

Acting Headteacher/Acting Deputy Head: R. Brown/ J.Blackburn

Date policy written: January 2021

Date approved by full Governing Body: January 2021

Date to be reviewed: January 2024

Governor: Louise Benney

St. Peter's C.E. Primary School Remote Learning Policy



'Let Your Light Shine'

Matthew 5:16

At St Peter's we believe that our children can **shine** as we strive for every member of our family to succeed and flourish through our values centred curriculum; to enable our children to grow in confidence with God's **love**, to **challenge** each other and ourselves and be **inspired** to love God and learning, as disciples of Jesus Christ.



Vision and Values

1. Vision

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

When providing remote learning, teachers must be available between 8.30pm and 3.45pm.

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 providing remote learning, teachers are responsible for:



2.1 Setting work:

- All work will be set on Google Classroom.
- All children will be provided with an exercise book, pencil, a login in for Google Classroom to support learning at home. Within the work pack, children will be provided with resources to support basic Maths and literacy skills specific to the child's age group.
- Teachers will be responsible for children of designated year groups, however, this may vary and is dependent on school organisation should a national school or class/bubble closure be implemented. As a result, staffing may change to ensure that support for all pupils is maintained in school and throughout remote learning.

- Where individual pupils need to self-isolate, but the majority of their peer group remains in school, remote education will be provided through a work pack containing key skills and this will be given/posted to the child.
- To ensure that individual pupils self-isolating are taught, a planned and well-sequenced curriculum that mirrors (where possible) the classroom learning, children will be set work via Class Dojo or Google Classroom after consultation with families.
- Work given will be as set in the full timetable for each class where it is viable/possible to do so with distance learning. Adaptations will be made as appropriate, for example, product development in Design Technology where specialised equipment is required will not be expected to be carried out.
- When appropriate a differing curriculum will be implemented remotely to that which we teach in school, for example, swimming lessons would be replaced with physical education fundamental skill based activities and videos.
- Work should be uploaded onto Google Classroom; instructions of what needs to be covered should be shared with children on a daily basis. This can be through an explanation and/or video depending on what is appropriate for the children/work set.
- Remote teaching and learning will be in the form of teacher input using explanations verbally/written and or through videos to allow children to understand the expectations and concepts. Children will then work independently on learning set.
- Learning platforms for the development of skills will be through Google Classroom, Doodle apps, IDL/Nessy (child specific), Active learn and Purple Mash. Other national teaching tools may also be used. Curriculum specific teaching will include a range of commercially available resources identified by staff relevant to the lesson/project.
- We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day. Key Stage 1: 3 hours and Key Stage 2: 4 hours.
- When necessary staff will ensure that learning resources are printed and provided when digital or online access at home is not possible. If the school is provided with additional digital resources by DFE they will be distributed fairly according to guidance.
- We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education with support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following through adapting remote learning for pupils for SEND where viable to the needs of the child. We will support the specific teaching of EYFS and Year 1 with practical ideas that could be used within the home environment.
- School where possible will provide a sim card with provides 30GB of data for 90 days (provided to schools for free by Vodaphone).
- If children cannot submit work remotely families will be able to send work into school which will be isolated prior to marking.
- Staff should coordinate with their partner teacher and their teaching assistants if needed. This is to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.
- Staff will share feedback/encouragement by commenting on work on Google Classroom on the day. Children will be expected to upload their work onto Google Classroom where possible.
- Teachers will answer emails from 8.45am until 3.45pm. Teachers are not expected to answer emails outside of working hours.
- Any complaints from parents or pupils should be redirected to the Headteacher.

Attending virtual meetings with staff, parents and pupils:

- Whole class meets can be done virtually through Google Classroom at teacher discretion to support the wellbeing of children at their relevant age. The arrangement of these occasional meets is at teacher preference and time within the school day/or a teachers specific working day. The link/s can be shared with classes with clear expectations – children to be fully dressed (no pyjamas), Google Meet should not be done in a bedroom at the house, children can be visible on screen but no other adults/children to be on the Google Meet screen when meeting with the class. The attendance at these meets are at the discretion of children/parents.
- Dress code- please ensure that you follow the school dress code when attending any virtual meetings with staff, parents and children.
- Locations -avoid areas with background noise, nothing inappropriate in the background.
- If teachers are also working in school, the teaching assistants will be supporting teaching in school and if necessary supporting children online.



2.2 Teaching Assistants

- When assisting with remote learning, teaching assistants must be available between their working hours as on their contract.
- 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.
- Teaching Assistants will be in school supporting teachers/pupils in school and if required or necessary support the remote learning for pupils identified by SLT/Class teacher
- The support provided will be dependent on the child e.g. Phone call/email.

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- Dress code- please ensure that you follow the school dress code when attending any virtual meetings with staff, parents and children.
- Locations -avoid areas with background noise, nothing inappropriate in the background.



2.3 Engagement and Feedback

- We expect pupils to engage on a daily basis with remote education and to let their light shine when working independently or with support.
- We expect parental support in setting good routines in supporting their child's education whilst at home.
- Teachers will check work submitted on Google Classroom on a daily basis and feedback/encouragement will be given.
- Teachers will monitor children's engagement and if concerns arise they will contact parents or carers in the following order:
 1. Message sent via Class Dojo
 2. Telephone call by the class teacher
 3. Telephone call from the Learning Mentor
 4. Home visit
- Staff will share feedback/encouragement by commenting on work on Google Classroom on the day.
- The children will be expected to upload their work onto Google Classroom where possible.



2.4 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 – if you know of any resources staff should point parents towards if they're struggling.
- Be respectful when making any complaints or concerns known to staff.



2.5 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set at an appropriate distance away from each other.
- Monitoring the remote work set by teachers in their subject – explain how they will do this, such as through regular meetings with teachers or by reviewing work set.
- Alerting teachers to resources they can use to teach their subject remotely.



2.6 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school - Jayne Blackburn
- Monitoring the effectiveness of remote learning – this will be done through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations



2.7 Designated safeguarding lead

The DSL is responsible for:

- See Safeguarding Policy.



2.8 IT staff

IT support/Computing lead are responsible for:

- Fixing issues with systems used to set and collect work.
- 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.



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

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
- Issues with behaviour – talk to the Rachel Brown, Jayne Blackburn and Stacey Nelson
- Issues with IT – talk to Hannah Jenkinson/Western (Ticket service)
- Issues with their own workload or wellbeing - Team leaders/Rachel Brown
- Concerns about data protection – talk to the data protection officer- Jeanette Kirk
- Concerns about safeguarding – talk to the DSL- Rachel Brown/Tracy Bolton/Stacey Nelson



4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:
Staff members can access the data required by contacting one of the Office team who will provide the data through secure email.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as [such as email addresses and 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.



4.3 Keeping devices secure

Talk to your data protection officer –Jeanette Kirk if you want to include details on how to put these measures in place.

- 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

See Safeguarding Policy

- Monitoring arrangements
- This policy will be reviewed annually by the Governing Body. At every review, it will be approved by the Full governing body.
- Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

Date	Date Reference aspect of policy to update	Suggested amendments to consider at next review

Update to Policy Record Sheet
 J. Blackburn (January 2021)

Date approved by Governing body _____ 11/01/2021 _____