



LOWER PEOVER
CofE Primary School

Remote Learning Policy

Governors Meeting:	September 2021
Chair of Governors:	DEBBIE RUTTER
Review:	September 2022

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1. Intent

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for all pupils
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Ensure pupils unable to attend school remain fully included within the school community
- Continue to ensure that every child receives the best education the school can provide them
- Ensure that remote education is integrated into the school curriculum, alongside classroom teaching

2. Roles and responsibilities

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- If the class teacher is unwell and unable to lead remote learning, then the Senior Leadership Team will take direct responsibility for this. If this is the case, home learning provision and systems may need to be adapted so that school leaders can continue to manage their leadership roles whilst carrying out remote learning for their class

Designated Safeguarding Lead

The DSL is responsible for:

- Safeguarding concerns, including those related to Remote Learning

NB: Please refer to Child Protection and Safeguarding Policy

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

Key Stage 1 - around 3 hours

Key Stage 2 - around 4 hours

EYFS children use a mix of child initiated and adult directed learning and play remains an important part of the day at home as it is in school.

Teachers

When providing remote learning, teachers will be available between 9:00am and 3:30pm on their working days.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they will report this using the normal absence procedure.

When providing remote learning, teachers are responsible for setting work as stated below:

- In EYFS, the teacher will provide learning for their current class as follows:
 - Daily morning virtual meeting on Google Classroom
 - Daily maths lessons
 - Daily 'teacher's own' recorded phonics lessons
 - 3/4 English lessons per week
 - Weekly timetable with activities and links for other areas of learning, including 1 Religious Education lesson each week

- Teachers in Key Stage 1 will provide learning for their current class as follows:
 - Daily maths lessons (some live)
 - Daily English lessons (some live)
 - Daily phonics lessons (some live)
 - Foundation lessons in the following subjects: music, French, PSHE, history or geography and Art or DT as and when appropriate
 - 1 Religious Education lesson each week

- 1 science lesson each week
- 1 PE lesson each week
- Teachers in Key Stage 2 will provide learning for their current class as follows:
 - Daily maths lessons, including 1 Century session (some live)
 - Daily English lessons (some live)
 - Foundation lessons in the following subjects: music, French, PSHE, history or geography and Art or DT as and when appropriate
 - 1 Religious Education lesson each week
 - 1 science lesson each week
 - 1 PE lesson each week
- All teaching and learning will be delivered in accordance with our Teaching & Learning Policy.
- Teachers will use resources provided by the White Rose Maths, BBC Bitesize and Letters and Sounds at home, as well as other resources identified by school curriculum leaders.
- Work will be set daily, but in LKS2 weekly booklets for English and maths will be uploaded by Sunday.
- Weekly home learning timetables for Y1 – Y6 will be uploaded onto Google Classroom by Sunday.
- All work will be uploaded to Google Classroom for KS1 and KS2, and to Tapestry for EYFS.

In the event that a child or small group of children in a class has to self-isolate as a result of a positive PCR test, work will be uploaded to the relevant Google Classroom or Tapestry for EYFS.

If the 'said' child or children are not able to complete the work due to ill health, teachers will await notification from parents before setting any new work.

Marking and Feedback:

Please refer to Lower Peover marking policy.

- All work to be submitted by 3.30pm, via Google Classroom (KS1 & KS2) and Tapestry (EYFS). This will be acknowledged by the class teacher in the following way: One piece of Maths or English to be marked in detail each day. Feedback will be given on an individual, group or whole class basis for all other subjects.
- At the beginning of subsequent lessons pupils are to respond to feedback as requested by the teacher.

Keeping in touch with pupils who are not in school and their parents:

- In the case of a national or local lockdown, school will stay in frequent contact with families and staff will be available if required. Any concerns will be recorded on CPOMS and SLT alerted.
- In the event that a child, small group of children or class bubble has to isolate, communication will be via 'Google Classroom' for KS1 and KS2 and Tapestry for EYFS.
- If there has been no communication from a parent or a child is not present online by 10am on day 1, the teacher will advise the office, who will place a wellbeing call.
- Parents are expected to contact school, by telephone or email (including to teachers) to inform of any child absence.
- Vulnerable pupils will be called weekly. For CP/EHCP/identified pupils, this will be done by the Inclusion Manager/DSL.
- Emails received from parents and pupils are to be checked between 8:30am and 3:30pm, Monday - Friday. Teachers will respond to pupil/parent emails within 48hours.

Teaching assistants

When assisting with remote learning, teaching assistants will be available between 9am and 3:30pm. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they will report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who are not in school with learning remotely.

When requested by the school Inclusion Manager, they will also liaise with class teachers to support planning and resourcing differentiated learning.

Subject leads

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Monitoring the work set by teachers in their subject.

Pupils and parents

Staff can expect pupils to:

- Be contactable during the hours of the school day 9am – 3:30pm, although they may not always be in front of a device the entire time.
- Seek help from teachers if they need it.
- Alert teachers if they are not able to complete work.

Staff can expect parents to:

- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff.

Behaviour

All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted. It might be a parent or another staff member is present in circumstances such as ELSA sessions and in these instances the conversation may be recorded, failure to agree to this may lead to termination of the session)
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable ‘public’ living area within the home with an appropriate background – ‘private’ living areas within the home, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure as far as possible they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

All staff and children using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure as far as possible they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

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:

Here are some suggested issues and the most likely points of contact:

- Issues in setting work – talk to the relevant subject lead, Inclusion Manager or Key Stage Lead.
- Issues with behaviour – talk to the Headteacher/Deputy Headteacher
- Issues with IT – contact Steve Lightfoot.
- Issues with their own workload or wellbeing – talk to the Headteacher/Deputy Headteacher.
- Concerns about data protection – talk to the Data Protection Lead
- Concerns about safeguarding – talk to the DSL.

4. Data protection

Accessing personal data

When accessing personal data, all staff members will:

- Have access to 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.
- Have access to parent contact details via a class contact list. These are not to be shared with any third party.

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 amongst family or friends.
- Keeping operating systems up-to-date – always install the latest updates.

5. Safeguarding

Please refer to Child Protection Policy and Safeguarding Policy.

6. Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the government. At every review point, any changes will be approved by the SLT and the governing body.

7. Links with other policies

This policy is linked to our:

- Behaviour Policy.
- Child Protection Policy.
- Safeguarding Policy
- Data Protection Policy and privacy notices.
- Internet Acceptable Use Policy.
- E-Safety Policy.