Remote Learning Policy

Welsh House Farm Community School and Resource Base

Approved by: SLT	**Date:** September 2020
Last reviewed on: January 2021	
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1. Aims

This remote learning policy for staff aims to:

> Ensure consistency in the approach to remote learning for pupils who are not in school.

> Set out expectations for all members of the school community with regards to remote learning.

> Provide appropriate guidelines for data protection.

> Provide a framework so there is minimal disruption to the children's education.

> Improve parental engagement with the children's education.

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 9.00 am and 3.00 pm.

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:

- o Setting appropriately challenging work to meet the individual needs of the children.

- o Providing a weekly learning journey, which includes a combination of recorded and live lessons with independent activities to match those sessions. Teachers will provide both online activities and physical resources. The learning activities will focus on core subjects. Teachers will record lessons to allow parents and children to revisit and revise the concepts that have been taught that week. The learning journey will reflect the curriculum requirements and learning needs for that particular Key Stage, Foundation Stage or the Resource Base.

- o Providing parents with a weekly outline explaining the structure of the week.

- o Work set by 3pm and completed the following day.

- o Work set through BGFL Launch using the APP Microsoft Teams.

- o Using formative assessment procedures that provide instant feedback during live lessons. Teachers will also mark the daily activities each day using google classrooms. In addition, teachers will provide positive feedback using Marvellous Me. Detailed issues will be resolved by staff through email or by a phone call.

- o Communicating with children and parents through the school email system and by using the Marvellous Me App. Any additional enquiries can be communicated via the school website.

- o Reporting to the DSL if have any safeguarding concerns shared by parents or pupils and complete the Notice of Concern/Incident form. For further information, please refer to the Safeguarding policy or Keeping children safe in education.

- o Dressing professionally while attending virtual meetings and choose an appropriate location that avoid areas with background noise, has anything inappropriate in the background or contains any personal information.

- o Ensuring Parents and Children have read and understood the Remote Learning agreement.

- o Completing a weekly register of the pupils and contact parents to discuss any concerns about attendance as well as share this information with Senior Leaders.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9.00-3.00

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 assisting with remote learning, teaching assistants are responsible for:

- o Attending virtual meetings with teachers, parents and pupils.

- o Supporting the teachers with the formative assessment procedures.

- o Being present during live recording to ensure good safeguarding practise.

- o Supporting all children but may support individual children or groups of children if designated by the teacher or SENCO.

- o Dressing professionally while attending virtual meetings and choose an appropriate location that avoid areas with background noise, has anything inappropriate in the background or contains any personal information.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- > Working with senior leaders, ensuring work set remotely is appropriate and consistent, and meets the individual needs of children.

- > Monitoring provision through evaluating work provided on a weekly basis and providing regular feedback to individual teachers.

- > Informing teachers of any developments to the curriculum to ensure activities planned are in line with national expectations.

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 through regular meetings with teachers and subject leaders, reviewing work set by teachers or by creating a survey to establish pupil and parents views.

- > Ensuring all that all issues are resolved through addressing concerns, which arise from the parental and pupil survey, monitoring of work or from the regular meetings with teachers.

- > Monitoring the attendance of children and contact persistent absentees to resolve any underlying issues with remote learning or to establish if it is a Safeguarding issue.

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> Monitoring the security of remote learning systems, including data protection and safeguarding considerations

> Ensuring all children have access to the appropriate I.C.T, resources or provide alternative educational resources.

2.5 Designated safeguarding lead

The DSL is responsible for:

To make sure all staff adhere to their professional responsibilities as outlined in the Safeguarding policy and Keeping Children Safe in Education.

To ensure that all adults report any concerns about children or families to appropriate DSL.

2.6 IT staff

IT staff are responsible for:

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

> Helping staff and parents with any technical issues, they are experiencing.

> Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

> Adhere to the expectations outlined in the Remote Learning Agreement.

> 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 are not able to complete work.

Staff can expect parents with children learning remotely to:

> Adhere to the expectations outlined in the Remote Learning Agreement.

> Make the school aware if their child is sick or otherwise cannot complete work.

> Seek help from the school if they need it

> Be respectful when making any complaints or concerns known to staff.

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 – talk to your phase leader or relevant subject leads or SENCO.

> Issues with behaviour – initially talk to phase leader- then if appropriate, the concerns around behaviour can be referred to the behaviour co-ordinator or a senior leader, depending on the seriousness of the incident or number of incidents.

> Issues with IT – communicate with Link2ict

> Issues with their own workload or wellbeing – talk to your phase leader.

> Concerns about data protection – Head Teacher

> Concerns about safeguarding – talk to Julie Edwards (Lead DSL) or alternatively contact the deputy DSL.

4. Data protection

4.1 Accessing personal data

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

> access the data, through the BGFL launch website.

> Staff should access the data only by using the devices provided by school.

4.2 Processing personal data

Staff members may need to collect and share personal data as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen.

However, staff are reminded to collect and 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.

> 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

Please read the document listed below for the following updates for safeguarding in regards to Remote Learning:

Safeguarding & Educational Settings & Providers of Education Services for Children & Young People

Alternatively you can read:

Keeping children safe in education

These documents can be found on our school website or alternatively you can access a paper copy in the HT or DHT office.

6. Monitoring arrangements

This policy will be reviewed termly by the Senior Leadership team. At every review, it will be approved by the Governing Body.

7. 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

> Remote learning agreement

> ICT and internet acceptable use policy

> Home School Agreement

> Online safety policy

8. Appendix 1

Remote Learning Agreement:

To safeguard the children and adults when using video call to support learning and pastoral well-being, we need to ensure that all students, parents and carers are aware of, and agree to, the Remote Learning Behaviour Agreement.

To provide the very best teaching and learning, we must ensure that all parties are protected and shown respect.

Parent agreement:

I/we agree to allow video call by discussing and reinforcing the expectations identified below. I/we have read the student agreement and understand that the agreement is important for the safeguarding of all parties. I/we understand that nothing should be removed and shared on social media as it could lead to exclusion, permanent exclusion or police involvement. The school reserves the right to seek legal advice in situations which may be libellous or result in defamation of character. I/we understand that staff are following the same set of rules.

Student Agreement:

I agree to the remote learning behaviour agreement below and will follow the rules below. I understand that if I do not follow the rules, this will lead to sanctions which could include exclusion, permanent exclusion or police involvement. The school will have the right to seek legal advice in situations where things may be said that are not true and therefore is disrespectful to someone else.

Where a teacher uses video call to support learning and pastoral well-being:

- I will be dressed in sensible, appropriate clothing (no pyjamas)
- I will ensure an adult the school knows understands that I am involved in the video call and will be close by should I need them
- I will receive the call in a suitably quiet daytime room like at a kitchen table (not your bedroom)
- I will always use appropriate language
- I will ensure I am attentive and follow all instructions, treating others with kindness and patience, particularly where technical issues cause disruption
- I will not record any part of a video call
- I will not copy anything from the video call and place it on any other on-line platform or social media
- I will maintain the same standards of expectation when using technology at home as I would do so in school
- I agree that my teacher may record any live video calls to ensure the safety of both pupils and staff. These would be shared with the headteacher and deputy head teacher, if needed.
- I understand that my teacher may video call from their home and I will be respectful by not making this a subject of discussion with them or other pupils
- I understand that my peers will be in their own homes and I will be respectful by not making this a subject of discussion with them or other pupils
- I understand that the teacher will use the audio 'mute' function during video calls
- I understand that only the teacher will invite for school video calls and this will be by invite only
- I understand that the teacher will cut the camera feed if deemed necessary, due to inappropriate actions or things in visibility
- I agree that if I am in a video call, I will follow the rules above and act accordingly; if I fail to do so, I will be removed from the call by my teacher
- I understand that if I am removed from a call, I will be unable to re-join until my teacher or a senior member of staff have spoken to my parent/carer
- I understand that this is new way of learning but will try to do my best and use it to aid and assist my learning
- I agree that my child will be visible during the Zoom sessions.