



**Branscombe CE Primary School, Broadhembury CE Primary School,
Farway CE Primary School, Littleham CE Primary School and
Woodbury Salterton CE Primary School**

Remote Learning Policy

Due for review: Autumn	Approved by Governing body on	Head teacher signature	Chair of Governors signature
2020			
2022			
2024			

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

All staff have a responsibility to ensure Remote Learning is done safely and complies with our Online Safety Policy, Safeguarding Policy, Conduct Policy, Acceptable User Policy and Data Protection Policies and Procedures. All of these are available in the Staff Handbook or from the Executive Headteacher.

2.1 Teachers

When providing remote learning, teachers must be available between 8.30am and 4.00pm on school days to communicate with the Executive Headteacher and Head of Learning and carry out required tasks.

If teachers 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 – emailing Executive Headteacher, Head of Learning and Admin as soon as possible and completing paper absence form on return.

Providing Remote Learning

In preparation for remote learning teachers are responsible for:

- Including in the medium term planning document links to resources, websites and online learning sites (e.g. Oak National Academy) that follow the themes of each week
- Provide an 'emergency' fortnight's planning timetable and pack of paper learning activities in case of teacher illness at any point
- Sending a weekly timetable of remote learning activities and links – matched to the classroom curriculum for that week (using medium term plan) – to the school website email address by the end of each week (7pm Sunday deadline) so that this can be uploaded by the Executive Headteacher.

If a pupil is self isolating teachers are responsible for:

- Ensuring the weekly learning timetable is correct on the website
- Preparing hard copies of activities if the child has no internet access
- Responding to parent emails regarding the work set (via admin or class email address – not individual staff email) within 24 hours. Forward queries relating to other matters to a member of SLT
- Providing feedback when appropriate if work is emailed in to school
- Telephoning home twice a week if work isn't being emailed into school, to check in with the family and discuss the learning that has been set
- Informing SLT if there are any concerns regarding lack of engagement with the home learning.

If there is a bubble lockdown or whole school lockdown, teachers are responsible for:

- Continuing to ensure the weekly learning timetable is set for the website
- Reminding pupils and parents regularly about provision provided by IT subscriptions e.g. Times Tables Rock Stars, Bug Club etc
- Ensuring learning for the day is following the normal school timetable
- Uploading additional resources daily onto Google Classroom to support the weekly learning timetable - this should include some explanatory video clips to support key teaching points
- Ensuring that after the first day of the lockdown the learning must be available on Google Classroom by 8.30am each day (may be slightly later on the first day of lockdown)
- Ensuring that where children in the class require paper packs because they do not have access to the internet or IT devices, or where parents have not given

permission for Google Classroom, then learning for the week must be sent to the school office by the day after the lockdown has been initiated (teachers who share a class must ensure that the whole week's learning is sent to the office to be photocopied)

- Responding to short Google Classroom queries regarding the learning set, between 8.30am and 12 noon
- Using the afternoon, after 1pm, to respond to pupil's work - when appropriate and at least 3 times a week - once children have submitted learning (by lunchtime for morning activities and 4pm each day for afternoon activities)
- Keeping a daily 'register' of which children have submitted work and are engaging with the home learning
- Responding to parent emails regarding the work set (via admin or class email address – not individual staff email) within 24 hours - forward queries relating to other matters to a member of SLT
- Telephoning home twice a week (ensure personal phone numbers are with-held), if work isn't being emailed into school, to check in with the family and discuss the learning that has been set. Discuss a suitable way of being able to submit work and provide a response – e.g. photo emailed to admin or class email address and email response back
- Informing SLT if there are any concerns regarding lack of engagement with the home learning
- Attending virtual meetings as required to meet with other agencies or hold parents evenings or SEND meetings - these should always be discussed with SLT first.

Emails from parents

- These should only be responded to from the admin or class email address.
- They should only be responded to during working hours.
- If they relate to any issue other than their child's learning they should be forwarded to a member of SLT. If a member of staff is concerned about any email query they should also be forwarded to a member of SLT.
- Teachers should not get into a long email conversation with a parent – protect your working time.
- Teachers should only communicate with pupils on Google Classroom and not by email.
- If a safeguarding concern is raised on email this should be forwarded to the DSL and reported on CPOMS in the normal way – talk to the DSL before emailing a response.
- Professional dialogue should be used at all times via email and lengthy responses avoided – a phone call may be more appropriate for a discussion.

Filming video clips or attending virtual meetings with staff, parents and pupils

- Sit against a neutral background – no photos, posters etc in view.
- Avoid recording in the bedroom.

- Dress like a teacher would for school – no pyjamas!
- Double check that any other tabs open in the browser would be appropriate for a child to see, if sharing your screen.
- Use professional language at all times.
- Maintain a log of who attends live streams and if all in agreement record live streams so that any concerns can be addressed.

Teachers who are well but who are required to self isolate, but the class remains in school

They will be expected to:

- Be available to communicate with staff during usual working hours and if required to email/phone parents
- Plan lessons and send any plans and photocopying to the school office
- Carry out subject leadership work from home – this could involve;
 - Working with teachers to support them in ensuring remote learning ideas are appropriate and consistent for their subject area
 - Monitoring the work set by teachers in their subject and analysing progress during the period of remote learning
 - Analysing assessment data and progression data across the school for their subject
 - Writing analysis reports for SLT and Governors including termly Governor Report
 - Meeting with teachers virtually to discuss their subject across the school/federation.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between normal working hours.

If they are unable to work for any reasons during this time, for example due to sickness or caring for a dependent, then they should report this using the normal absence procedure.

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

- Completing tasks as directed by the class teacher, Head of Learning or Executive Headteacher which might include
 - Preparing resources
 - Recording themselves reading a story that can be added to the school website or Google Classroom
 - Carrying out online CPD
 - Recording themselves carrying out an explanatory teaching point for Google Classroom.

- Completing tasks as directed by the SENDCO which might include
 - Supporting pupils who aren't in school with learning remotely by creating resources
 - Attending virtual meetings with external agencies (see safety points within Virtual Meeting section above).

2.3 Head of Learning

Alongside any teaching responsibilities, Heads of Learning are responsible for:

- Monitoring the effectiveness of remote learning – through regular (virtual) meetings with teachers and subject leaders and reviewing work which has been set
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.4 Executive Headteacher

- Co-ordinating the remote learning approach across the federation
- Co-ordinating the wider health and safety responsibilities, including E-Safety and School Closure decisions during the Covid Pandemic.

2.5 SENDCo

The SENDCO is responsible for:

- Ensuring appropriate provision is provided for Remote Learning for pupils on the SEND Register. This may be by separate posts on the school website or Google Classroom or in paper packs that are reviewed on a fortnightly basis
- Supporting teachers to differentiate lessons for those on the SEND register and less able pupils
- Completing Risk Assessment documents for Vulnerable/SEND pupils as required by DCC
- Ensuring EHCP reviews and other timetabled meetings and reviews continue to take place using the same virtual protocols as listed in other sections of this policy.

2.6 Pastoral Lead / Mental Health Team

The wider SEND, Pastoral Care and Mental Health team are responsible for supporting the SENDCO to provide learning, reassurance and support for children with SEND and also to ensure there are regular updates on the websites to support pupil mental health. The Pastoral Lead may also be required to support the DSL with aspects of Safeguarding and Family Support during the pandemic.

2.7 Administrative Team

The school clerical assistant/administrator is responsible for:

- Ensuring emails from parents are forwarded to class teachers and that responses are forwarded without sharing individual staff email addresses

- Photocopying paper packs of home learning (provided by the class teacher) and distributing as required by the HoL/Executive Headteacher for those pupils unable to access online provision.

2.8 Designated safeguarding lead

The DSL is responsible for ensuring that:

- the Child Protection / Safeguarding Policy and Procedures are adhered to.
- if vulnerable children are not in school due to self isolating or in the case of a local lockdown they have not engaged with home learning regularly then a phone call will be made by the DSL (or delegated member of staff e.g. SENDCo or Pastoral Worker) weekly
- if parents are unable to be contacted then the DCC Escalation Protocol will be initiated.

2.9 Subject Leaders

Subject Leaders continue to be responsible for monitoring their subject area, with a particular emphasis on the success and impact of our remote learning provision – this is likely to involve:

- Working with teachers to support them in ensuring remote learning ideas are appropriate and consistent for their subject area
- Monitoring the work set by teachers in their subject and analysing progress during the period of remote learning
- Analysing assessment data and progression data across the school for their subject
- Writing analysis reports for SLT and Governors including termly Governor Report
- Meeting with teachers virtually to discuss their subject across the school/federation.

2.10 Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers by emailing the admin or class email account or Google Classroom before 12 noon
- Alert teachers (via the admin or class email account or Google Classroom) 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 teachers if they need it – by emailing the admin/class email account or asking a query on Google Classroom before 12 noon
- Be respectful when making any complaints or concerns known to staff.

2.11 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. Learning Expectations

Learning should be of an equivalent length to that of the teaching time that pupils would receive in school.

- **Clear explanations:** give pupils detailed, precise explanations that leave no room for misunderstanding (this can be a videoed explanation/demonstration or written instructions).
- **Scaffolding:** model or demonstrate how to do what you want the pupils to do e.g. to solve a problem or complete an art activity (through video recording or stage by stage photos). Children could then be asked to send you their work at certain stages to allow you to provide feedback.
- **Feedback:** ensure the time you give to feedback is beneficial – provide specific and meaningful feedback to pupils on work they've produced or learning you've seen which will develop their learning further.
- **Variation in tasks:** ensure there is a rich variety of activities set including online learning, games, worksheets, videos, PowerPoints, reading. Pupils should not be expected to look at a screen all day.
- **Differentiation:** work and tasks should suit the age range and capabilities of the children. Activities should closely match the intended learning for that week if we were all in school. Teachers should try to set tasks that all pupils can complete to some degree of success, with an extension/stretching task for some to access.
- **Focused Learning Activities:** learning that can be done in bite-sized chunks is more likely to be completed than longer tasks. There should not be an over reliance on long term projects or internet research activities.
- **Mental Health Support:** continue to support children's Mental Health with activity ideas.
- **Learning Behaviours:** continue to remind children of their learning behaviour animals by focusing on one animal per task to think about and highlighting this to the children.

4. Other Considerations

Initial discussions with school staff concluded that the preference of the majority was to use pre-prepared and recorded resources and explanation videos on Google Classroom rather than live lessons.

However, if lockdown continues it may be felt that live lessons would be beneficial. Staff and leadership will be open minded regarding this. Parents and pupils have already been provided with protocols for if these are set up. The permissions on how Google Classroom has been set up and the E-Safety Policy will require reviewing before live lessons are introduced to ensure data protection and child safety are secure.

5. 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 SENDCO or HoL
- Issues with behaviour – talk to the HoL, Pastoral Worker or SENDCO
- Issues with IT – talk to Scomis or Matt Hughes
- Issues with their own workload or wellbeing – talk to the Executive Headteacher
- Concerns about data protection – talk to the Executive Headteacher
- Concerns about safeguarding – talk to the DSL.

6. Data protection

6.1 Accessing personal data

When accessing pupil or staff personal data for remote learning purposes, all staff members will only use school devices. Staff must not use their own personal devices to access pupil data.

6.2 Processing personal data

Staff members may need to collect and/or share parent / child personal data such as email 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 and to keep any hand written jottings of this data secure (without their own family members having access) and destroy any hand written jottings of this data as soon as it has been used.

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)
- Save documents to the shared drive rather than a separate hard drive or memory stick
- Making sure the device locks if left inactive for a period of time
- Never sharing a work device among family or friends
- Keeping operating systems up to date – always install the latest updates.

7. Safeguarding

As always, staff shouldn't communicate with parents or pupils outside of school channels (e.g. they shouldn't talk to parents or pupils using their personal Facebook or email accounts, or by using their personal phones without hiding their number).

See the Child Protection policy on the school website – including the Covid Appendix.

8. Monitoring Arrangements

The Executive Headteacher will review this policy half termly during the Covid Pandemic or as required following updates being received from DfE.

9. Links with other policies

This policy is linked to our:

- Behaviour policy and Covid Behaviour Principles
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy
- Conduct Policy