Brockmoor Primary School

Remote Learning Policy

Also See:	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
	GDPR Policy

Statutory Requirement:	Required	**Required on Website:**	Required

Complete if Applicable

Responsible Person: Headteacher

Date Approved: February 2021

Review Cycle: Every 6 months

Date of Next Review: August 2021

Approval Level: Headteacher

Complete if Applicable

Print Name: _____

Signature: _____

Date: _____

By signing this policy, I am showing I have read, understood and will abide by this policy during my time with Brockmoor Primary School.

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 09:00-15:00.

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:

- Setting work:
  - Provide learning for your year group working alongside other year group colleagues to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.
  - SeeSaw is the platform used to set and upload learning for the children each day. Learning should be set as 'activities' and as a 'drawing' so that learning is editable to the children. See T Amphlett for further instructions on how to set this learning
  - Before 9:30 am, staff set an announcement to set out the learning for the day
  - Each day there is an English, Maths, Foundation Subject and PE activity set out
  - Key Stage One must include: Reading every day (this could be a child recording their reading) or a reading task, a grammar or other writing skills-based activity. In Maths, a Seesaw activity and a White Rose Maths session (may include video link from White Rose) plus Times Table Rockstars. One piece of Foundation Learning in an afternoon as well as a PE session.
  - Key Stage Two English must include: Reading every day (this could be a child recording their reading) or a reading task, a grammar and other writing skills-based activity. In Maths, a Seesaw activity, an arithmetic task, a White Rose Maths session (may include video link from White Rose) plus Times Table Rockstars. One piece of Foundation Learning in an afternoon as well as a PE session.
  - Staff must ensure learning is appropriate and differentiated when needed for their learners
  - Staff must ensure that the curriculum is being taught thoroughly and there is good curriculum coverage.
- Providing feedback on work:
  - Staff will be able to access learning uploaded from children via Seesaw and year group emails.
  - Staff are expected to share feedback with pupils via Seesaw and their year group emails
  - Staff must aim to be acknowledging all pieces of learning including comments, verbal feedback and 'likes' through Seesaw
- Keeping in touch with pupils who aren't in school and their parents:

o   In line with the government expectation, two forms of communication each week must be had with all children. Feedback via Seesaw / Live lessons on Teams will usually meet this criteria however for calls home must be made if children are not accessing these platforms twice per week.

o   Teachers must respond to emails from both children and parents during working hours however there is no expectation to do so outside of working hours

o   Any complaints or concerns shared by parents and pupils should be dealt with in line with the school's usual procedures – for any safeguarding concerns, refer teachers to the section below

- Attending virtual meetings with staff, parents and pupils:

o   When attending live lessons, ensure you are wearing appropriate clothing and are in an appropriate location (e.g., avoid areas with background noise, nothing inappropriate in the background)

If teachers will also be working in school on the day of their live lesson responsibility, other teaching staff that are in the same teaching bubble for that day must cover the teaching responsibilities during this time. Children in school will also need to join the live streaming of their year group lesson also.

2.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available for their year group lessons as planned out.

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:

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

o   Making phone calls to families in which children are not accessing the remote learning to help boost engagement and be the first port of call to break down barriers that are preventing children accessing the learning.

o   Share discussions and/or concerns with class teacher / SENCO / Safeguarding Leads

- Attending virtual meetings with teachers, parents and pupils:

o   Be appropriately dressed

o   Be in an appropriate location (e.g. avoid areas with background noise, nothing inappropriate in the background)

2.3 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 with the delivery of 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 an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set and feedback given
- Alerting teachers to a range of resources they can use to teach their subject remotely

2.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – T Amphlett (Assistant Head Teacher) is lead on this.
- Monitoring the effectiveness of remote learning – through regular meetings with staff and subject leaders, reviewing work set and reaching out for feedback from pupils and parents. An online monitoring audit will take place every fortnight and timely feedback given to staff.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated Safeguarding Lead

The DSLs are responsible for policy, practice and training of staff. They should deal with all allegations of inappropriate conduct by children, parents or other adults. Any concerns to be raised via our online management system- CPOMS. Concerns over staffs conduct should be raised using the Whistleblowing Policy and taken straight to the Head Teacher (bar concerns around the conduct of the Head Teacher – see Whistle Blowing section of this policy).

Their roles and responsibilities include:

- Contacting MASH and making referrals, and supporting staff who make referrals

- Referring cases to CHANNEL where radicalisation is a concern

- Liaising and acting as a source of support, advice and expertise for staff and other stakeholders

- Undergoing training required to carry out role effectively including DSL training at least every 2 years

- Leading in the training of staff in the relation to required guidance and current safeguarding themes including contextual safeguarding concerns

- Understanding the assessment process and thresholds for providing early help and statutory intervention, including local criteria for action and local authority children's social care arrangements

- Raising safeguarding awareness within the setting and wider community

- Ensuring that the school's policy for Safeguarding and Child Protection is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly (with new legislation, procedures and guidance)

- Being available (during school hours) for staff to discuss any safeguarding concerns and arrange adequate and appropriate cover arrangements for any out of hours/out of term activities

2.6 IT staff

Mr Thomas Bond is responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents 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
- Assisting pupils and parents with accessing the internet or devices
- Raising any online concerns regarding pupils and their online presence and conduct to the Designated Safeguarding Lead.

2.7 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 and support staff
- 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 in the first instance

2.8 Governing Board

The governing board 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 – approach the relevant subject lead / Tom Amphlett (Assistant Head Teacher / Remote Learning Lead) or Carrie McConomy (SENCO)

- Issues with behaviour – approach the relevant Phase Lead or Tom Amphlett (Assistant Head Teacher / Remote Learning Lead)

- Issues with IT –Thomas Bond (IT Technician)

- Issues with their own workload or wellbeing – talk to their line manager

- Concerns about safeguarding – approach Russell Bond or Lana Duffin (DSLs)

4. Data Protection

4.1 Accessing personal data

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

• Will access data on a secure cloud service or a server in our IT network

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
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates
- Not sharing accounts with family members

5. Safeguarding

Safeguarding is everyone's responsibility and Brockmoor takes our responsibilities very seriously to be able to protect our community.

Staff: All staff are expected to abide by the Child Protection and Safeguarding Policy, to report any concerns via CPOMS and if any immediate dangers are raised, to call 999 immediately. To ensure that the appropriate level of interaction continues, no sharing of personal details, no live lessons to take place 1:1 and dialogue is appropriate.

Pupils: pupils are still able to speak to staff if needed via the daily live session, there is a messaging service via seesaw and teams that allows children to speak with their key adult.

Parents: parents are expected to support their children in their remote learning opportunities. Should anything become unclear parents can communicate with the class teacher via the year group email or via seesaw for support rather than engaging the conversation via the live lesson. Parents are to understand if they are to be visible on the live lesson for support, then appropriate dress code and suitable language must be adhered to.

The Child Protection and Safeguarding Policy can be found on Brockmoor's website and any concerns can be raised by calling 01384 816635 or email safeguarding@brockmoor.dudley.sch.uk

6. Supporting SEND pupils

Teaching staff need to ensure that there is appropriately differentiated work for their learners. Teachers should understand the needs of their pupils and ensure that contact is maintained and appropriate, this can be via seesaw, live lessons, emails, telephone calls and arranged home visits through the DSL. Advice can be sought from the SENCo with regards to resources that would support the pupils remote learning Such as overlays, devices, larger texts and with agreement work packs to supplement remote learning delivery. If concerns arise then these needs to be reported via CPOMS to the SENCo, teacher and DSL.

7. Pastoral Care

During the partial closure, primary responsibility of pupils support lies with parents, however, teachers, teaching assistants , 1:1 and support staff should have regular check ins to not only locator academic progress but the wellbeing of Brockmoor pupils and our community. Staff are expected to report any concerns via CPOMS to the appropriate staff in school e.g. DSL, Pastoral team, Phase Leader, Attendance Officer or SENCo.

8. Monitoring Arrangements

This policy will be reviewed every six months by Tom Amphlett, Assistant Head Teacher. At every review, it will be approved by the full governing board.

9. Links with other policies

This policy should be read in line with 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
- GDPR Policy