Remote Learning Policy

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Contents

1. Aims

This remote learning policy for staff aims to:

Ensure consistency in the approach to remote learning for pupils who are not in school for a full class closure and individual self-isolation.

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

We have made a decision that we will provide both pre-recorded instructional videos and live video tuition sessions for our remote learning. We are committed to inclusion at all levels, live sessions can exclude some children whilst engaging others, hence we will use a combined approach to best support all learners.

2.1 Teachers

When providing remote learning for a whole class, teachers must be available between 8.45am and 3.40pm.

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

When providing remote learning for a whole class, teachers are responsible for:

Setting work -

- o For the children in their class or those in their usual teaching groups.
- o The following work needs to be set so that there is consistency and equality of opportunity for all children:
    - ✔ Google classroom/Tapestry pre-recorded English and Maths lesson.
    - ✔ Phonics / grammar activity / English activity.
    - ✔ TT Rockstars/Numbots (KS1/2)
    - ✔ Independent reading and activity/Bug Club (KS1/2)
    - ✔ Physical activity (KS1/2)
    - ✔ Foundation subject activity (KS1/2)
    - ✔ P4C (KS1/2)

- o This work needs to be uploaded before 9am each day onto Google Classroom/Tapestry.
- o Emails regarding video tuition session timings need to be sent no later than 9.15am each day.

o   For pupils with EHC plans, separate work may need to be provided and teachers should liaise with SEN teaching assistants about how this is shared.

Provide feedback on work using Google classroom -

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

o   Using Google classroom/Tapestry.

o   If necessary phone calls can be made ensuring the contact number is blocked. For example,

o   Any complaints or concerns shared by either families or staff must be escalated to the Deputy Head Teacher or Head Teacher as appropriate.

o   If there are any safeguarding concerns this must be communicated to Nichola Sobolewski (Safeguarding Lead). If the Safeguarding Lead is unavailable, they should then be reported to Sarah-Jane Henderson (DSL) or Rushna Avari (DSL). CPOMs recordings should be completed as appropriate.

Attending virtual meetings with staff, parents and pupils -

o   Dress code, please ensure this is appropriate (see Staff handbook)

o   Ensure locations are quiet and avoid areas with background noise. Take care to ensure that there is nothing inappropriate in the background.

o   Attend and contribute to any meetings concerning a pupils wellbeing (as appropriate.)

- If teachers are still teaching in school and individual self-isolating children are not in school and/or parents request work to be made available -

  o   The work that pupils are completing in school is uploaded to Google Classroom daily.

  o   Weekly overviews are uploaded onto Tapestry.

  o   Class teachers are available to be contacted by pupils/parents for support via Google Classroom/Tapestry.

  o   Support videos for concepts are uploaded periodically.

  o   Websites to consolidate key skills are referenced (TT Rockstars, Bug Club etc.)

- Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy. This includes making a report via CPOMS, which can be done remotely. This report should be preceded by a phone call to the DSL. In the event that the DSL cannot be contacted then one of the deputy DSLs must be contacted.

- In the unlikely event that a member of staff cannot access CPOMS from home, they should call and email the Designated Safeguarding Lead. This will ensure that the concern is received.
- Staff are reminded of the need to report any concern immediately and without delay.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.30am to 4pm.

If teaching assistants are unable to work for any reason 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:

Supporting pupils who aren't in school with learning remotely -

- o Target children will be identified by the Phase Lead or Deputy Head.
- o The support on offer will be outlined by the Phase Lead, Deputy Head, or Sendco.

Attending virtual meetings with staff, parents and pupils:

- o Dress code, please ensure this is appropriate (see Staff handbook)
- o Ensure locations are quiet and avoid areas with background. Please ensure backgrounds are appropriate.
- o Contribute, as appropriate, to any meetings concerning the wellbeing of a pupil.

- Complete on-line training as required.
- If Teaching Assistants are self-isolating and well, and their class is in school, the Teaching Assistants must be in daily communication with the head, deputy head phase leader or SENDCO so that they are supported to work from home.
- Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely. This report should be preceded by a phone call to the Safeguarding Lead. In the event that the DSL cannot be contacted then one of the other DSLs must be contacted.
- In the unlikely event that a member of staff cannot access CPOMS from home, they should call and email the Safeguarding Lead. This will ensure that the concern is received.
- Staff are reminded of the need to report any concern immediately and without delay.

2.3 SENDCO

THE SENCO is responsible for -

Support teachers in considering what aspects of the subject curriculum need to change to accommodate remote learning.

Alerting teachers to resources they can use to teach their subject remotely.

Maintain contact with families of children with an EHC plan and other agreed children.

Maintaining reports and other documentation linked to the role.

Teaching pre-recorded sessions on Google classroom as required.

Delivering small group, live tuition as required.

2.4 Headteacher

Senior leaders are responsible for -

Co-ordinating the remote learning approach across the school.

Monitoring the effectiveness of remote learning by accessing Google classroom, contacting staff and surveying parents.

Maintaining contact with individual self-isolating staff so that they are supported to work from home.

2.5 Safeguarding lead

The DSL is responsible for -

Manage the approach for vulnerable children not in school.

The optimal scenario is to have our trained DSL available on site. Where this is not possible, they or trained deputy will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online management system (CPOMS) and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school.

It is important that all staff and volunteers have access to a trained DSL (or deputy). On each day, the staff on site will be made aware of who that person is and how to contact them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely. To access ICPC/RCPC held at Manchester Safeguarding and Improvement Unit, a report should be sent to qualityassurance@manchester.gov.uk whereby a reply email will be sent 24 hours before the conference containing the dial in details and reports from other partners. We will ensure the person sending the report is the person who will be calling into the conference as the SIU will not be contacting other safeguarding staff separately.

2.6 Computing Lead:

Computing team staff/senior leaders/IT support team are responsible for -

Fixing issues with G-Suite.

Helping staff and parents with any technical issues that they are 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.

Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.7 Administration Staff:

- Identify children who are self-isolating.
- Maintain the self-isolating register.
- Daily communication regarding known information with the Head Teacher Deputy Head Teacher.

2.8 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.

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.

Be respectful when making any complaints or concerns known to staff, following the school's Communication Agreement.

2.9 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

3.1 If staff have any questions or concerns about remote learning, they should contact the following individuals:

Issues in setting work and behaviour – talk to the Deputy Heads BT/RJ as appropriate.

Issues with IT – contact IT lead/IT support team.

Issues with their own workload or wellbeing – talk your line manager (appraiser).

Concerns about data protection – talk to the data protection officer, Rushna Avari.

Concerns about safeguarding – talk to the Safeguarding Lead.

3.2 Phone calls

- School staff will only contact pupils via the landline or a parent/carer mobile and never directly to a pupil's mobile.
- The staff member should ensure that the parent is aware they are speaking to the child.

4. Data protection

4.1 Accessing personal data

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

Ensure any Data used on Google Drive is secured.

All staff to use Google Classroom and the child's gmail email (Years 1 - 6.)

All staff to use Tapestry (EYFS.)

All staff to use Manley Park's Acceptable Use policy (under review).

Staff MUST not use their own personal devices.

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 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.

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)

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.

Keeping operating systems up to date – always install the latest updates.

Read and operate within the school's Acceptable Use policy (under review).

5. Technological considerations

Teachers must consider which websites and activities they signpost to carefully, remembering that online access on school devices will have internet content filtering systems in place that are unlikely to be replicated in the home environment. Pupils may be inadvertently exposed to inappropriate content or advertising. Only trusted sites must be used. All devices provided to pupils working at home will not be managed through the set up system so that children can only use sites agreed by school and are not able to web browse.. Parents will have to sign an Acceptable Use agreement outlining how the device can be used prior to receiving the device. If this is not followed the device can be recalled and may not be provided to those responsible in future.

6. Safeguarding

Please refer to the school's Safeguarding policy

7. Monitoring arrangements

This policy will be reviewed annually by the Head Teacher/Deputy Head Teacher. At every review, it will be approved by the governing body.

8. Links with other policies

This policy is linked to our:

- Communication policy
- Child protection and safeguarding policy
- Data protection policy and privacy notices
- Remote Learning agreement
- ICT and internet acceptable use policy
- Online safety policy