

Remote Learning Policy

2024-25



Approved by:

Date:

Last reviewed on:

6:12:24

Next review due by:

6:12:25

Contents

1. Aims	2
2. Use of remote learning	3
3. Roles and responsibilities	2
4. Who to contact.....	7
5. Data protection	7
6. Safeguarding	8
7. Monitoring arrangements.....	8
8. Links with other policies.....	8

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. Use of remote learning

All pupils should attend school, in line with our attendance policy.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- › Occasions when we decide that opening our school is either:
 - Not possible to do safely
 - Contradictory to guidance from local or central government
- › Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because they have an infectious illness

3. Roles and responsibilities

3.1 a Teachers

When providing remote learning, teachers must be available between 8:30-3:45

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 will -

- **Setting work –**
 - ensure laptop is taken home every evening and is available to use at home for setting remote learning as needed
 - ensure basic resources to support in the preparation of home learning are available at home as needed – this may include – a whiteboard and pen to complete demonstrations on short video clips, class reading books to share via video clip, Numicon and other mathematical concrete

resources, phonics sound cards/phoneme frames, text/resource books for current curriculum being taught etc.

- provide a work pack to all pupils within their Team for the first two days of remote learning
 - set work for their Team via **our designated remote education platform Class Dojo** and in the event of absence, their year group partner
 - ensure this work is set by 3pm the day before and uploaded using **Class Dojo platform** (See ND for further support if required)
 - ensure where possible the same curriculum is taught remotely as would be taught in school .. Where necessary make adaptations so that the curriculum can be accessed remotely.
 - As well as School Curriculum Planning, resources may be sourced from
 - Oak Academy - <https://teachers.thenational.academy>,
 - NCETM - <https://www.ncetm.org.uk/in-the-classroom/support-for-schools-addressing-ongoing-coronavirus-impact/primary-video-lessons/>
 - TT Rockstars/ <https://play.ttrockstars.com/>
 - Numbots <https://play.numbots.com/#/account/school-login-type>
 - White Rose Maths - <https://www.wandleenglishhub.org.uk/lettersandsounds>
 - English Hub – Phonics - <https://www.wandleenglishhub.org.uk/lettersandsounds>
 - Letter join - <https://www.letterjoin.co.uk/>
 - provide printed resources and workbooks, for pupils who do not have suitable online access. Feedback on this work will be given directly to individuals during regular well-being phone calls by class teacher or Teaching Assistants
 - Where necessary and possible provide digital resources for pupils to access home learning
 - provide work that meets the needs of all pupils within the Team including pupils with SEND
 - plan a programme that is of equivalent length to the core teaching pupils would receive in school (this is a minimum of three hours)
 - teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject and provides opportunities for consolidating learning
 - co-ordinate with other teachers within year group, including those teaching in school, to ensure consistency across the year/subject
 - Where whole class are home learning provide daily video messages to children to outline the learning for the day and feedback from previous learning
 - provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
 - take responsibility for keeping up to date on best practice in using the school's technology and digital platform (Class Dojo)
- **Providing feedback on work –**
 - view completed tasks on Class Dojo throughout the school day to gauge how well pupils are progressing through the curriculum, using questions, quizzes and other suitable tasks
 - share feedback daily with pupils via Class Dojos – individually through Portfolio and as a Team through Story and encourage pupils to respond to their feedback
 - via the daily video message clearly state when a task should be finished and how the work should be returned to the class teacher

- adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- **Keeping in touch with pupils who aren't in school and their parents –**
 - make regular contact with pupils through Class Dojo through instructions on tasks and feedback on work
 - record daily on Team Tracker interactions with child/parent/carer including the submission /completion of work and well-being check ups
 - respond to parent's questions/comments through Class Dojo within specified working hours (8:30 – 3:45)
 - in the first instance address any complaints or concerns regarding pupil work via Class Dojo, or phone call, if required in line with usual school policy.
 - record safeguarding concerns via CPOMs or directly to DSL (see below for further advice/information)
 - inform parents/carers when pupil has failed to complete work. Discuss reasons for this including barriers to learning. Devise plan to overcome this. Gain support from Phase Leader if needed

If an individual pupil is not in school due to a confirmed period of self-isolation staff will adapt lessons taught in school and share via Class Dojo at the end of the day for the following day. Printed resources will be provided regularly and safely if internet access is not available.

Attending virtual meetings with staff, parents and pupils or producing videos to put on learning platform –

- Dress code – in line with school policy
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background or anything that may show any personal details/information)

3.1 b Teaching Assistants

When assisting with remote learning, teaching assistants must be available during their working, timetabled 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 pupils who aren't in school with learning remotely –
 - Telephone check-ins – well-being/safeguarding, providing information about home learning or listening to pupil's read (record on Team Tracker)
 - Story time - record themselves reading/sharing a book and upload this to the learning platform
 - Sharing/producing resources to support the class teacher to add to learning platform
 - CPD – as directed by subject leaders.

Attending virtual meetings with staff, parents and pupils or producing videos to put on learning platform –

- Dress code – in line with school policy
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background or anything that may show any personal details/information))

3.2 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
- monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- alerting teachers to resources they can use to teach their subject remotely
- evaluating the value and impact of the introduction of new technologies into their subject on pupil learning and engagement

3.3 Senior Leaders

- ensure subject curriculums are broad and well-sequenced and enable pupils to make progress and build on knowledge and skills with a good level of clarity about what is intended to be taught and practised in each subject - Lead - All subject leaders
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use. Co-ordinate the remote learning approach across the school – Lead - ND
- provide access to high-quality online (via Class Dojo) and offline resources and teaching videos linked to the school's curriculum expectations – Lead - HW, DT & KC
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access – Lead – All CTs
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum – Lead - KM-S
- monitor the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents – Lead - KH
- monitor the security of remote learning systems, including data protection and safeguarding considerations - Lead - KH

3.4 Designated Safeguarding Lead (Including Pastoral Manager)

We aim to have a trained DSL or deputy DSL on site wherever possible.

The DSLs at New Hall Primary School are – Mrs B Breedon (HT), Mrs K Hemming (DH), Mrs K McElroy-Stringer (AHT/SENDCo) Mrs L Card (Pastoral Manager), Mrs K Carpenter (EY Lead) and Mrs Laura Galbraith (Wrap Manager)

If our DSL (or deputy) can't be on site, they can be contacted remotely by email at enquiry@newhall.bham.sch.uk.

The DSL will -

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

During a local/national lockdown or closure of a particular group of children the school will maintain contact with children who are at home. Staff will try to speak directly to children at home to help identify any concerns.

They will use school phones and devices to make calls home. Or, if necessary they will use personal phones but they will withhold their personal number.

Staff will look out for signs of concern like:

- not completing assigned work or logging on to school systems
- no contact from children or families
- seeming more withdrawn during any class check-ins or video calls

3.5 SENDCo (Lead KM-S)

- keep all paperwork up to date
liaise with outside agencies
- contact parents as appropriate
- teach lessons for small group work (video/activity) using learning platform
- Support class teachers in planning and producing work for children who require additional support

3.6 IT Staff (Lead KPS IT)

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
- 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
- ensuring learning management systems and wireless networks are maintained in a timely fashion to ensure minimum disruption to learning patterns

3.7 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
- make the school aware if their child is sick or otherwise can't complete work
- seek help from the school if they need it using email parent@newhall.bham.sch.uk
- be respectful when making any complaints or concerns known to staff

3.8 Admin Staff

Admin staff are responsible for –

- ensuring all parents' phone numbers and email addresses are up to date
- Follow government guidance regarding any isolation periods.
- all other admin daily duties to be completed where appropriate remotely

3.9 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

4. 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 (KC can direct you to this if needed) or SENDCo – Lead KM-S
- issues with behaviour – talk to the relevant Phase Leader Lead HW/DT/KC
- issues with IT – talk to ND or KPS IT
- issues with their own workload or wellbeing – talk to Phase Leader KC/HW/DT
- concerns about data protection – talk to the data protection officer SIPS Education Sue Courtney-Donovan
- concerns about safeguarding – talk to the DSL – BB/KH/KM-S/LC

5. Data protection

5.1 Accessing Personal Data

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

- use the Class Dojo app or desk top to set work for children
- access data, via the school server in our IT network
- use provided devices to access data, such as laptops and iPads

5.2 Processing personal data

As Class Dojo has been previously set up with parental authorisation to communicate with children and parents, staff members do not need to share personal data such as telephone numbers or email addresses as part of the remote learning system.

5.3 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 – Lead KPS IT

- keeping operating systems up to date – always install the latest updates – Lead KPS IT
- deal with any e-safety incidents in accordance with our e-safety policy
- inform parents of incidents of inappropriate e-safety behaviour that takes place out of school

6. Safeguarding

When pupils are learning remotely from home – perhaps during a local lockdown or for those who may need to self-isolate- the need to be alert to their online safety is ever more pressing. Teachers will naturally take ownership and responsibility when seeing any kind of inappropriate online behaviour and sometimes that will mean talking to parents too.

Pupils, parents, carers and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

Please refer to our Safeguarding Policy 2024, Keeping Children Safe in Education September 2024 or speak to a DSL.

DSLs are Mrs B Breedon, Mrs K Hemming, Mrs K McElroy-Stringer, Mrs L Card, Mrs K Carpenter, Miss Galbraith

7. Monitoring Arrangements

This policy will be reviewed and approved annually by Mrs B Breedon (HT).

8. Links with other Policies

This policy is linked to our:

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