Upper Beeding Primary School

Remote Learning Policy

July 2020

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

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.

When providing remote learning, teachers are responsible for -

Setting work:

- Class teachers will provide approximately three activities per day for their pupils plus Reading;

- Activities should include one English (either Writing or Spelling); one Maths; and one other Curriculum subject;

- 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 parent(s) working from home. Teachers should not assume that a home has access to a printer to print anything;

- Work must be agreed and prepared across the Year Group Planning Team in advance of the date of publication. Tasks should be uploaded by the start of the day on the Monday the new week's remote learning is due to commence;

- Work will be uploaded to the Google Classroom and accessible through Year Group Home Learning pages. This will ensure that all pupils are able to access every task regardless of the availability of their own class teacher.

- Year Group 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 the work.

Providing feedback on work:

- Pupils can upload any completed work to their teacher via Google Classroom and also annotate / work online through this platform.

- Teachers should never use a personal device that shares their personal contact details (e.g. phone number or private email address).

- Pupils or their parents who send work and/or photographs should receive an acknowledgement and praise from a teacher or other school staff, where possible within 24 hours. 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.

- If a teacher receives an email from a parent with regards to a query or concern, then that email is sent to the Year Group Leader or Key Stage Assistant Head. Teachers may be asked to provide a response or comment on a response to a parental query after it has been discussed with the Year Group Leader or Key Stage Assistant Head.

- 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(s)/carer(s), it is recognised that families are all coping in different ways with different challenges and there is therefore no expectation that work will be completed and certainly not to the standard that teachers would normally expect in class.

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

- Teachers must inform a member of the SLT if they have not received contact from a child or their parent over a period of one week. We will contact those parents that we do not hear from to check on their welfare and safety. Contact will be made through a telephone call or email from school by a member of the Office staff/ SLT.

- Any contact with parents should be recorded using CPOMS.

Attending virtual meetings with staff, parents and pupils:

- When attending online meetings via video, staff should be dressed appropriately in line with the Staff Code of Conduct policy.

- Where possible, staff should attend virtual meetings with parents and pupils at school and consider the location used (e.g. avoid areas with background noise, nothing inappropriate in the background)

2.2 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 Head teacher;

- Undertake remote and/or online CPD training;

- Attend virtual meetings with colleagues.

2.3 Subject Leaders

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 Leaders and SLT to make sure work set across subjects is appropriate and consistent, and activities are being set at an appropriate distance away from each other.

- Monitor the work set by teachers in their subject.

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

2.4 Special Needs Co-ordinator (SENCO)

The SENCO is responsible for coordinating provision for pupils with SEND across the school as set out within the schools 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.

- Ensure completion of necessary SEND paperwork and/or applications.

2.5 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 or delivery.

- Oversee the ongoing wellbeing and CPD of teaching assistants.

2.6 Designated Safeguarding Lead

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

2.7 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.

- Do some reading (or listen to some reading) every day.

- Seek help if they need it from adult(s) at home.

- Have fun.

Staff can expect parents to:

- Support their child(ren) as best they are able given their own home circumstances, health and work commitments etc.

- 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 the school website.

- Make contact with the school within a 24 hour period if required by a member of staff and respond fully within two days to such as request, where there is a concern about the pupil's learning, behaviour or health.

2.8 Governing Body

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

- Supporting staff and pupil wellbeing.

- Monitoring by focussing on safeguarding, health and safety, head teacher and staff wellbeing and the school's approach to providing remote learning for pupils.
- Directing any approaches by parents made to them directly or indirectly to the school via email to **office@upperbeeding.w-sussex.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 Head teacher should write a response to outline the school's position and explain that the school is unable to follow its usual complaints process until school has reopened

3. Who to Contact

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

- Issues in setting work – contact the Year Group Leader, Subject Leader, Key Stage Assistant Head, SENCO or Head Teacher

- Issues with behaviour – contact the Key Stage Assistant Head, SENCO or Head Teacher

- Issues with IT – contact the IT Technician or Head Teacher.

- Issues with their own workload or wellbeing – contact their line manager or Head Teacher

- Concerns about data protection –contact the DPO or Head Teacher.

- Concerns about safeguarding – contact the DSLs as set out within the school's Child Protection Policy

If **parents** have any concerns above and beyond the acknowledgement of work by the class teacher, then they should contact the Year Group Leader, Key Stage Assistant Head or Head Teacher at school via **office@upperbeeding.w-sussex.sch.uk**

4. Data Protection

4.1 Accessing personal data

When accessing personal data, all staff members will:

- Access CPOMS to record any parent contact or concerns about children, this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.
- Office Staff and SLT are able to locate personal details of families when required through securely accessing SIMS. Access permissions are not shared with other members of staff.
- School laptops and tablets are the school's preferred devices to be used when accessing any personal information on pupils.

4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

While this may be necessary, 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

Installing antivirus and anti-spyware software

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

5. Safeguarding

The school's Child Protection Policy has been updated to reflect the current situation.

6. Monitoring arrangements

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

7. Links with other policies

This policy is linked to the school's following policies:

- Behaviour Policy
- Child Protection Policy
- Data protection policy and privacy notices
- ICT and Acceptable Use Policy
- Staff Code of Conduct

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