Cheadle Heath 🤝 Primary School

REMOTE LEARNING POLICY

Autumn 2020

Approved by:	Cheadle Heath Primary School Governing Board	Date: 14th October 2020
Last reviewed on:	October 2020	
Next review due by:	Autumn 2022	

Contents

The need for this policy has arisen largely due to the Covid-19 pandemic and the government's expectation that teachers and support staff may be required to work from home if part or all of school closes or if sheilding is required. The policy should ensure that there is clarity about what staff should do in terms of work expectation – it should be fair and not place an onerous burden on any staff member, or cause stress or anxiety for staff.

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 8.45am and 3.20pm. 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 (i.e. phone Headteacher or Deputy Headteacher).

When providing remote learning, teachers are responsible for:

Setting work	- Their own class (may be allocated to one member of the year group team) - Work must be uploaded by 8.45am each morning. - EYFS – Phonics, maths, reading, English and one other activity related to another area of the ELG - KS1 – Phonics, maths, English, Reading, spellings and one other subject - KS2 – Reading comprehension, English, maths, spellings and one other subject - English, Maths & phonics should be set daily. Topic/science to be set twice a week. - If a whole bubble is accessing remote learning, work is to be uploaded to Google Classroom for KS2 / Class Story for EYFS/KS1 - Where a child is self isolating, work will be put onto Google Classroom for KS2 / Class Dojo Private Messenger to parents for EYFS/KS1 which will be used within the lesson for the rest of the class for the children to access (staff will not be expected to mark this daily) - Oak National Academy, BBC Bitesize and White Rose Home Learning may be used to support English and Maths work when they link closely to the area of the learning that the rest of the class are doing or if it ties in with the curriculum objectives being delivered. - Home learning paper packs will be provided for those who struggle to access work remotely - Children with identified SEND will receive personalised home learning packs **Single Class Closure** - Children to be sent home with ready made packs (updated every half term). - Guided lesson uploaded to Google Classroom and Class Dojo for Maths and English each day plus Phonics for EYFS/KS1 and a reading activity for KS2 – platform to use for this would be Loom to record the teaching over the slides. These need to be in line with the lessons being taught by the other class who would still be in school but the Loom recorded by the class teacher of the closed bubble & 2 'topic' based tasks for children to complete each week (4 in total) - If a single class closure is in place, and the teacher is well, it is their responsibility to record, set and upload work for the closed class. **Bubble Closure** - All staff members of the closed bubble to share recording of the work. **Teacher Self Isolating but not ill** - If the teacher is self isolating but not ill they should complete the daily planning / resources for all aspects of the curriculum and record Loom sessions for a TA or supply teacher to deliver. **Teacher Self Isolating due to positive Covid test** - N/A due to absence due to ill health

Providing feedback on work	- School will ensure that parents are clear about expectations of work being carried out. - Children's work should be photographed at home and sent to the class teacher via dojo, or a Google Classroom if they have completed work on a computer. EYFS / KS1 may utilise the portfolio. - Simple, quick feedback should be provided within 48 hours of receiving work, this may be in the form of whole class feedback or messages to parents.
Keeping in touch with pupils who aren't in school and their parents	- In the event of a bubble closing, daily whole class message via Class Dojo, either written or a video recording should be carried out on a daily basis. (Monday to Friday by 9am) - Parents will be informed that communications from staff will only be answered between the hours of 8.30am and 4.30pm - If behaviour is inappropriate or you have concerns about the level of work a child has completed, please contact the parent via dojo in the first instance, if this continues, please contact a member of SLT who will make a phone call to parents. - If pupils fail to submit work please give gentle reminders through dojo, but remember that we cannot make children submit work. - Safeguarding – Vulnerable families or families in need will be contacted by the Headteacher / Deputy Headteacher by phone at least once a week if their bubble is closed. Serious concerns will be reported to Children's Services following the safeguarding policy and procedures. - Class teachers monitor children's work and maintain contact with family / carers and update the enhanced home learning engagement register. - If a child does not submit work, class teachers initially make contact with families and forward any concerns to the office who will contact families before passing any remaining concerns remain onto the Headteacher / Deputy Headteacher.

2.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available during their normal working hours. 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 assisting with remote learning, teaching assistants are responsible for:

Supporting pupils who aren't in school with learning remotely	- Posting work onto class dojo for specific children, (the ones identified by the class teacher or listed on your appraisal). For example motor-skills activities; reading a story at the end of the day, ideas/video links to physical activities such as Joe Wicks. - Making resources that children can use at home when the class / bubble closes. Should TAs who support pupils in a 1:1 basis play a role in supporting the parents through maintaining contacting them etc.

Professional Development	• Accessing professional development materials though platforms such as learning leads, Letters & Sounds online videos, White Rose training materials. English and Maths Subject Leaders will ensure that all staff know how to log in and access the training materials.

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 including recognising any national events which could be a whole school approach.

• 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 by monitoring planning on the staff share and dojo

• Alerting teachers to resources they can use to teach their subject remotely and any relevant online training which may be of use to class teachers in delivering their year group curriculum.

2.4   Senior Leaders

Alongside any teaching responsibilities, the Headteacher, Deputy Headteacher and Phase Leaders are responsible for:

• Co-ordinating the remote learning approach across the school

• Monitoring the effectiveness of remote learning – this will be by monitoring work set on class dojo and monitoring the work that the children send into school as a weekly sample check. Regular check-ins with teachers and subject leaders either by telephone or video platform such as zoom or Microsoft teams

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

2.5   Designated Safeguarding Lead

The DSL is responsible for:

The Headteacher is the DSL and will undertake role of safeguarding lead (see safeguarding policy).

In the event of her absence this role will be deputised by the Deputy Headteacher.

2.6   IT staff

School is supported by AVA, for internet problems they can be contacted by telephoning 0161 474 4100 or emailing ictschools.support@stockport.gov.uk : for email support they can be contacted by telephone on 0161 474 2239 or email support@ava.stockport.gov.uk   IT staff are responsible for:

- Fixing issues with systems used to set and collect work

- Helping staff 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

- The Computing Lead (Julie Mason-Singh) can be contacted to assist with in school issues. In the event that Mrs. Mason-Singh is self isolating, Miss Harrison can be contacted to assist.

2.7   Pupils and parents / carers

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

- Adhere to the Home/School agreement

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 school if needed via dojo messages or by email between 8.45am & 4.30pm

- 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 Louise Johnston. Melissa Harrison (phase leaders) or Tracey Vallance (SENCO)
- Issues with behaviour: talk to the Headteacher Christine Meekley or SENCO Tracey Vallance
- Issues with their own workload or wellbeing – talk to the pastoral staff (Caroline Stonier / Tracey Vallance)
- Concerns about data protection – talk to the Headteacher Christine Meekley
- Concerns about safeguarding – talk to the DSL, Headteacher Christine Meekley, Deputy DSL Tracey Vallance or seek advice from the MASSH on 0161 217 6028.

4. Data protection

4.1   Accessing personal data

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

- Use the school's remote learning through SSELN Citrix Stockport Remote learning platform. This will be used in-line with the school's safeguarding policy and Acceptable Use Policy. Personal details of children must never be saved onto a pen drive or personal device.
- Staff should not have the class dojo app on their smartphone and personal details such as personal phone numbers must not be shared.

4.2   Processing personal data

Staff members should not need to collect and/or share personal data such as names and addresses as these are available on SIMS which can be accessed through Citrix. In the event of a new child starting school or leaving school the office staff may need to access or process personal data. Personal information may need to be shared with agencies such as Social Workers or health professionals. However, staff are reminded to collect and/or share as little personal data as possible online, all personal information must be password protected.

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 any portable storage devices such as a 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 Headteacher is the DSL and will undertake role of safeguarding lead (see safeguarding policy). In the event of her absence this will be deputised by the Deputy Headteacher and then the phase leaders. Concerns about children's welfare must be shared on CPOMS. If staff are at home they can do this electronically and link the Headteacher and/or Deputy Headteacher which will trigger an email. Where a child is not on CPOMS, a password protected note of concern must be written and emailed to the Headteacher and/or Deputy Headteacher.

6. Monitoring Arrangements

This policy will be reviewed biannually by the Headteacher and Governing Board.

7. Links with other policies

This policy is linked to the following school policies:

- Behaviour Policy
- Safeguarding Policy
- Data Protection Policy
- Home-School agreement (Covid-19 update)
- Acceptable Use Policy