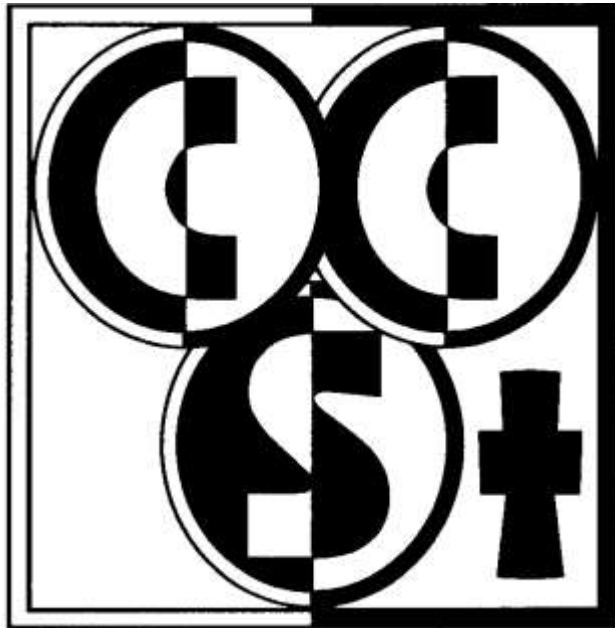


Colne Christ Church CE Primary School



Remote Learning Policy

September 2020

Approved by:	A Peers	Date: 7 th October 2020
Approved by :	Curriculum Committee	Date: 05.11.2020
Last reviewed on:	7 October 2020 (amended 6 January 2021 in light of lockdown)	
Next review due by:	November 2021	

Please read in conjunction with : <https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923539/Remote Education Temporary Continuity Direction - Explanatory Note.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923539/Remote_Education_Temporary_Continuity_Direction_-_Explanatory_Note.pdf)

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1. Aims

This remote learning policy for staff 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
- Reflect the school's commitment to the UN Conventions of the rights of the child specifically article 28, 29 and 31.

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 9am and 3pm, Monday to Friday.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependant, they should report this using the normal absence procedure. To do this contact the Headteacher (A Peers) or the Assistant Headteacher (J Rayner) on the day of absence, so that SLT can ensure there is someone in place to set/respond to any remote learning.

When providing remote learning, teachers are responsible for:

- Setting work for their own class (which includes children present in the classroom and those isolating at home).
- In the case of a member of staff being unavailable to work due to illness or caring for a dependent, teachers may be required to provide remote learning for classes other than their own.

- If a child is self-isolating, the teacher must set them daily and weekly learning sessions (see below) and make verbal contact with them at least 2 x a week to check on progress.
- Setting protocols for remote learning which are shared with pupils and parents to ensure that each pupil adheres to safeguarding rules and expectations for each session.
- Ensuring remote learning will be a blended approach between online learning and paper based work.

➤ **Setting work:**

- Work set will include **daily lessons for English** (reading, writing, phonics, spelling, handwriting, grammar) and **Maths** (multiplication, number bonds, reasoning problem solving).
- **Weekly lessons for foundation subjects** will be linked to key stage curriculum overviews. History, Geography, Science, MFL, RE, PSHE, Expressive Arts and PE.
- **EYFS will have a blended curriculum** to include online activities and practical activities both inside and outside the home/classroom. Children will have a daily face to face meeting with the class teacher which includes taking the register, story time or phonics input.
- **Teachers are to deliver/ promote video teaching lessons.** This can be through signposting to Oak Academy video teaching sessions or a combination of face to face teaching or video sessions through Microsoft Teams, voice over powerpoints, embedded video powerpoints, live lessons and video recordings within the classroom. There must be a minimum 5 x week face to face sessions with their own cohort which can include worship, shared reading and core lessons.
- English and Maths work will need to be available for children to access on Microsoft Teams, from 9am each weekday morning. If Microsoft Teams is not operational, then work will be set via the remote learning tab on the school website.
- Weekly lessons of foundation subjects, will need to be available from 9am on Monday morning, for children to access throughout the week.
- Direct teaching sessions should, where necessary, be coordinated across school to prevent year group/ sibling clashes (although it is noted that at times clashes may be inevitable – sessions should therefore be recorded).
- Teachers should ensure all children have their passwords for age related online programs.
- **All work should be uploaded to the relevant class page on Microsoft Teams.** Teachers should create headings to make it clear where children access the work. For Example: English – Week Commencing 21st September 2020 and Maths – Week Commencing 21st September 2020. Under these headings work can be uploaded with headings for Monday, Tuesday, Wednesday, Thursday and Friday. Extra work such as grammar, spellings, arithmetic etc. can be added under these headings with relevant titles.

- Teaching staff are asked to create another heading for the wider curriculum – Week Commencing 21st September 2020. Under this, place all work for the week with the name of the subject as the title. Eg. Geography, Science etc.
- All work should be uploaded on to Microsoft Teams. Where possible all work should be created in a manner that can be easily marked.
- The DfE recommend that primary aged pupils working remotely have access to the core teaching that they would receive in school amounting to 3 hours per day.

➤ **Providing feedback on work:**

- **Pupils are expected to upload all work**, including photographs of work on to Microsoft Teams. If this system is not operational, then pupils and parents can email work directly to the teacher's school email account.
- **Teachers are expected to provide feedback** on individual pieces of work. This can be done through in depth marking, verbal feedback or light touch marking depending on the tasks and work set.
- This should be completed before the next piece of work is given. For English and maths, this would occur on a daily basis. For other subjects it would occur once a week when the children completed a specific task.
- **Assessment opportunities** such as pre and post checklists, quick quizzes, pupil and parent questionnaires, data analysis, open ended question tasks will be set to allow age appropriate assessment to take place within subjects.

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

- Children who are not in school or having to self-isolate can keep regular contact through Microsoft Teams. Each teacher has a specific email address that will allow children and parents to contact them. Teachers are asked to make verbal contact with pupils self-isolating from the rest of the class at least 2 x week.
- If the majority of children are still in school, then the teacher will use Oak Academy direct teaching videos and set lessons linked to current curriculum for children isolating at home. The links will be set up on Microsoft Teams on the relevant class pages.
- If all children in a year group bubble have been forced to all isolate at home then the teacher will set work, as listed above, through Microsoft Teams. Daily Teams sessions will be set up to provide interaction with the children to support their learning. In the event of this not being possible due to staff illness or technical difficulties another staff member will take the lead on this maintain a minimum 3 x weekly virtual contact.
- **Teachers are available for work between 9am and 3pm** and would respond to emails from children or parents during these times. It is not expected for them to return emails outside of these times, but they are welcome to do so if they wish.
- Teachers should notify the DSL of any concerns or complaints.

- It is important to ensure that all children have access to Microsoft Teams and discussions will take place with parents who say that they do not have access or children cannot complete the work.
- Teachers will provide support on how to handle any behavioural issues, such as failing to complete work. In line with DfE guidance parents are to be informed immediately where engagement with remote learning is of concern.

➤ **Attending virtual meetings with staff, parents and pupils – cover details like:**

- Teachers are reminded, that in all virtual meetings / recorded videos, they should be appropriately dressed as if they are in school. They should also find a space with a neutral background. If this cannot be achieved they are advised against using a background that could give out personal information or cause offence.
- Taking part in virtual CPD opportunities.

2.2 Teaching assistants

Teaching assistants must be available between 9am – 3pm, Monday to Friday. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependant, they should report this using the normal absence procedure.

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

➤ **Supporting pupils with learning remotely:**

- When requested by the SENCO or Class teacher
- When asked by the teacher to create content for Microsoft Teams or practical resources / learning packs.
- Take part in virtual CPD opportunities.
- Provide in class pupil support under the direction of the class teacher.

➤ **Attending virtual meetings with teachers, parents and pupils:**

- Teaching assistants are reminded, that in all virtual meetings / recorded videos, to be appropriately dressed as they would be in school. They should also find a space with a neutral background. If this cannot be achieved they are advised against using a background that could give out personal information or cause offence.

2.3 Subject Leads

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Monitoring the work set by teachers in their subject – review work set weekly on the website
- Evaluate any changes that may need to be made to the curriculum and curriculum overview to allow for the subject to be effectively taught through remote learning.
- Work with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Work with other subject leads and senior leaders to make sure work set remotely across all subjects is age appropriate, consistent with the curriculum map and progressive.

- Alert teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- HT & AHT will co-ordinate the remote learning approach across the school – teachers / teaching assistants to contact HT & AHT with any teaching and learning concerns.
- Monitoring the effectiveness of remote learning – regular meetings with teachers and subject leaders, review and monitor work set on Microsoft Teams including feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- HT will be informed by teachers, on a weekly basis, of any live video meetings and will reserve the right to join for full or part sessions.

2.5 Designated safeguarding lead

The DSL is responsible for:

- Maintaining contact, collating, passing on information and responding to any concerns.
- Complete daily / weekly welfare calls to vulnerable pupils and families.

See the COVID-19 amendments to the Safeguarding and Child Protection Policy

2.6 IT staff (Matt Horne – Park High IT Technician) (BT Lancashire – filtering and management systems)

Matt Horne (IT Technician) is responsible for:

- Fixing issues with hardware, supporting school with developing an effective hardware management plan for pupil and staff use.
- Supporting the IT lead with acquisition of new digital programmes.

BT Lancashire are responsible for:

- Netsweeper filtering installation and management along with SIMs data management.

Internal IT Subject lead (Sharron Askew) is responsible for:

- helping staff and parents with any technical issues they're experiencing (where possible)

All Staff are responsible for:

- 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

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although it is not expected they are 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

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 / class teacher if they need it – including listing possible websites for help and support (Oak Academy for direct teaching lessons)
- Be respectful when making any complaints or concerns known to staff
- Ensure that their child engages fully with remote learning – thus ensuring that their child is accessing the curriculum provided by the school / class teacher

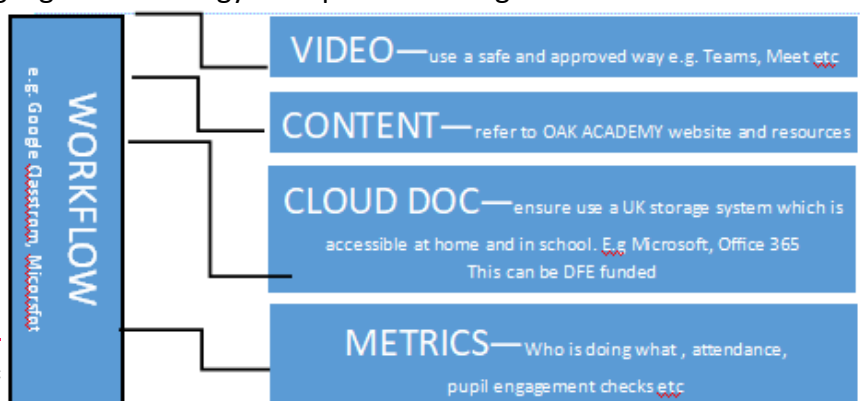
2.8 Governing Body

The governing board is responsible for:

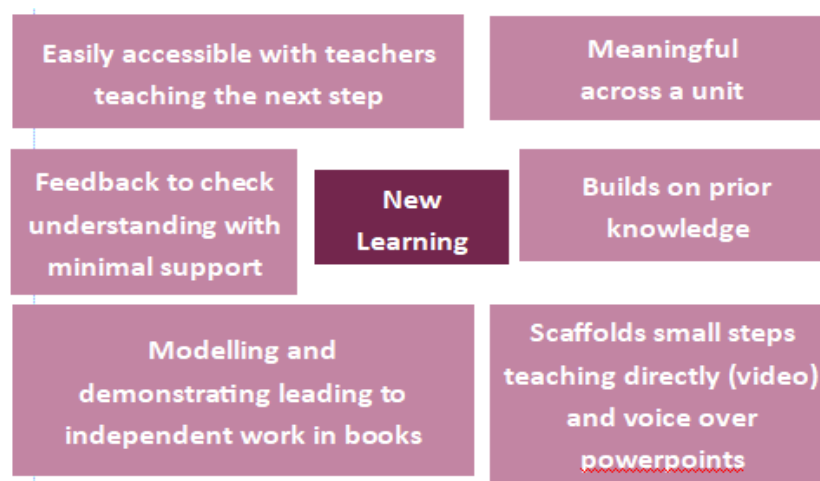
- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Approving financial investments in digital technology
- Approving whole school curriculum development and related policies
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

3. Effective teaching

Effective teaching and learning is **NOT** separate from the effective use of technology. Remote learning should be of the same standard as face to face learning and the curriculum offered **MUST** be coherent with the curriculum delivered in school. See Education Endowment Fund (EEF) using digital technology to improve learning.



- Each lesson must be started with a review of learning
- Each lesson must be sequential and progressive
- Children must develop their retention and recall of knowledge and skills including 'sticky knowledge'
- Gaps in knowledge need to be narrowed through targeted objectives and supported with online programmes where learning can be tailored to need e.g. mathematics, readiwriter etc.
- Learning / live and video teaching sessions should have PACE and be pitched appropriately.
- Assessments are integrated into lessons - using the features of a multi-functional platform, teachers can create regular, pre and post-lesson quizzes. Consideration should be given to ensuring availability for pupils without ready online access, including through distribution of hard-copy versions.
- EYFS pupils need a range of continuous provision based activities which reflect their curriculum / development matters alongside structured early reading and early maths direct teaching.
- Remote learning should be a seamless blended package between online and paper based learning.



4. 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 / Mrs Askew (remote learning curriculum and systems)
- Issues with behaviour – talk to the HT / AHT
- Issues with IT – talk to office staff who will contact our IT Support for help (Matt Horne Park High IT Technician)
- Issues with their own workload or wellbeing – talk to HT
- Concerns about data protection – talk to the HT

- Concerns about safeguarding – talk to the DSL (Mr Peers) or Deputy DSL (Mrs Rayner) about safeguarding and vulnerable pupil concerns.

5. Data protection

5.1 Accessing personal data

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

- Access data through password protected One Drive and not external hard drives
- Use school devices where possible or home devices using password protected One Drive

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses, postal addresses and telephone 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. All staff are to use and share their work email address only as this is a public address.
(initials@christchurch-pri.lancs.sch.uk)

5.3 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

6. Safeguarding

The most up to date Safeguarding and Child Protection Policy is always available on the school website.

- Hard copies are held in the staffroom
- Electronic copies can be emailed to you upon request

7. Monitoring arrangements

This policy will be reviewed monthly by HT / AHT for the first term. Then termly. It will be reviewed and approved by Curriculum Committee then presented to the Full Governors on a termly basis (where amendments have been made).

8. Links with other policies

This policy is linked to our:

- Staff Code of Conduct
- Pupil Behaviour policy
- Equality Duty
- SEND policy
- Child protection & Safeguarding policy (and coronavirus addendum to our child protection policy)
- GDPR / Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy
- Acceptable Use Agreement