Northway Primary & Nursery School

Remote Learning Policy

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Review: December 2021

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Introduction

This policy has been designed to support staff and parents during a self-isolation period and /or a class/school closure period to reduce the impact of loss on learning from school. In the event that your child needs to self-isolate or lessons are suspended for any period of time, we aim to establish a supportive home-learning protocol to enable children to continue their education away from the school site with appropriate support structures to ensure equity for all children.

Should your child need to self-isolate or schools needing to close or go through sustained periods of extended closure due to the virus all children will be provided with a range of learning opportunities.

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 8am and 4pm.

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 and monitoring work

- One English, Maths, SPAG and Foundation activity set daily on See-Saw that enables the children to continue to access a broad and balanced curriculum remotely. This is supplemented with our home learning apps, such as Bug Club, Reading Plus, LetterJoin and Mathletics.

- The use of voice notes, pre-recorded videos (Loom) and/or clear written instructions to enable children and parents to be clear of what the task/activity is.

- Setting decodable books and monitoring reading through use of Bug Club and/or Reading Plus.

> Providing feedback on work

> o Commenting, liking, and approving work on a daily basis.

> o Provide challenge and scaffold support where required via questioning through comments.

> o Address misconceptions via questioning through comments.

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

> o Using See-Saw to respond to answer parents between the hours of 8am and 4pm.

> o Phone calls within school made home if children are not accessing the work either by class teacher, key stage lead or SLT where appropriate.

> Attending virtual meetings with staff, parents and pupils:

> o Smart attire.

> o Location (e.g. avoid areas with background noise, nothing inappropriate in the background).

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9am and 3pm.

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 by setting age appropriate work that is accessible remotely.

> Supporting pupils in their class by liking, commenting and approving work.

> Attending virtual meetings with teachers, parents and pupils:

> o Smart attire

> o Locations (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 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 an appropriate distance away from each other

> Monitoring the remote work set by teachers in their subject through monitoring on See-Saw

> Alerting teachers to 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

> Monitoring the effectiveness of remote learning, such as 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

2.5 Designated safeguarding lead

Safeguarding procedures should continue to be followed and the DSL informed of any safeguarding concerns that arise. Continue to follow Safeguarding and Child Protection policies with updated Remote Learning addendums.

2.6 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 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.

2.7 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

2.8 SENDCO

The SENDCO is responsible for:

> Monitoring the school's approach to providing remote learning to children with special educational needs to ensure education remains as high quality as possible.

> Maintain contact with parents/guardians.

> Supporting class teachers in providing work that is accessible for children remotely.

2.9 SEMH Mentors

The SEMH Mentors are responsible for:

> Monitoring See-Saw for communication from children and/or parents requiring SEMH support.

> Maintaining contact with families who are identified as requiring SEMH support prior to remote learning.

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 SENDCO.

> Issues with behaviour for learning – talk to key stage lead.

> Issues with IT – talk to computing lead and/or contact CompuTeam.

> Issues with their own workload or wellbeing – talk to line manager and/or SLT.

> Concerns about data protection – talk to the data protection officer.

> Concerns about safeguarding – talk to the DSL.

4. Data protection

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

All staff members will follow safeguarding procedures and inform the DSL immediately if a safeguarding concern arises.

6. 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

7. Appendices

Engaging Remote Learners with Seesaw

https://web.seesaw.me/pd-effective-and-engaging-remote-learning

How to Engage Families with Seesaw

https://web.seesaw.me/family-engagement-kit

Remote Learning Support

https://docs.google.com/presentation/d/e/2PACX-1vRg8o0wOCBQWlcLxN9l63An7XMK1LxYkXpsNVmTq5FxKXPM-vjRKmB8NDvrWZnFtKV5Y8ivKAQpqrSp/pub?start=false&loop=false&delayms=30000&slide=id.g83e5f43410_0_5193