. All staff will continue to follow the safeguarding procedures if working at home.

4.7 IT Technician

The IT Technician is 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 to the data protection officer;
- Assisting pupils and parents with accessing the internet or devices.

4.8 Pupils and parents

Staff can expect pupils to:

- Try their best to complete at least some of the activities provided on a daily (weekday) basis.
- Undertake reading (or listen to some reading) every day.
- Seek help if they need it from adult(s) at home/or at school.
- Have fun and enjoy their learning.

Staff can expect parents to:

- Support their child(ren) as best they are able, given their own home circumstances, health and work commitments.
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff.
- Confirm that they are happy for their child's work to be uploaded to Google Classroom.

4.9 Governing Body

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

- Supporting staff and pupil wellbeing.
- Directing any approaches by parents made to them directly or indirectly to the school via email to contactus@greenmount.iow.sch.uk.
- Determining how to handle statutory procedures during a period of enforced closure, such as grievance and disciplinary panels, exclusions, complaints and admission appeals, noting that:

Exclusions – the DfE has clarified that the statutory timeframes for considering exclusions are still in effect but that the regulations already anticipate that these timeframes cannot always be met.

Complaints – the DfE has updated their guidance for school's complaints policies to provide that new or existing complaints should not be handled whilst schools are closed. If a school is closed during the enforced closure period, the Headteacher should write a response to outline the school's position and explain that the school is unable to follow its usual complaints process until the school has reopened.

5 Who to contact

If staff have any questions or concerns, they should contact the following individuals;

- Issues in setting work – contact the Subject Lead, Key Stage Lead, SENCO or Headteacher/Deputy Head, IT Technician.
- Issues with behaviour – contact the SENCO or Headteacher/Deputy Head.
- Issues with IT – contact the IT Technician or Computing Subject Lead.
- Issues with their own workload or wellbeing – contact the Headteacher/Deputy Head.
- Concerns about data protection – contact the Headteacher who will liaise with the School Business Manager.
- Concerns about safeguarding – contact the DSL or DDSLs as set out within the school's Child Protection Policy.
- Chair of Governors to keep in regular contact with the Head teacher/Deputy Head teacher throughout home learning and to support wellbeing.

If parents have any concerns above and beyond the acknowledgement of work by the class teacher, they should contact the Headteacher at school via contactus@greenmount.iow.sch.uk.

6 Data Protection

6.1 Accessing personal data

When accessing personal data, all staff members will:

- Only use their official school email account and never use personal messaging systems.

6.2 Sharing personal data

Staff members are unlikely to need to collect and/or share personal data.

However, if it does become necessary, staff are reminded to collect and/or share as little personal data as possible online.

6.3 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 and friends;
- Installing antivirus and anti-spyware software;
- Keeping operating systems up to date – always install the latest updates.

7 Safeguarding

The school's Child Protection Policy has been updated to reflect all new processes included in this policy.

8 Monitoring arrangements

This policy will be reviewed annually by the Headteacher. At every review, it will be approved by the Governing Body.

9 Links with other policies

This policy is linked to the following school policies:

- Behaviour Policy
- Child Protection Policy
- Data Protection Policy and Privacy Notices
- Acceptable Use Policy

- eSafety Policy
- Staff Code of Conduct