

Fiddlers Lane

Community Primary School

Remote learning policy

Approved by:	Councillor Lewis Nelson	Date: 25 th January 2021
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Last reviewed on:	23 rd November 2020
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Next review due by:	June 2021 (as required)
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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

At the time of writing this policy one learning bubbles had been sent home so we feel that as more bubbles are sent home and as we develop systems there will be changes and amendments to reflect what works well and meets the needs of our learners.

2.1 Teachers

When providing remote learning, teachers must be available between 9am - 12am and 1pm – 3pm on the days that they work in school. Where PPA is covered by another member of staff they will be available to monitor the home learning.

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 –
 - Each class teacher will provide remote learning for their class on the days they normally teach if the whole class is self-isolating.
 - One piece of English and one piece of maths will be provided each day.
 - One other piece of work from other curriculum areas will be provided such science, geography, history art or PHSE.
 - The HLTA or teacher covering PPA time would provide the work for a class isolating for those sessions.
 - Between 3-4 hours work will be provided per day
 - This work needs to be set by 9am on the day the work is to be completed
 - Work should be uploaded to Purple Mash or remote learning platform RM unify.

- Until all pupils in a class are able to access the on line learning, paper resources will be sent to groups of learners.
- EYFS, KS1 and LKS” will use Purple Mash and Upper Key stage 2 years 5 & 6 will use Teams
- instructions for pupils logging into TEAMS are in Appendix 1
- pupils with limited access to devices can still complete the work as it will be provided as a paper copy for those who have limited internet access

Providing feedback on work

- Feedback on Purple Mash will be through activities or through the 2Blog and 2Email apps.
- Pupils using TEAMS will upload edited work to their class area.
- Teachers will give whole class and individual feedback e.g sharing answers, through the class TEAMS
- Pupils who have paper copies of activities will be sent parent packs which will contain instructions for parents and answers to work set.

Platform

- Work will be uploaded to the class Teams area
- Purple Mash 2Dos completed and handed in
- Whole class feedback - as per Assessment and Feedback policy
- Feedback will be given as a whole class where possible and individual feedback to pupils if necessary.

Paper

- Work will be completed in an exercise book or on worksheets provided
- Pupils will self-mark using answer sheets provided to parents. (years 1-6)

Parents can phone / email with any issues or misconceptions using 2Blog or 2Email pupil accounts or by messaging the app during school hours or by e-mailing the school fiddlerslane.primaryschool@salford.gov.uk

E-mails will be forwarded to the appropriate staff member and a response given before the end of the next working day where possible.

- How they'll get access to completed work from pupils
 - Online – daily
 - Paper once per fortnight or once per week depending on the activity
- How they're expected to share feedback with pupils
 - Whole class feedback (Teams or 2Blog)
- When they need to finish sharing feedback on completed work
 - Online daily / every other day deadline
 - Paper – on return to school

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

- Parent can contact school by PurpleMash 2 Blog, through Teams telephone or e-mail (the office address during school hours). Answering emails from parents and pupils would be by the end of the next working day (if possible)
- Complaints or concerns shared by parents and pupils can be by phone or e-mail (school office e-mail) – for any safeguarding concerns, refer teachers to the section below
- If pupils misbehave on Teams meetings they will have their camera and microphone turned off.

- If pupils fail to complete work, the class teacher will contact parents through e-mail or telephone to see if there are any problems. They will further encourage pupils to encourage to complete work set. If the work is not completed in the set time the Inclusion manager or Deputy Headteacher will call the families regarding engagement.
- If pupils are completing work on paper parents could be contacted to encourage use of online resources to receive feedback and to check pupils are working on tasks set.
- Answer sheets sent to parents in paper packs – set times to phone school to monitor??

Attending virtual meetings with staff, parents and pupils

- Pupils should have dressed and not be in PJs
- Locations -avoid areas with background noise, nothing inappropriate in the background. Pupils should, where possible work at a table.
- Pupils should use video communication in a shared area such as living room / kitchen rather than bedroom

If teachers are also working in school, they'll still need to provide remote learning this will be through schemes and web subscriptions such as Hamilton Trust, White Rose Maths, BBC Bite Size, Oak Academy and Purple Mash activities and though paper resources.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9-12 and 1-2pm.

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. By texting the head teacher before 8:00am for teaching staff and TAs.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely –
 - They will need to support the pupils they usually support for interventions
 - How they should provide support by phone calls (if pupils cannot access remote learning) or through Teams if the pupil can access remote learning platforms
- Attending virtual meetings with teachers, parents and pupils
 - Dress as they would for school
 - When choosing work locations outside school they should avoid areas with background noise, and ensure there is nothing inappropriate. Backgrounds can be changed or blurred in Teams.

If teaching assistants will also be working in school, where relevant explain who will cover the responsibilities above during this time.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Discussing with class teachers 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, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject.

Staff meetings will be allocated to review and monitor work set

- › Curriculum leads and the remote learning teacher group will alert teachers to resources they can use to teach their subject remotely
- › For years 4-6 age appropriate Geography and History text books are available for pupils to use for remote learning tasks. These are consolidation of topics taught and covered on curriculum maps.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- › Headteacher and KS2 senior leader (until November 2020) are responsible for Co-ordinating the remote learning approach across the school. After that EYFS and KS2 remote learning leaders will lead in this role.
- › Monitoring the effectiveness of remote learning will be carried out through regular meetings with teachers / subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Send Co.

SENCO has responsibility for co-ordinating and monitoring remote learning for children with SEND across school.

2.6 Designated safeguarding lead

The DSL are responsible for:

Dealing with any safeguarding concerns regarding remote learning.

Following up on any incidents and reporting to appropriate agencies.

2.7 IT staff

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

2.4 Inclusion manager

The inclusion manager will be available to speak to parents and pupil if there are issues with behaviour on line or pupils are not engaging.

2.7 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 and Senior leaders such as Inclusion Manger and Deputy Headteacher (SENDCo)

- › Alert staff 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 need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- › 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 the relevant subject lead, SENCO or Headteacher
- › Issues with behaviour – talk to deputy head, inclusion manager or Headteacher
- › Issues with IT – talk to IT technician – CT or Log with RM support (if it is a RM linked issue)
- › Issues with their own workload or wellbeing – talk to their line manager
- › Concerns about data protection – talk to the data protection officers SC / AMcQ
- › Concerns about safeguarding – talk to the DSL (GON, BC or SC)

4. Data protection

4.1 Accessing personal data

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

- › Access Target Tracker through Cloud login
- › Access data on shared drives through Portico login
- › If staff access through personal devices, they should ensure all programs used are logged out of and passwords are not saved.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as Purple Mash Logins RM unify and Network Passwords 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

Pupils access work through TEAMS and Purple Mash platforms. These are secure and access is only for pupils of Fiddlers Lane Community Primary School using individual logins and passwords.

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

Fiddlers Lane Community Primary School Safeguarding Policy has been updated to reflect the current situation and has a COVID-19 annex.

6. Monitoring arrangements

This policy will be reviewed as needed initially then by Sarah Cooper (Headteacher), SLT and teaching staff. At every review, it will be approved by the Full Governing board/ Executive 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
- › ICT equipment Loan agreement
- › ICT and internet acceptable use policy
- › Online safety policy