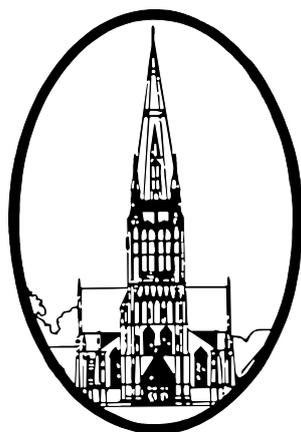


St. Mary's C of E Primary School

"St Mary's... feeding the mind, body and spirit so we can be the best we can be."



Remote Learning Policy

Revised: January 2021

Review date: January 2024

Mission Statement and Values

"St Mary's... feeding the mind, body and spirit so we can be the best we can be."

We foster everyone's potential and hunger for learning by serving up a wonderful diet of generosity, sharing and a sense of belonging. We are here to serve our community and we welcome children from all faiths and none.

Sit around the table at St Mary's and you will discover a warm welcome and a great community!

The Spiritual Values to which we aspire are:

Kindness: in treating others as we would want to be treated ourselves.

Truth: in the choices we make and in our dealings with family, friends, school and community.

Courage: to stand up for what is right, overcome our fears and aspire to make a positive change.

Hope: about the future and know that tomorrow can be even better than today.

Love: for ourselves and others, knowing that God loves us.

Reviewed and developed by the school community in June 2019

1. Aims of this policy

This remote learning policy aims to:

- Ensure consistency in the school's approach to remote learning for all pupils
- Set out expectations for all members of the school community with regards to high quality remote learning
- Support effective communication between the school and parents
- Provide appropriate guidelines for data protection and safeguarding

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available as if a normal working day (at least 8.30 – 4.30) If teachers 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.

In the case of a whole class or Year Group being isolated, teachers are responsible for:

● Setting work:

- Work should be set for the teacher's own class and for any groups that they would normally teach (Spanish / Music)
- Teachers will post lessons/activities / timetable with zoom links on the class webpage. Live Zoom sessions for English, Maths, RE and pastoral/ feedback sessions will take place daily for Years 1 – 6. EYFS zoom lessons will include at least one short daily session.

- Ideally in years 1 - 6, the work set should take the children between 3 – 5 hours each day as per government expectations and should consist of:
 - One piece of English work per day
 - One piece of Maths work per day
 - One (short) period of reading per day. This could be a class text or a text chosen by the child
 - One (short) period of skills/fluency based practice eg TT Rockstars / spelling games etc
 - At least one humanities lesson per week. This could be in the form of independent research, virtual museum tours, comprehension, virtual treasure trails and just good, old fashioned worksheets. Ideally some of these will include creative activities.
 - One RE lesson per week
 - One Spanish lesson per week
 - One music lesson per week
 - At least one assembly/collective worship per week
 - Other lessons will be added as we feel necessary
- Work / timetables etc. should be uploaded onto the class webpage on the school website at least the day before it will be needed.
- All work should, as far as possible, follow the mid-term planning for that year group. There may be occasions where the curriculum may need to be adapted.
- Where children have access to the internet but not a suitable device, then we may be able to loan a laptop (numbers are limited). Where there is no access to the internet, we may be able to provide a data SD card for a set number of weeks.
 - It is the responsibility of parents to inform the school of the need to loan a device and/or data SD card by emailing bmckelvey@st-marys.hackney.sch.uk. Any such loans should be carefully logged and parents will need to sign an agreement before taking it.

● **Providing feedback on work:**

- Feedback may be given by zoom to individual or groups of pupils or as a teaching point in subsequent lessons. Feedback may be touched upon in a phone call.
- Some children in older years may be asked to produce a piece of work on Google Classroom of which the teacher can give feedback on via this platform.
- TTS Rockstars and other programmes or apps provide instant feedback to the children and to the teacher and children.
- Children in school will get feedback from adults supporting and supervising their bubble.

● **Keeping in touch with pupils who aren't in school and their parents:**

- **Weekly phone call:** A member of the Year Group team should contact each family by phone once a week. This could be a TA or Teacher. The phone call should cover:
 - Any problems with the set work
 - How the child is feeling
 - Any problems arising because the child has not returned any work
 - If they're expected to make regular contact, and how they should do that if so (e.g. what medium or platform to use, like emails or phone calls)
- **Answering questions and queries:** Parents do have the right to ask questions that will help them to help their children but parents do not have the right to tell teachers what the school's/Year Group's policies and procedures should and shouldn't be.

- A Question and Answer page will be put on the school website and then a standard response email could be to request that parents read the Q and A sheet
 - It is reasonable to expect emails to be responded, in one form or another, within 2 working days and similarly with phone calls
 - **Answering complaints and concerns:** Discuss with a member of SLT to formulate a response. In the second instance refer to a member of SLT. Safeguarding concerns are dealt with later in this policy.
 - **Behavioural Issues:** for example failing to complete work, poor behaviour on Zoom sessions etc.
 - **Vulnerable children:** The Assistant Headteacher will remain in weekly contact with these families.
- **Attending virtual meetings with staff, parents and pupils**
- **Dress code:** Dress should look smart and professional
 - **Locations:** Ensure that there is nothing inappropriate in the background. Avoid other family members/partners walking past the camera. Avoid areas where there is a lot of background noise

In the case of individuals or small groups being isolated, teachers are responsible for:

● **Setting work:**

- Work should be set for the teacher's own class.
- The work set should be planned as you usually do (active inspire) however a day's work of work on each plan for ease. Of course, this will not always be possible e.g. if an adult is unwell. In this instance alternative work will be found and provided by another member of the teaching team.
- Work needs to be sent to the Business Manager by Friday at 2pm (Mon – Wed work) and Wednesday 2pm (Thur – Fri work) to be posted on the website.
- Please convert work to PDF prior to sending.

● **Safeguarding**

In all cases: teaching staff have a responsibility to refer any safeguarding concerns to a member of the Safeguarding Team as soon as the concerns is raised.

In zoom sessions, two members of staff will always be logged on.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their normal working hours. 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 class teachers with the preparation of resources where possible,
- Creating hardcopy packs for children without access to the internet and liaising with parents as to how they will be collected (School will only do this if there is a need and if there is the capacity to do so)
- Continuing normal intervention timetable for children who have additional support in school (including reading, speech and language groups etc via individual phone calls or live Zoom sessions with individuals. Times for these will need to be organised carefully and with the Assistant Headteacher
- Attending virtual meetings with teachers, parents and pupils
 - **Dress code:** Dress should look smart and professional

- **Locations:** Ensure that there is nothing inappropriate in the background. Avoid other family members/partners walking past the camera. Avoid areas where there is a lot of background noise

- Weekly well-being and learning support phone calls to allocated children

- **Safeguarding**

In all cases: support staff have a responsibility to refer any safeguarding concerns to a member of the Safeguarding Team as soon as the concerns is raised.

2.3 Coordinators

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning and communicating this with teachers
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- When requested, supporting class teachers to adapt work to the remote way of working
- In the case of longer term remote provision' monitor the remote work set by teachers in their subject through:
 - Reviewing work set on the school website
 - Discussing issues and guiding individual class teachers
- Alerting teachers to resources they can use to teach their subject remotely and increasingly effectively

2.4 Inclusion lead

The Assistant Head teacher (in her absence Deputy Head teacher) are responsible for:

- Keeping weekly contact with vulnerable families. Vulnerable families include:
 - Families with known marital discord
 - Families where parents are known to have learning difficulties and / or mental health concerns
 - Families with a history of domestic violence
 - Families where the child/ren are deemed to be in need of a social worker
 - Families known to be socially vulnerable through: lack of finance, language skills, bereavement or any other reason that the school deems them to be vulnerable.
- Signposting families to appropriate services
- Receiving and acting upon referrals from class teachers where there are concerns raised
- Acting upon concerns raised by parents

2.5 SENCO

When any kind of remote learning is necessary, the SENCO will be responsible for

- Alongside teachers, consider how aspects of the curriculum might need to change to accommodate remote learning for EHCP children and how their outcomes can be met
- Keeping in touch with EHCP families

- Supporting teachers and support staff to adapt for remote learning
- Liaising with outside agencies regarding specialist support and assessment
- Ensure risk assessments are appropriate and up-to-date

2.6 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school through liaising with Phase Leaders
- Monitoring the effectiveness of remote learning through:
 - Meeting /Zooming/calling teachers and subject leaders
 - Reviewing work set
 - Soliciting feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Monitoring attendance in school and on remote learning
- Following up on those that are not attending as per usual procedures
- Identifying those with limited or no access to devices and trying to source Devices etc as needed.
- Ensuring all of the children in school have access to devices, headphones and that IT works so that they can access learning.

2.7 Designated Safeguarding Lead

Even though children may not physically be in school, the DSL is still responsible for:

- Adhering to the LA and school procedures with regard to referring a child if there are concerns about possible abuse.
- Using SAFEGUARD to keep written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that an indication of further record keeping is marked on the pupil records.
- In the case of children subject to Child Protection or Child in Need Plans: Ensuring that a weekly welfare check is made every week. Should the child become uncontactable for any reason, refer immediately to the child's social worker.

2.8 IT staff

IT staff (Hackney) with the support of the Site Service Officer / Administrative team are 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
- Where possible, assisting pupils and parents with accessing the internet or devices

2.9 Pupils and Parents

Parents can expect the school to:

- Provide remote learning for children unable to attend school. Remote learning is online learning, which happens at home. This work is set by the teacher on the classes website pages. A timetable will indicate when a child should log on to 'live' teaching each day.
- In the case of a bubble closure or teacher absence remote learning starts from your child's third day of absence, due to COVID. This gives the teacher time to prepare and upload work. In some cases, teachers may be able to set work earlier than this.
- Staff may use the government's Oak Academy online lessons where the class teacher is unable to provide the personalised remote learnin. This covers a wide range of curriculum objectives. Parents can find this at <https://www.thenational.academy>

Staff can expect pupils learning remotely to:

- Be on zoom at least 5 minutes before the lesson starts.
- Stay muted until the teacher indicates otherwise.
- Not to use the chat for anything other than learning.
- Have the video on at all times.
- To participate in all lessons set for the day
- Be dressed in appropriate clothes (not in PJ's) and be out of bed.
- Complete work to the deadline set by teachers
- Seek help if they need it, via chat or during the live lessons or weekly phone call, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Set routines to support the child's education and to give a purpose for the day.
- As much as possible ensure your child has a quiet space to work.
- Ensure that others in the household are dressed and behave appropriately if they are visible / can be heard.
- Set expectations and a positive work ethic for their children.
- Make the school aware if their child is sick and can't complete work
- Seek help from the school if they need it. This can be done through:
 - The admin email address
 - The weekly phone call
 - Contacting school staff via the school office

- Be patient and understand the limitations of staff's time and understand that emails and calls may not be answered as soon as they are written or made.
- Not raise concerns or make complaints via zoom, seek help as above.

2.10 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

Issues in setting work	Talk to the relevant subject lead or SLT
Issues with behaviour	Talk to SLT or Inclusion lead
Issues with IT	Notify IT service desk or SSO/Administrative team
Issues with own workload or wellbeing	Talk to SLT
Concerns about data protection	Contact SLT / Business manager
Concerns about safeguarding	Contact DSL's

4. Data Protection

4.1 Accessing personal data

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

- Access data from a school device and / or
- Through the school's own 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
- When working from own devices at home:
 - Installing antivirus and anti-spyware software
 - Keeping operating systems up to date – always install the latest updates

5. Safeguarding

Even though children are not physically at school:

- All staff still have a responsibility to raise concerns about general well-being or suspicion of abuse, including those involving the attitudes or actions of colleagues.
- Concerns will be raised in the usual way by contacting a DSL
-

6. Monitoring Arrangements

This policy will be reviewed throughout the COVID pandemic and every three years ordinarily. It will be reviewed by the Senior Leadership Team and will be approved by the Governing Body Staffing Sub-committee

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding Policies
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy