# Remote Learning Policy
## Mortimer Primary School



**Contents**

# 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

# 1A. Definition of Terms

The following definitions relate to this policy:

- Remote Learning – where both teacher and/or class are required to isolate at home. The teacher will have no pupils within school.
- Individual or Small group isolation – single or single digit number of pupils are isolating but the teacher remains in school with the majority of the class.

# 2. Roles and responsibilities

## 2.1 Teachers and teaching assistants

When providing remote learning, teachers should be available between the hours of the normal school working day. This does not mean that they must be online but must be accessible by senior leadership during these hours and close to either/both a telephone line or work computer.

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 to their line manager.

When providing remote learning, teachers are responsible for:

●      Setting work for their year group or children they teach.

       ○    Teachers must provide work for children who are in their year groups or in classes which they regularly teach during the normal working day.

       ○    Work must be of an acceptable, age appropriate level for the child. Work should be differentiated where it can be to the needs of the child and should be supported with clear instructions and information links to support learning.

       ○    There should be routine to work being set. Pupils should be able to see a pattern to their work and know where and when to find it. There should be a clear deadline for handing in the work and both teacher and child should be clear of the expectation. For example, all English tasks for the day may be posted every morning 9:00 am. Hand in deadlines may stretch over more than one day as to allow working parents to support their children. If an activity requires resources and a longer period of time, such as an art project, then children will be allocated a longer hand in date.

       ○    All classes from Year 1 to Year 6 should provide work using the Google Classroom. Nursery and Reception year groups will share information with parents using Tapestry and Class Dojo. Parent information for accessing these platforms will be sent home via a parent letter and will be posted for parents to access on the school website. Hard copies of this work will be available.

       ○    All work will be organised into topics on the Google Classroom. Tasks should be given a reasonable due date so that parents and pupils can identify the expectations to learning. Tasks set within year groups should be unified between classes so there is no difference in access or

teaching opportunities between classes within a year group. The only difference in work should be differentiated tasks.

  ○ All tasks will be created with the understanding that not all children will have access to computers. Tasks should clearly state alternatives and have pen and paper options. Parents will be informed of the option for hard copies of tasks to be either delivered or picked up from the school. This should mirror the digital learning as closely as possible.

● Providing feedback on work – cover details like:

  ○ Pupils using Google Classroom will receive feedback from work which they submit. This may not be a mark but will be a positive reinforcement of their effort. This may not be straight away but will be within a reasonable time frame.

  ○ Teachers may give feedback in a number of ways including comments alongside work and notes on how learning can be moved forward and word improved.

  ○ When a piece of work is deemed to be completed by the teacher then it will be marked as 'complete'.

  ○ Where appropriate a score may be given such as at the end of a quiz.

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

  ○ When a year group or a group of children are unable to attend school the remote learning plan will be activated. Head of Computing will be released from class and support the year group affected.

  ○ Year groups are expected to make daily contact with their class. This does not mean a daily telephone or email to individual pupils unless circumstances deem it necessary and can be one teacher acting on behalf of the whole teaching staff. Teachers will address their class through a message in 'the stream' or with a greeting over Class Dojo or Tapestry with advice/encouragement for the day ahead. It could also be with the posting of a task or a reminder/handy hint on how to move forward with a learning task.

  ○ If a member of staff is poorly and unable to provide remote learning for their class, their year group team will post the work supported by Computing Lead. It will not be marked and a member of the Senior Leadership Team or a member of the year group affected will post a message to the class each day in the digital classroom or on the platform the child has access to.

  ○ **Teachers will not respond to parent emails**. Parents are directed to email the office@mortimerprimary.co.uk or to write a message using the stream facility on Google Classroom. From here teachers can decide whether a phone call or a message reply on the stream is necessary.

  ○ It is understood with home learning that children may be working in hours which are suitable to their own working day. It is not expected for teachers to reply to emails or phone parents outside of the normal working day or on weekends.

  ○ At weekends the stream facility for Google Classroom should be switched off. Teachers using Tapestry and Class Dojo should refrain from live posting and no new work should be set in Google Class. If teachers wish to work on tasks and schedule assignments for the next week this is their choice but it must not be live posted to the pupils. Teachers may wish to use the schedule function to set work ready to go live. **Weekends should be protected for both staff and pupils.**

  ○ Teachers should handle complaints or concerns in line with the complaint procedure or safeguarding policy. If a teacher has a direct concern about a child, then they should contact the designated safeguarding lead.

  ○ A positive behaviour policy should be encouraged at all times. Children, parents and staff are aware of the Acceptable Use Policy and if/when a reminder is needed, a teacher can and will post

for the class. If one child needs to be talked to separately and not as part of the class, then this would deem necessary for a phone call home to the parent.

- ○ Google Meets for individual classes and year groups will only take place with the consent of the head teacher.
- Attending virtual meetings:
  - ○ Staff should attend virtual meetings dressed appropriately in 'office wear'.
  - ○ It is appreciated that staff will be doing this at times from home and it is encouraged to choose a quiet area with as little distraction as possible. This includes noise and other family members. The school recognises that this is not always possible. If a member of staff holds a Google Meet from their own home, another member of staff must be present on the call.
- Remote learning should mirror in-school provision as closely as possible. It is understood this is not always possible but that staff will endeavor to provide as closely linked opportunities as possible for all pupils.

## 2.1A Teachers with individual or small group isolations

Where teachers have the majority of pupils in class but a small number isolating, the following will apply:

- The wellbeing of the teacher will be supported and additional non-contact time given to provide home learning as necessary.
- The guidance indicated above will be followed where possible.
- Where possible and practical, work supplied will follow the focus of those pupils in school. Additional age related work may be supplied to ensure pupils continue to learn.
- Where it is one child isolating, daily online meetings will not be expected. Although teachers may make contact through phone calls but this will not be expected daily.

## 2.1B Pupils with a confirmed Covid diagnosis

When a child has a confirmed case of Covid, this will be classed as an illness as in any other illness absence and work will not be set. However, if a parent requests work further into the ten-day isolation, they will be provided with a list of activities which the child can access from home. (This will not be a work pack.)

## 2.2 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
- 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 – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

## 2.3 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 through the use of regular meetings with teachers, discussions with year groups, monitoring of subjects, reaching out and acting upon feedback from teaching staff, parents and pupils.

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

## 2.4 Designated safeguarding lead

The DSL is Michaela Peacock.

## 2.5 IT support staff

IT support 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

## 2.8 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
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff

## 2.9 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. Remote learning and SEND and Vulnerable pupils

- All children who receive SEND support have individual targets; teachers are aware of these targets and will endeavor to continue to work towards completion in the event of remote learning.
- Work will be differentiated and cater for individual children's needs. Google Classroom assignments will be set for children in KS1 an KS2 with resources and clear instructions. Where requested, work packs can be provided.
- Instructions will be clear and depending on ability, instructions may include symbols or pictures.
- In the event of online work not being attempted, a phone call will be made by a teacher or TA to offer support.
- The work will replicate the school curriculum.
- Pupils will be signposted towards using curriculum enrichment apps such as: TT Rockstars, Spelling Shed, Reading Plus and RM maths to support their learning.
- Weekly (or more) contact will be made by the SEND-Co where it is felt necessary.

# 4. 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 or SENCO
- Issues with behaviour – refer to Acceptable Use Policy and seek advice from Key Stage Lead.
- Issues with IT – talk to Head of Computing and Tech Support
- Issues with their own workload or wellbeing – Key Stage Lead
- Concerns about data protection – Bryan Chapman
- Concerns about safeguarding – talk to the DSL

# 5. Data protection

## 5.1 Accessing personal data

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

- If user passwords are needed to be renewed, the teacher will contact the Head of Computing or Tech Support.
- If pupil information such as telephone numbers or addresses are needed, office staff can be contacted via a telephone but information must not be passed through emails.

## 5.2 Processing personal data

Staff members may need to collect and/or share personal data such as home telephone numbers and addresses 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.

## 5.3 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
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

# 6. Safeguarding

- There is a section in Safeguarding and Child Protection Policy referencing Online Safety.

# 7. Monitoring arrangements

This policy will be reviewed annually by Senior Leadership and Head of Computing.

At every review, it will be approved by the governing body.

# 8. 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
- Computing and internet acceptable use policy
- SEND Policy