# Remote learning policy
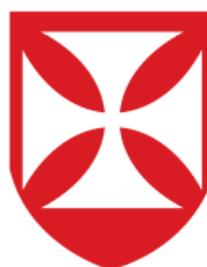
## Pilgrims' Way Primary School and Bellenden Primary School

Remote Learning Lead: Thomas Gibbs



| Approved by: | Gregory Doey | Date: September 2020 |
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| Last reviewed on: | 27.09.20 | |
| Next review due by: | 04.01.21 | |
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# Contents

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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 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 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 providing remote learning, teachers are responsible for:

> Setting work:

- o Teachers will need to provide work for their class, taking into account the needs of groups of children and any particular individuals with SEND

- o Teachers should provide three teacher-led tasks per day

  - ▪ 60 minutes per task, so 3 hours of work.

  - ▪ This should include one numeracy, one literacy and one curriculum task per day. E.g:

    - Monday: Numeracy, Literacy, History

    - Tuesday: : Numeracy, Literacy, Science

    - Wednesday: Numeracy, Literacy, Art

    - Thursday: : Numeracy, Literacy, PSHE

    - Friday: : Numeracy, Literacy, PE task

  - ▪ Teachers should then direct children to child-led tasks which could include the following:

    - Oak Academy

    - BBC Bitesize

    - Research/reading for a task the following day

    - Reading

- Online Maths or English games
- Times Tables Rockstars
  - Through a combination of the teacher-led and child-led tasks, children should complete work equivalent to a whole day's worth at school
  - Ideally, teacher-led work should include a short video (Screencastify) to model and audio clips to allow for weaker readers to access work.
  - Work must be set and uploaded to the Google Classroom Classwork section by 9am each day.
- Providing feedback on work:
  - The expectation is that pupils hand in their work as soon as it is completed, but before 3pm each day
  - Teachers are expected to reply with appropriate marking/comments on the work itself (dependent on the format of the work) and provide a 'Private Comment'.
  - Each child should receive one 'next step' or further challenge for at least one piece of teacher-led work each day.
  - If a piece of work is handed in before 12pm, teachers should hand the work back to pupils that same day.
  - If a piece of work is handed in after 3pm, the teacher should hand the work back to pupils before 12pm the following day.
- Keeping in touch with pupils who aren't in school and their parents:
  - Teachers must complete an engagement record on Google Sheets every day. This will include any interaction or comments by students on the class Stream or on work, as well as work completed and handed in
  - Teachers should hold a Google Meet once per week with their class to check in. This would be a good time to discuss issues and hold a PSHE session and to read a class story.
  - Every pupil must be contacted and spoken to on the phone at least once per week by a member of staff
    - This should be completed by adults who are physically in school (per rota, in case of lockdown)
    - Any notes or comments should be added to the engagement record
    - Any concerns should be reported in the normal manner according to safeguarding procedures
  - Teachers should not answer emails or comments outside of working hours
  - Comments for pupils on Google Classroom should remain off after 3pm and before 9am.
  - Any complaints or issues should be referred to Gregory Doey, Julie Ireland or Georgia Horton.
  - If a student fails to complete work for two consecutive days, the teacher should call home, or direct a member of staff who is physically in school to do so
  - For any safeguarding concerns, please see the section below.
- Attending virtual meetings with staff, parents and pupils:
  - Teachers must wear appropriate clothing to online meetings.
  - Make sure you are sat in a suitable place with as plain a background as possible.

## 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:

  o TAs should assist the teacher with responding to questions, queries and issues on the Stream or on the work.

  o TAs should maintain a presence on the Google Classroom. E.g. posting to ask how pupils are, asking PSHE questions for discussions etc.

  o The class teacher and the teaching assistant should decide between themselves how to share work. E.g:

    ▪ The TA could have responsibility for marking one subject per day.

    ▪ The TA could have responsibility for marking one group's work across all subjects per day.

> Attending virtual meetings with teachers, parents and pupils:

  o Teaching assistants must attend weekly class meetings on Google Meet (they will be in charge of compiling a register for these events and updating the engagement record for this.

  o Teaching assistants must wear appropriate clothing to online meetings.

  o Make sure you are sat in a suitable place with as plain a background as possible.

## 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 regular meetings with teachers and monitoring work set and handed in

> 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 (Thomas Gibbs)

> Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set and reaching out for regular feedback from pupils and parents

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

## 2.5 Designated safeguarding lead

The DSL is responsible for:

Safeguarding and promoting the welfare of children in our school is the responsibility of the whole school community. All adults working in this School (including visiting staff, volunteers and students

on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead who is a member of the school's leadership team.

**The Designated Safeguarding Lead is: Gregory Doey**


**The Deputy Designated Safeguarding Leads are:**

**Julie Ireland – Headteacher**

**Helen Jones – Assistant Headteacher**

**Georgia Horton – Assistant Headteacher**

**Tina Roche – Early Years Co-ordinator**

**Judith Evans – SENCo**

**Lisa Hodson – Strategic Hub Lead (Children's Centre)**

**Julie Ralph – Family Services Manager (Children's Centre)**

The Designated Safeguarding Lead (DSL) takes lead responsibility for safeguarding and child protection (including online safety) and provides advice and support to other staff on child welfare and child protection matters, takes part in strategy discussions and inter-agency meetings, and/or supports other staff to do so, and contributes to the assessment of children. DSL is the first point of contact for external agencies that are pursuing Child Protection investigations and co-ordinates the school's representation at CP conferences and Core Group meetings (including the submission of written reports for conferences). When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they will be responsible for deciding upon whether or not this should be reported to other agencies as a safeguarding issue. Where there is any doubt as to the seriousness of this concern, or disagreement between the Designated Safeguarding Lead and the member of staff reporting the concern, advice will be sought from the Deputy Designated Safeguarding Lead (DDSL) or the LA's Strategic Lead Officer for safeguarding in education services. If a child is in immediate danger or is at risk of harm, a referral will be made to Southwark Multi Agency Safeguarding Hub ([MASH](#)) (or its equivalent in another LA if the child resides in a different LA) and/or the police immediately.

Although all staff should be aware of the process for making referrals to children's social care and for statutory assessments that may follow a referral, along with the role they might be expected to play in such assessments, the DSL (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. The DSL or a deputy will always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible.

## 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're experiencing (teachers/TAs to alert IT staff of these issues

› 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

### 2.7 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

> 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

### 2.8 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 the relevant subject lead or SENCO or Remote Learning lead (Thomas Gibbs)

> Issues with behaviour – Gregory Doey, Julie Ireland, Georgia Horton

> Issues with IT – Simon Bartlett

> Issues with their own workload or wellbeing – Gregory Doey, Julie Ireland, Georgia Horton

> Concerns about data protection – Gregory Doey, Julie Ireland, Georgia Horton, Simon Bartlett

> Concerns about safeguarding – talk to the DSLs

## 4. Data protection

### 4.1 Accessing personal data

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

> All teaching staff - teachers and teaching assistants will use Cisco any connect highly secure connectivity application to access the school staff shared resources – Google classroom and G Suite resources will be accessed via a browser which a password should always be entered to access.

> Additional cloud teaching resources should be accessed using a secure password not stored in the internet browser

> All teaching staff at Pilgrims' Way have been provided with a school laptop to use for Remote Learning Purposes

### 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

# 5. Safeguarding

Normal safeguarding procedures apply in case of any concerns about a child. In case of school closure, use the concern form on the system and email to the DSL. Please refer to the safeguarding policy for more information.

# 6. Monitoring arrangements

This policy will be reviewed every term by Thomas Gibbs, Remote Learning Lead. At every review, it will be approved by Gregory Doey, headteacher.

# 7. Links with other policies

This policy is linked to our:

> Behaviour policy

> Child protection policy

> Data protection policy and privacy notices

> Home-school agreement

> ICT and internet acceptable use policy

> Online safety policy