Hopton Church of England Primary Academy

Remote Learning Policy

Policy Type:	**Academy Policy**
Approved By:	**Local Governing Body**
Date Approved by LGB:	**18th January 2021**
Review Date:	
Person Responsible:	**Head Teacher**

Summary of Changes

The policy has been amended as follows:

Page Ref.	Section	Amendment	Date of Change
Page 3	2.1	Added roles and responsibilities (for Teachers) (points 3,5 and 6)	6/1/2021
Page 4	2.1 – Keeping in touch	Added extra bullet points regarding online learning register	13.1.21
Page 4	2.2	Teaching assistants as they are working in school during this lockdown	13.1.21

Contents

General Policy Roles and Accountabilities

The Diocese of Norwich Education and Academies Trust (DNEAT) is accountable for all policies across its Academies. All policies, whether relating to an individual Academy or the whole Trust, will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high-quality education in the context of the Christian values of

service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured, and talents released.

A Scheme of Delegation for each Academy sets out the responsibilities of the Local Governing Body and Head Teacher. The Head Teacher of each Academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

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 8:45 am and 3.30pm , with also a break during lunchtime from 12.00-1.00pm.

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. Telephone Headteacher (if you cannot get a hold of the HT then phone Deputy Head) by 7:30am on the day of absence.

When providing remote learning, teachers are responsible for:

> Setting work:

- o Providing work for their normal allocated year group or during a lockdown working with their link class.

- o An overview of learning should be given for the week which details the types of work provided and any links to online resources.

- o Work needs to be set/uploaded by the Monday morning of each week (before 8:45).
  If a member of staff is off poorly then the link teacher could upload the work at the end of the previous week to help with timing.

- o Weekly overviews should be uploaded to the relevant year group area on the Dojo class page, Reception will be on Tapestry, with a web link to the class page on the school website. All the resources for the week will be posted and upload to the Staff Google Drive at the same time (in case of staff absence- the link teacher can upload and have access to learning).

- o A hard copy of work can be provided by the school to families in the event that a family does not have access to the appropriate technology. This can be through Class Dojo (or the school website). Families who are isolating should organise pick up hard copies of work from school by another family member or friend who are not isolating. If this is not possible, the school may be able to offer support to deliver the hard copy packs to the home address.

- o Teachers to provide sufficient work that is equivalent to the core teaching that pupils would receive in school: According to government guidelines for primary schools it is 3 hours.

> Providing feedback on work:

- o Completed work from pupils online will be uploaded to the Class Dojo via pupils' 'Portfolios'. Hard copy work from pupils who have had a printed pack is returned to school and quarantined between 3-5 days.
- o Feedback is given via Dojo Portfolios as a 'comment'. Feedback of hard copy work may be given via Class Dojo Message, phone or via email message. Not all pieces of home learning will be deep marked by the classroom teacher. However, an acknowledgement of learning will be made.
- o Hard copy feedback on completed work will be after the quarantine period is ended.

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

- o The Dojo App should be used to make regular contact. If this cannot be accessed, a phone call should be made each week the child is absent (If it is an isolated case- twice a week).
- o A register of engagement by pupils to be kept by teachers on a weekly basis. The register at the end of the week then sent to DHT to monitor. Pupils who are working in school and at home will need to engage with online learning on the days they are working from home.
- o Failure to complete work will result in a follow-up phone call from the classroom teacher and if it persists from an SLT member to ascertain if there are any barriers to learning at home.
- o Teachers are not expected to answer emails/messages from parents and pupils outside of working hours. This can be explained to pupils as a part of the class page and parents made aware that staff are available from 8.30 - 4.00 daily and will reply within those hours.
- o If a pupil is off because they are ill and they have alerted school, no work is expected to be completed for the days they are marked as ill.
- o Complaints or concerns shared by parents and pupils should be raised with the SLT – for any safeguarding concerns, refer to the section below on DSL's and safeguarding duties.

> Attending virtual meetings for training, staff meetings, CPD:

- o Dress code -smart usual work wear
- o Avoid areas with background noise, nothing inappropriate in the background.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their normal working hours, unless they are working their usual hours in school, which vary dependent upon role.

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

- o Pupils will be identified through the class teacher and the use of central register for absent pupils due to Covid-19.
- o TA to liaise with their class teacher to contact parents, prepare resources and work, send messages via the Dojo platform and offer support via the phone if parents are unable to access the Dojo App.

2.3 Subject leads

Subject leads must:

> Consider whether any aspects of the subject curriculum need to change to accommodate remote learning

> Work with teachers teaching their subject remotely to make sure all work set is appropriate and consistent

> Work 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

> Monitor 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

> Alert teachers to resources they can use to teach their subject remotely

> SENCO- Monitor remote learning provision for children with SEND. Provide advice and support to parents and class teachers. Support with use of specialist resources and technology where appropriate.

2.4 Senior leaders

Senior Leaders will be available to:

> Co-ordinate the remote learning approach across the school – Deputy Head

> Monitor the effectiveness of remote learning – Staff meetings to be used to feedback effectiveness of remote learning and share good practise and ideas.

> Monitor the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding leads and FSW

There are currently two DSL's at Hopton C of E Primary Academy. The lead DSL is Christabelle Whiteley-Tye (Headteacher) Deputy DSL is Jo Dixon.

➢ The DSL team will provide advice and support to other staff on child welfare and child protection matters off-site or on-site. Any concern for a child's safety or welfare will be recorded via the online system CURA. This can be accessed remotely. Concerns may also be given in writing where access to CURA is not appropriate and given to a member of the DSL team, who will then upload to CURA.

➢ During term time the DSL team will always be available (during academy hours) for staff in the academy to discuss any safeguarding concerns. If in exceptional circumstances a DSL is not available on the academy site in person, the academy must inform Sharon Money Trust Safeguarding Lead, and also ensure the DSL is available via telephone and/or any other relevant media.

➢ The DSL team at Hopton C of E Primary Academy will represent our academy at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

➢ The DSL team will maintain CURA records and child protection files ensuring that they are kept confidential and stored securely.

➢ The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the academy to the agreed academy's safeguarding training pack provided by Children's Services/The Trust.

➢ The DSL will obtain details of the Local Authority Personal Advisor appointed to guide and support a child who is a care leaver.

➢ We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. The DSL team will use the information that they hold about children with a social worker to make decisions in the best interests of the child's safety, welfare and help promote

educational outcomes. The DSL team will ensure that staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort, supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

➢ The lead DSL will liaise with Jo Dixon (PSA) to identify and support vulnerable families who may be in isolation or lockdown situations. This may include support to access home learning.

➢ The PSA may conduct their role remotely but also undertake home/doorstep visits when necessary but with the correct health and safety measures in place, i.e. use of PPE and cleaning regimes.

2.6 Supporting IT Systems

The School Office manager is responsible for liaison with RM IT providers to:

> Fix issues with systems used to communicate and produce work

> Help staff and parents with any technical issues they're experiencing

> Review 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 where possible

2.7 Pupils and parents

Staff can expect **pupils** learning remotely to:

> Families to be contactable during the school day (8:45am- 3:15pm) – 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 or ask parents to do this

Staff can expect **parents** with children learning remotely to:

> Make the school aware if their child is sick, or can't complete work with the reason or unable to be online for a learning session

> Seek help from the school if they need it

> Collect/return work as required on behalf of the pupil

> Parents are responsible for making sure daily school work is uploaded to Dojo Portfolios each day (at least 1 piece of English and 1 piece of Maths.

> Be respectful when making any complaints or concerns 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 –Speak to subject lead in the first instance then Acting Deputy Headteacher (Miss Burton) if more is assistance is needed

> Issues with pupil behaviour contact Miss Jo (Mrs Dixon), Acting Deputy Headteacher (Miss Burton), Headteacher (Mrs Whiteley-Tye) or SENCO (if not available- contact Headteacher)

> Issues with IT – Office manager (Mrs Kelly) to report onto RM

> Issues with their own workload or wellbeing – talk to their line manager, Headteacher or Deputy Headteacher

> Concerns about data protection – Office manager in the first instance then Headteacher

> Concerns about safeguarding – talk to a member of the DSL team: Headteacher, Pastoral Support Assistant (Miss Jo).

4. Data protection

4.1 Accessing personal data

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

> Access pupil information data via secure online Pupil Asset Site

> Ensure access to pupil data is via work allocated laptops or devices

4.2 Processing personal data

Staff members may need to use, collect and/or share personal data such as parent/pupil email addresses or telephone numbers as part of the managing home learning remote learning. 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 not to share personal data if 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

> Pass devices onto RM technical engineer for updating and installing antivirus and anti-spyware software

or when needing operating systems to update – always install the latest updates

5. Safeguarding

The safeguarding policy has been updated to reflect the current situation in regard to additional duties during a child's absence from school during lockdown/isolation periods, liaison with other agencies and how support to families can be offered. Staff will be made aware of updates to the policy via email and will be able to access the policy from the school staff shared area/safeguarding file.

6. Monitoring arrangements

This policy will be reviewed annually and updates will be added to as required during the academic year as the national situation and response to Coronavirus remains fluid and needs to continue to be flexible. At every formal annual review, it will be approved by the Governors' Standards and Curriculum Committee.

7. 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

> Curriculum Policy

> Teaching and Learning Policy