Rudgwick Primary School

Remote Learning Policy

September 2020

In this policy we refer to Google Classroom which encompasses all the services available through Google Workspace for Education.

Aims

This remote learning policy aims to:

• Ensure consistency in the approach to remote learning for pupils who are not in school due to the Covid-19 global pandemic

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

• Provide appropriate guidelines for data protection

Providing remote learning for individual children who are self-isolating

Roles and responsibilities

Teachers:
- Provide planning for each day accessible through Google Classroom
- Provide feedback for completed work at the end of each week

Pupils:
- Complete tasks set on Google Classroom and submit to their teacher
- Read every day

Parents / Carers:
- Support their child to complete their remote learning tasks, including helping to access the tasks on Google Classroom, and submitting work to their child's teacher
- Inform the school if their child is unwell and cannot complete the remote learning

Providing remote learning for whole class bubbles and in the event of a local/national lockdown

Roles and responsibilities

Teachers:
When providing remote learning, teachers must be available to work their equivalent contracted hours from home or school. This may mean being in school to support vulnerable children, and children of key workers. 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 for remote learning, teachers are required to:
- Deliver a daily live Google meet and greet session with the class as follows:

Yr 6 – 9am
Yr 5 - 9.10
Yr 4 – 9.20
Yr 3 – 9.30
Yr 2 – 9.40
Yr 1 – 9.50
Yr R 10.00

The purpose of this meeting is to maintain social contact with the class, give brief feedback on the previous day and give a brief overview of the expectations for the day ahead.

- Provide the minimum of 3 hrs learning per day for R/KS1 and 4 hrs for KS2 (DfE guidance) – daily Maths, English, spelling/phonics lessons and one other lesson linked to another area of the curriculum
- Provide learning which is equally accessible by children in school and those working at home
- Provide weekly physical and well-being activities
- Produce a weekly overview of learning to share the plan for the week with parents – visible on Google Classroom by 8.30 am on Monday morning
- Produce clear daily activities for children to access through Google Classroom – all activities should be visible by 8.30 am on the day on which they are due
- Direct pupils to quality DfE approved online resources such as The Oak Academy and BBC Bitesize etc
- Provide at least 1 video lesson featuring their face and voice via embedded webcam per day, this can be for any area of the curriculum.
- Communicate with colleagues in school and at home to ensure consistency across the school and subjects, and to make sure pupils with limited access to devices can still complete work set
- Ensure that all work that requires a response, is set as an assignment in order for parents to submit their child's work
- Acknowledge all work which is submitted, rewarding effort and attainment with words and house points where appropriate.
- Make fortnightly contact (phone calls or email), to children and their families, to talk to the children and their parents to check everything is going well, and identify any children/families requiring further support

- Ensure that work is differentiated and accessible by children with EHCPs and/ or SEND. At Rudgwick we offer daily Google meet check-ins with the class teacher to talk through the work that day. Work is sent out every day on Google classroom and organised into English, Maths and Foundation files. Families are used to using Google classroom for homework and parent's meetings. Daily work includes worksheets, pre-recorded PowerPoint presentations, pre-recorded stories & activities. Work is differentiated according to children's needs and ILP (Individual Learning Plan) targets. There is a balance between screen-based activities and paper-based ones. Lessons are pre-recorded to allow the children to pause and rewind and to take their time. The workload is realistic and allows families to give their children all important movement breaks. Explanations are given in both verbal and written form.

- Families have regular contact with school via telephone and/or email conversations. The SENDCO is on hand to help with further support and strategies that may help with their child's learning. The school is able to offer print outs and work books for those children who need it. We have provided laptops and broadband support to families identified by the staff as being in need.

- The school is open for children who have an EHCP (Education Health Care Plan) and a detailed risk assessment. An assessment of the EHCP provision is completed with the families and SENDCo. If it is agreed that the child's needs can be met at home then additional support can be discussed with the families and any outside agencies involved in the EHCP. Children with EHCPs will get additional contact from the class teacher, teaching assistant and SENDCo.

There are additional resources available on the school website, along with mental health guidance and links for support. At Rudgwick Primary School we have a strong connection with our families and a good network of communication within the staff team. To ensure all children are supported, vulnerable children are discussed at daily SLT (Senior Leadership Team) meetings.

When keeping in touch with pupils who are not in school and their parents, teachers will:

- Answer communication from parents as soon as possible within normal school office working hours and within 48 hours of receiving the communication. Teachers are not required to answer messages outside of these hours
- Respond to any concerns shared by parents and pupils themselves in the first instance and then, if necessary by alerting the appropriate member of staff – for any safeguarding concerns, teachers will refer to a designated safeguarding lead (DSL) in the usual way
- Manage any concerns related to behaviours for learning, such as failing to complete work, or inappropriate communications etc., by contacting the family.
- Contact parent/carer where there is little or no engagement with remote learning. Contact will be made initially by telephone and then email if required

When attending virtual meetings with pupils and their parents, teachers will:

- Dress in work appropriate clothes

- Conduct meetings, where possible, with a plain backdrop behind (this may be a wall covered with plain digital wallpaper); preferably with a blurred or plain screen behind. Be mindful of personal surroundings

Teaching Assistants:

Teaching assistants must be available to work the equivalent of their normal contracted hours from home or in school, as required and directed by the headteacher. This may mean being in school to support vulnerable children, and children of key workers. 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 supporting vulnerable children and children of key workers in school, teaching assistants will:

- Ensure that they have a working knowledge of Google Classroom in order to support key worker and vulnerable children when accessing from school
- Refer any concerns to the senior member of staff on duty in school
- Refer any safeguarding concerns to the DSL (Designated Safeguarding Lead) in the usual way

Subject leaders:

Alongside their teaching responsibilities, subject leaders are responsible for:

- Monitoring the provision across the school for their area of responsibility
- Supporting colleagues where necessary
- Sharing resources etc. which will enhance provision in their subject

Senior leaders:

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning by liaising with colleagues through weekly online meetings and by being a co-teacher on Google Classes (headteacher) and by monitoring the engagement with remote learning of identified groups
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding lead

The DSL is responsible for:

- Ensuring that all staff know who the Designated Safeguarding Lead is, their role and how to make contact
- Ensuring that all staff understand their responsibilities in relation to signs of abuse and responsibility to refer any concerns to the Designated Safeguarding Lead
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff
- Ensuring that during term time the designated safeguarding lead (or a deputy) will always be available (during school hours), for staff to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for our school, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via telephone phone and or school email is acceptable
- Ensuring that the Local Authority is provided with up to date emergency contact details should the Local Authority need to discuss an urgent safeguarding matter/issue/concern when school is closed

Safeguarding team

Alongside the DSLs and Senior leaders, the Inclusion Leader is responsible for:

- Maintaining additional contact with vulnerable families and/or families of pupils with EHCPs
- Overseeing the provision for pupils with SEND and/or EHCPs
- Liaising with outside support agencies as appropriate

Information Technology staff

IT (JSPC) staff are responsible for:

- Ensuring that systems used to set and collect work are installed across all school devices
- Ensuring school hardware which will be used at home is sufficiently secure
- Supporting staff with any technical problems
- Reviewing the security of remote learning systems

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 an electronic device the entire time
- Join the daily class Google Meet call at the designated time
- Aim to complete and submit 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 for any reason

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 regarding accessing Google Classroom and other learning platforms such as Sumdog, Times Tables Rockstars etc
- Be respectful in all communications with school staff
- Support their child to access the digital platforms such as Google Classroom and Google Meet
- Provide adequate supervision to their child when they are accessing the Internet, including joining and participating in a Google Meet video call
- Not under any circumstances record any part or all parts of the live streaming (Google Meet video) session. The school is the data controller for the live streaming (Google Meet video) session and does not consent to anyone taking a recording of it either audio or video. No person taking part has given consent to any recording and there is no legal right to take a recording. If it is discovered that a person has not complied with these requirements the police will be notified. We appreciate your understanding that we are all responsible for the well-being of our children and their privacy and we trust that you will not act in a way which would be considered a misuse of the private information of others.

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 all school systems are in line with expectations for data protection and security

Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Support for provision in particular subjects – contact the relevant subject lead or SENDCo
- Support for managing inappropriate behaviour – contact a member of SLT
- Support with IT – contact Charlotte Parsons, log with JSPC
- Support for workload or wellbeing – contact a member of SLT
- Concerns about data protection – talk to the Data Protection Officer, Claire Dunsby
- Concerns about safeguarding – talk to the DSLs (Serena Nicholls, Hayley Edwards, Sharon Mellors)

If parents have any questions or concerns about remote learning, they should liaise with their child's teacher in the first instance through the school office or Google Classroom – whichever is most appropriate.

Data protection

Accessing personal data

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

- Use our secure remote access server to log in
- Use devices (laptops) provided by the school, rather than personal devices

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses for example 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.

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Using school laptops for the purpose of remote learning and school related work only

- 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)
- Keeping the device and its content secure
- Not sharing the device among family or friends
- Using antivirus and anti-spyware software installed by JSPC
- Allowing JSPC to install latest updates.

Monitoring arrangements

This policy will be reviewed every 6 months. At every review, it will be approved by the headteacher.

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
- E-Safety Policy