



“Together we learn, Together we succeed”

Remote Learning Policy

This policy has been written to ensure that the school's ethos, curriculum, and practices promote shared values. It also encourages staff, children and other members of the Welbourne community to understand others and to value diversity, irrespective of gender, race, belief and sexual orientation.

As a Rights Respecting School, we put the United Nations Convention on the Rights of the Child at the heart of our planning, policies, practice and ethos.

Policy Agreed	Reviewed by	Ratified on	Approved by	Signature on behalf FGB	Next Review
May 2021	R Lane	27/9/21	FGB	R Moffat	September 2022

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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, teachers must be available between 8:30am - 4:00pm.

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.

When providing remote learning for their classes, teachers will use Google Classroom and the associated Google add-ons (Slides, Docs, Forms) to:

- ensure learning reflects a planned, well-sequenced and balanced curriculum so that knowledge and skills are continually being developed.
- provide clear explanations of new content that is given through high-quality videos or written/audio description.
- check work regularly and gauge how the children are progressing.
- respond to questions, revise lesson materials or simplify explanations.
- ensure the learning is of equivalent length to the core teaching pupils would receive in school.

Expectations for Google Classroom:

Teachers will ensure that:

- All presentations are uploaded as **Google Slides**. Any other form of presentation must be converted to Google slides (tweaked if necessary) before being uploaded.
- Tasks are set using Google Docs, within Google Slides or Google Forms.
- Work is uploaded daily (or scheduled to appear each day) so children and parents do not feel overwhelmed.
- Work meets the needs of their pupils i.e. differentiated using Mild, Spicy, Hot and provision for any SEND pupils that may not be able to access the main learning.
- Slides for their lessons contain high-quality models to exemplify the learning.
- Sound clips or prerecorded video clips are included so children who find reading difficult can still access their lessons. These may be short audios talking through each slide as they would in a lesson, a zoom **recording** talking through the lesson, a video modelling on a white board or using manipulatives (pasta), etc.
- Lessons reflect the broad and balanced curriculum that is offered at Welbourne and normal class timetables are followed.
 - EYFS includes: reading, phonics, mark making, maths and one other activity from an area of learning.
- 'Morning Wake Ups' are posted each morning by 9am and outline the days learning (inc. Each lessons' WALT).
- PPA is arranged virtually within their year groups during the morning/afternoon that they would normally meet for PPA in school. A morning message will be posted explaining that they will be unavailable for part of the day. Teachers who cover PPA will post work for these sessions.
- Consideration is given to the resources children will have available at home when setting activities.
- Printing is not a requirement in order for the children to complete their work.
- If children cannot access Google Classroom, a year group pack that is closely linked with their current learning will be sent to them.
- Learning resources must be checked for errors and misconceptions before uploading.

Teachers can refer to the Welbourne Google Classroom 'How to' Guide, contact IT support or speak to an Assistant Headteacher if they experience any difficulties with their Google Classroom.

Providing feedback

- Teachers do not need to provide personalised feedback for every individual piece of work, but acknowledge any work received with a short message/comment using the 'comment' function or comment bank.
- Individual feedback for one Maths task and one English task must be provided each week.
- All work must be acknowledged with a comment or individual feedback on the day it is completed or the day after. Friday's work is acknowledged by the end of Monday.

Contact with Parents/Children

- Teachers must be available to communicate with parents and/or children between 8:30am and 4:00pm.
- Teachers will use their class email address to communicate with parents regarding general parent queries related to specific online tasks.
- Parent complaint emails/messages will be forwarded to SLT by email who work with teachers to formulate an appropriate response.
- If a child is not accessing Google Classroom/completing any work **and** has not requested an 'offline' pack, teachers must inform the school Inclusion manager or Family Support Worker to follow up with parents.
- If teachers have any safeguarding concerns or queries, they will continue to follow the safeguarding procedures and inform the Inclusion Manager or any other DSL immediately.
- If a child posts inappropriate/unkind messages on Google Classroom, teachers will ensure the message is deleted from the classroom and that the child is reminded about appropriate online behaviour and the consequences (ability to post messages will be suspended).
- If a child continues to behave inappropriately online, a member of SLT must be informed. They will decide whether parents need to be informed and make the decision on suspending their ability to post and for how long.

Virtual meetings/recordings

- Teachers must attend virtual staff meetings and/or briefings when requested by the Headteacher during their working hours.
- Any pre-recordings that are uploaded must be audible i.e. minimal background noise, and background environments must be checked for their appropriateness.
- All staff are expected to adhere to the dress code outlined in the Code of Conduct.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for the hours they are contracted to work.

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:

- Producing home learning packs for children who may need them (teachers will provide a list of objectives/areas to be covered) e.g. children who do not have online access or devices at home.
- Attending virtual meetings with members of SLT, teachers and parents if required to (refer to section 2.1 under the heading 'Virtual meetings/recordings')
- Attending school to supervise and support key worker bubbles of children in the event of a full lockdown.

2.3 Subject leads/Curriculum Teams

Alongside their teaching responsibilities, subject leads are responsible for:

- Alerting teachers to resources they can use to support the planning and delivery of their subject remotely.
- Arranging/attending a virtual meeting with their curriculum team.
- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning and informing SLT.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school. Assistant Headteachers are the designated leads for this.
- Monitoring the effectiveness of remote learning by reviewing the children's engagement with Google Classroom through regular printed reports from the IT team which monitors the frequency of children's access to Google Classroom. The Inclusion Manager and Deputy Head teachers will follow this up as part of their DSL role. Assistant Headteachers will monitor and review the work that is set and a sample of the work being submitted.
- Monitoring the security of remote learning systems, including online behaviour and safeguarding.
- Assisting pupils and parents with accessing the internet or devices.

2.5 Designated safeguarding lead(s)

The DSL's responsibilities are identified within the school's Safeguarding Policy and COVID addendum.

2.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used for the smooth running of remote learning.
- Helping staff 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.

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although they may not always be in front of a device the entire time.
- Seek help if they need it, from teachers.
- Alert teachers if they're not able to complete work.
- Participate in online learning and activities as published by their teachers.
- Ensure everyone feels valued, respected and included.
- Promote respect in relation to the rights of others.
- Contribute their views through Google Classroom.
- Offer peer support and guidance through shared learning.

Staff can expect parents with children learning remotely to:

- Encourage pupils to access online learning and associated activities or complete work set by the teacher each day.
- Support the school values.
- Foster an open pathway of communication between the school and home where appropriate.
- Make the school aware if their child is sick or otherwise cannot complete work.
- Seek help from the school if they need it.
- Be respectful when reporting any complaints or concerns to staff.

2.8 Governing body

The governing body 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 AHTs/DHTs
- Issues with behaviour – talk DHTs
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to a member of SLT
- Concerns about safeguarding – talk to a DSL

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members are bound by our GDPR Policy.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for any of the functions/procedures included in this policy, individuals will not 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 devices remain secure (including those loaned to staff by the school as well as personal devices). 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
- Not sharing the device among family or friends.
- Ensuring it is antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest updates.
- Making sure the device locks if left inactive for a period of time.

5. Safeguarding

All staff must adhere to the school's safeguarding policy and the current COVID safeguarding addendum. This can be found on the school server in the policies folder.

6. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding policy and COVID addendum
- GDPR policy
- Home-school agreement
- ICT and internet acceptable use policy
- E-safety policy
- Remote learning expectations
- Anti-Bullying policy
- Code of Conduct
- Google Classroom 'How to' Guide

7. September 2021 update

At the beginning of the 2021/22 academic year the school's risk assessment was updated in line with updated government guidance. Close contacts of COVID-19 are no longer required to self isolate if they are under the age of 18 years and 6 months or are double vaccinated. It is expected that work is provided for children that test positive for COVID-19 during their period of isolation for them to complete if they feel well. The following guidance shows what work is provided in given possible scenarios.

Circumstance	How remote learning is provided
One child has tested positive for COVID-19.	A home learning paper pack will be provided for the child.
A teacher tests positive for COVID-19 and is unable to work. Children in their class have tested positive for COVID-19.	A home learning paper pack will be provided for the child.
A teacher is well but is required to isolate. Children in their class have tested positive for COVID-19.	The Remote Learning Policy will be implemented if circumstances allow and directed by SLT.
Any class is required to close. .	Remote Learning Policy to be followed.