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Remote Learning Policy

POLICY DETAILS:

Legal Status: Non-statutory (Policy)

Adopted: January 2021

Version Date: January 2020

Last Review: Draft

Next Review: October 2021

Responsible Person: Governing Body

(Any reference to 'Governing Body' and 'Governors' is applicable to the Governing Body or Interim Executive Board of St Mary's Catholic Primary School and their respective

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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

Headteacher/ DSL	B. Pratley	DSL Set policy and expectations for staff, children and parents in the event of children having to work from home. Monitor safeguarding issues and ensuring safe working practices, compliance with safeguarding and GDPR Staff training in e-safety and safeguarding, to address issues as they relate to remote learning
Deputy Head	S Marland	Deputy DSL Monitoring safeguarding along with the Headteacher. Monitoring the quality of the curriculum and work of staff when teaching online.
SENCO	F Montgomery	Deputy DSL Contact point for children with EHCP Co-ordinating work of Support Staff as they support children with special needs Review support plans for pupils with EHCP

EYFS/ Year 1 Leader	T Day	Oversee and monitor the quality of the curriculum and work of teachers in phase
Senior Leader/ KS2	E Plummer	Oversee and monitor the quality of the curriculum and work of teachers in phase
Governor		

2.1 Teachers

When providing remote learning, staff must be available **(as a minimum)** between 9a.m and 3p.m. for contact with children. Additional meetings and work is expected to take place beyond this, including planning and marking of work, meetings with colleagues, e.t.c.

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

- For all children in their class (although in some yeargroups, teachers may be able to work together in setting work across the yeargroup)
- Teachers should be setting 4 hours work per day,
- Work should be a mixture of video lessons, work completed on third party websites, and set written work and research and practical activities.
- All work set where children are signposted to other sites must be carefully vetted,
- Teachers are not to set work requiring open-ended research without sufficient guidance provided including signposting to sites, carefully-constructed questions, texts selected and posted that are at the correct level for age and ability of the child. Research tasks must also be differentiated through posted texts and signposting.
- It is expected that work will be posted daily at the start of every day and will be adapted depending on children's success the previous day.
- Work will be uploaded to Google Classrooms (Years 2 – 6) and through Seesaw (EYFS and Year 1)
- Where children are not accessing work, teachers are to work with family to support them to either access a device, complete work in paper form or attend school if child is not engaging and parents are not able to ensure the child is completing work.
- Planning and teacher timetable to allow time for face-to-face, video instruction and small group interaction – teachers to provide a timetable for their work activities during the course of the day; this is to be a mixture of small-group sessions for targeted pupils (not self-selected, but teacher-selected) where teacher can provide support and modelling for pupils who require this. Like in class, this needs to be identified in planning, and be supported by models and differentiated work.
- High quality models must be provided as exemplars for what is expected from children, and this must be differentiated for different groups of children (similar to how this would be expected in face-to-face lessons)

➤ Providing feedback on work

- Marking and feedback continues to be a teacher expectation and where possible our policy still applies.

- Teachers may ask children to self-mark work in Mathematics though this should still be reviewed by the teacher. Errors should be identified and the child provided with focused feedback and teaching to address misconceptions.
- Marking of writing – teachers are expected to provide detailed response marking for one piece of extended independent writing per child per week. This will generally be the long piece written on Thursday but teachers need to be flexible and provide detailed feedback for another piece if the child does not complete the Thursday piece. If a longer piece of work is not submitted, teachers must be persistent in their efforts to get children to write.
- Pupils will post work back to teachers electronically for teachers to review. In some instances however the child may hand-write work and teacher to negotiate how this work is to be returned to school.
- Teachers are expected to provide feedback to pupils daily to each child, responding to their efforts in order to encourage on-going engagement.
- Feedback provided to pupils will be monitored by SLT
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➤ Keeping in touch with pupils who aren't in school and their parents

- Teachers are expected to make regular contact with pupils. This is via Google Classrooms for most pupils.
- If children are not responsive teachers must email parents on Day 1. If no response received from family, teachers must call parents on Day 2. Calls can be made in school on school phones, or if teachers prefer they may use personal phones but use 141 to disguise their number. Personal phone numbers must not be given out to any parents. Record of call must be logged on CPOMS for monitoring. Teachers must alert SLT to issues with communication, and families offered access to technology, to paper packs of work if they prefer or (in extreme cases) school will invite child to work in school.
- Teachers are expected to respond to emails or messages from parents and pupils during working hours and in a timely manner. Teachers are not expected to be 'On Call' and are not expected to answer messages outside normal working hours. Some degree of flexibility is expected however, to support and facilitate engagement of our 'hard-to-reach' children and families, especially in the first week of remote learning.
- If parents or pupils share complaints or concerns these should be dealt with promptly and a member of SLT must be informed. Complaints or concerns should be logged on CPOMS so they can be followed up. If any safeguarding concerns are raised, please refer to the Safeguarding section below.
- Behavioural issues should continue to be raised on CPOMS and will include any instances of bullying or unkindness on social media, or a child failing to complete work. Reports must be made in a timely manner.

➤ Attending virtual meetings with staff, parents and pupils:

- Dress code – staff must adhere to dress code as outlined in Staff Handbook when appearing in video meetings with parents or pupils.
- When attending any virtual meetings, video must be on at all times.
- Meetings must be held in a suitable environment – professional judgement must be made with regards to the background, and meetings should be held in a quiet environment where the participant is able to communicate.
- Staff must be prepared to participate fully in meetings, making contributions when asked.
- Professional relationships must be maintained at all times.

When teaching in school and also providing remote learning, teachers will have cover provided while they attend virtual meetings.

If teachers are required to provide virtual learning for children who are self-isolating, support staff and cover supervisor staff will support the teacher so that they can upload work for pupils who are self-isolating. Planning (PPA time) should include saving resources which can be sent through to children who are self-isolating. Support will be provided by DHT to upload resources if this is required.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8am and 3.45pm (Mon – Thursday, and until 3.30pm Friday). 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:
 - Teachers and SLT to identify which pupils they will be expected to support – this will typically be approximately 20% of pupils. Teacher maintains responsibility for marking of pupil's extended writing weekly, though the TA may provide support (sometimes in written form) for pupils.
 - Support may be provided in different ways, such-as video call or phone call to pupil; email to pupil or family to engage support of parent; messaging pupil through google classroom, posting comments or suggestions.
 - Planning and marking of work for all children remains the responsibility of the teacher, although the TA may support adapting work and posting work on-line.
 - Support staff may be asked to provide face-to-face support and care for children during periods of lock-down.
 - Support staff may be asked to support children in other classes or yeargroups and will not be restricted to the year-group or child in
- Attending virtual meetings with staff, parents and pupils:
 - Dress code – staff must adhere to dress code as outlined in Staff Handbook when appearing in video meetings with staff, parents or pupils.
 - When attending virtual meetings, video must be on at all times
 - Meetings must be held in a suitable environment – professional judgement must be made with regards to the background, and meetings should be held in a quiet environment where the participant is able to communicate.
 - Staff must be prepared to participate fully in meetings, making contributions when asked.
 - Professional relationships must be maintained at all times.

2.3 Subject leaders

Alongside their teaching responsibilities, subject leaders 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 leaders 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 – teachers to provide copy of planning for period of remote learning

- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders and SENCO

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across their phase; this will be co-ordinated by the DHT
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing work set, reviewing planning and seeking 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 implementation of Child Protection policies and procedures:

(Addendum to Child Protection policy)

2.6 IT staff

IT staff are responsible for:

- Resolving 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
- Assisting pupils and parents with accessing the internet or devices, including liaising with the DfE for new devices and dongles

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although pupils 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, either by messaging or by phoning the school
- 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 are having difficulty supporting their child or do not understand what their child is required to do
- Seek support for the loan of resources if this is an issue, including the use of a device, and stationary such-as paper and pencils, books, maths resources e.t.c.
- Be respectful when making any complaints or concerns known to staff
- Contact staff through usual channels and at reasonable times – and never seek to contact staff personally through private numbers, social media or private email.

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
- Issues with behaviour – talk to the Deputy Head teacher
- Issues with IT – talk to IT technician, colleague or June Gibson (office).
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

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

- Ensure they access data via secure approved sites (e.g. SIMS, Accelerated Reader, Mymaths or Pupil Asset)
- Staff will use devices provided by the school, such-as chromebooks and ipads rather than their own personal devices

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

Devices are 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

The current safeguarding policy and arrangements continue to apply. Please see separate policy.

6. Monitoring arrangements

This policy will be reviewed termly or as required. At every review, it will be approved by members of Curriculum Committee.

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
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Staff Handbook