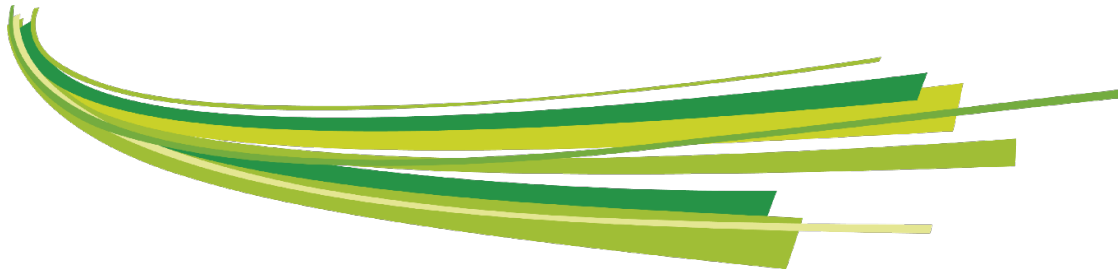**WIDDEN PRIMARY SCHOOL**

REMOTE LEARNING POLICY

REVIEWED BY:

Rachel Kittle

DATE APPROVED BY THE FULL GOVERNING BODY:

18th October 2022

REVIEW CYCLE:

Annually

NEXT REVIEW DUE:

Oct 2022

Contents

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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 (including

> homework)

> 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

The school's primary remote learning platform is SeeSaw but the school retains the flexibility to use other learning platforms, resources and modes of suitable communication where deemed necessary.

Everyone at Widden has a role and a degree of responsibility in providing exciting, engaging and challenging learning opportunities, this includes remote provision. Responsibilities in delivering high-quality remote education are provided below.

2.1 Teachers

When providing remote learning during lockdown, teachers must be available between the hours of normal directed time. Teachers are also expected to allow a degree of flexibility in their directed hours. This will be directed by the Senior Leadership Team.

If teachers are unable to work for any reason during this time, for example due to sickness, they should report this directly to the Head teacher, as per the Staff Code of Conduct, and follow the standard procedures and advice provided by the Head teacher.

When providing remote learning, teachers are responsible for:

> **Setting work:**

- o During lockdown, staff will be expected to provide work daily for all pupils. The nature of the work provided is at the professional discretion of the class teacher but it should remain relevant to the curriculum, be engaging and suitably challenging.

- o All work should be set before 9.00am each day.

- o All work should be uploaded and shared with all pupils via SeeSaw

- o Teachers are expected to be in regular contact with their phase leads and year group staff. Work can be shared amongst classes within your groups but should be adapted to meet the needs of the individual children in each class.

> **Providing feedback on work:**

- o Completed work will be submitted by pupils on SeeSaw

- o Teachers are expected to 'like' work which meets the expected standard. Where possible, teachers are encouraged to comment on work of a good standard.

  Where children have demonstrated misconceptions, it is imperative that teachers either provide written feedback and guidance via SeeSaw (audio or video support is acceptable) or phone children to discuss this, with a focus on learning.

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

- o Teachers are expected to speak with all children via telephone once per week to briefly discuss their learning and any concerns they have. Priority should be given to children with SEND, SEMH or other high-level learning or welfare needs.

- o Teachers should endeavour to respond to emails from parents and to comments from parents and children. Emails should be responded to as soon as is reasonably possible, and no later than 48 hours (not including weekends).

- o Complaints should be handled by class teachers in the first instance unless the parents/ guardian specifically asks to speak with the Senior Leadership Team.

- o Should a complaint be regarding remote learning provision then this should be shared with the Deputy Head teacher.

- o Should a complaint be regarding safeguarding then this must be shared with the DSL in the first instance. In his absence, concerns should be reported to the Head Teacher or one of the other DSLs.

- o Behavioural concerns or lack of engagement should be addressed by the class teacher where possible. If this continues then these concerns should be shared with the Deputy Head teacher.

Teachers may also be required to continue to work in school during lockdown. Further details of this will be provided by the Senior Leadership Team in these instances.

2.2 Teaching Partners

When assisting with remote learning, teaching partners must be available for their normal directed hours.

If they're unable to work for any reason during this time, for example due to sickness, , they should report this directly to the Head teacher, as per the Staff Code of Conduct, and follow the standard procedures and advice provided by the Head teacher.

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

> Assisting the class teachers by supporting pupils who aren't in school with learning remotely.

> Contacting specific pupils to provide academic support, where directed by class teachers

> Mentoring children with specific barriers to learning to enable them to maximise the learning opportunities

Teaching assistants will be provided with the necessary resources and training to support remote learning.

Teaching partners may also be required to work in school. Responsibilities may be temporarily altered during lockdown at the discretion of the Head teacher and Senior Leadership Team.

2.3 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

> Co-ordinating the remote learning approach across the school. The Assistant Head Teachers will lead the provision of Remote Learning for the school and will be supported by the Senior Leadership Team.

> Monitoring the effectiveness of remote learning. This will be achieved through regular meetings with class teachers and teaching assistants, reviewing work set to the school's curriculum and seeking feedback from pupils and parents.

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

> Provide ongoing training, coaching, mentoring and support to teaching and learning staff to enable them to provide a high-quality and engaging remote learning experience.

2.4 SENDCo

Alongside any teaching responsibilities, the SENDCo is responsible for:

> Working closely with the Senior Leadership Team to monitor the effectiveness of remote learning for children with special educational needs.

> Ensure that all of our children with SEND are able to access and engage with remote learning.

> Work collaboratively with class teachers to develop strategies to support children with SEND in their learning.

2.5 Designated safeguarding lead

The DSL is responsible for:

> Ensuring that remote learning practices are compliant with best practice and provide a safe learning experience for all of our children.

> Ensure that all of our vulnerable children are able to access and engage with remote learning.

2.6 IT staff

IT staff are responsible for:

> 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.

> Providing ongoing support, and where necessary training, as required by the Computing Subject Lead.

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

> Be contactable during the school day – although we understand that 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

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. This can be done by contacting the class teachers, email addresses are available on the school website 'class pages'.

> 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. Reports will be provided by the Senior Leadership Team for Governors' meetings.

> Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons. This can be done in consultation with the Head Teacher.

> Ensuring that staff should regularly review the effectiveness of school filters and monitoring systems when children are working remotely.

3. Who to contact

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

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

> Issues in setting work – Assistant Head Teachers

> Issues with behaviour – Head Teacher or Deputy Head Teacher

> Issues with IT (SeeSaw: Assistant Head Teachers; Hardware/ software: School Business Manager)

> Issues with their own workload or wellbeing – Assistant Head Teachers

> Concerns about data protection – School Business Manager

> Concerns about safeguarding –DSL / DDSL

4. Data protection

4.1 Accessing personal data

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

> How they can access the data, such as on a secure cloud service or a server in your IT network

> Which devices they should use to access the data

> Refrain from using work based devises (such as laptops and tablets) for personal use

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as parents email addresses or mobile phone numbers as part of the remote learning system. These details enable parents and carers to view their child's work on SeeSaw and to communicate directly with the class teacher.

However, staff are reminded to collect and/or share as little personal data as possible online.

All details should be secured securely, in compliant with the school's Data Handling Policy and GDPR legislation. All personal information which is no longer required should be destroyed securely. If you require further advice on this matter then please contact the School Business Manager.

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 – it is recommended that 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

> Keeping operating systems up to date – always install the latest updates

5. Safeguarding

At Widden Primary School, we know that safeguarding is everyone's responsibility; and we put children at the centre of all that we do. It is clear that whether pupils are at school or at home, their safety should remain a priority and procedures set down in existing policies, or in any new guidance, should be followed as far as is reasonably possible. The school's Child Protection Policy has been updated with a Covid-19 addendum to reflect the current situation.

Should you have any concerns, please contact the DSL or DDSLs.

6. Monitoring arrangements

This policy will be reviewed annually. At each review, it will be approved by the Head Teacher and shared with the Governing Body.

7. Links with other policies

This policy is linked to our:

> Behaviour policy

> Child protection policy

> Safeguarding policy and coronavirus addendum to the safeguarding policy

> Data protection policy and privacy notices

> E-safety policy