

Bishop's C of E Primary Academy School



'Learning for life in all its fullness.'

Our school is a **family** and we share **six Core values**.



We know our children well and keep them; **SAFE, HAPPY & LEARNING** every day.

Remote Learning Policy

Policy Type:	Academy Policy
Approved By:	Local Governing Body
Date Approved by LGB:	06/10/2020
Review Date:	24th September 2021
Person Responsible:	Head Teacher

Summary of Changes

The policy has been amended as follows.

Page Ref.	Section	Amendment	Date of Change

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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 (see Appendix 1)

2.1 Teachers

When providing remote learning, teachers must be available between 9.00am and 3.30pm.

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:
 - Providing work for their normal allocated year group
 - An overview of learning should be given for the week which details the types of work provided and any links to online resources
 - Work needs to be set/uploaded by the Monday morning of each week. If ready, work can be given/uploaded at the end of the previous week.
 - Work should be uploaded to the relevant class area on Google Classroom online learning platform and the year group file in the Contingency folder on Google Drive, if the teacher is absent from school.
 - A hard copy of work can be provided by the school to families. This can be accessed by staff from the google drive. Families who are isolating should organise pick up of hard copy work from school by another family member or friend who is 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.
- › Providing feedback on work:
 - Completed work from pupils online will be uploaded to the class Google Classroom page. Hard copy work is returned to school and quarantined for a minimum of 72 hours.
 - Feedback is given via Google Classroom. Feedback of hard copy work may be given via phone or via email message.
 - 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:
 - Google Classroom should be used to make regular contact. If this cannot be accessed, a Dojo message, text or phone call should be made each week the child is absent.
 - 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 Dojo page and on Google Classroom.
 - 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.
 - Failure to complete work will result in a follow-up phone call from TA to ascertain if there are any barriers to learning at home.
- › Attending virtual meetings for training, staff meetings, CPD:
 - Dress code -smart usual work wear
 - 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, 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
 - Pupils will be identified through the class teacher and the use of central register for absent pupils due to Covid-19. It will be recorded on the Record of Contact form in the contingency file on Google Drive. (See Appendix 2)
 - TA can contact parents, prepare resources and work, send messages via text, Dojo and make phone calls if parents are unable to access Google Classroom. (See Appendix 3)

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
- 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.
- Monitor the effectiveness of remote learning meetings with teachers and subject leaders as well as feedback from pupils and parents
- Monitor the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding leads and Learning Catalyst

There are three DSL's at Bishop's CE Primary Academy. The lead DSL is Kate Hayley (Deputy Headteacher). The other two members of staff are Chris Read (Headteacher) and Shirley Conroy.

- 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 CPOMS. This can be accessed remotely. Concerns may also be given in writing where access to CPOMS is not appropriate and given to a member of the DSL team.
- 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 Bishop's C of E 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 written 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 Shirley Conroy (Learning Catalyst) to identify and support vulnerable families who may be in isolation or lockdown situations. This may include support to access home learning.
- The Learning Catalyst 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 Computing subject lead and the School Business 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 (See Appendix 4)

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 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 otherwise can't complete work
- Seek help from the school if they need it
- Collect/return work as required on behalf of the pupil
- 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 – Headteacher or Deputy Headteacher
- › Issues with behaviour – Headteacher, Deputy Headteacher
- › Issues with IT – Computing subject lead or Business manager to report onto RM
- › Issues with their own workload or wellbeing – talk to their line manager, Headteacher or Deputy Headteacher
- › Concerns about data protection – Headteacher
- › Concerns about safeguarding – talk to a member of the DSL team: Headteacher, Deputy Headteacher, Learning Catalyst.

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 to collect and/or share as little personal data as 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 google drive/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:

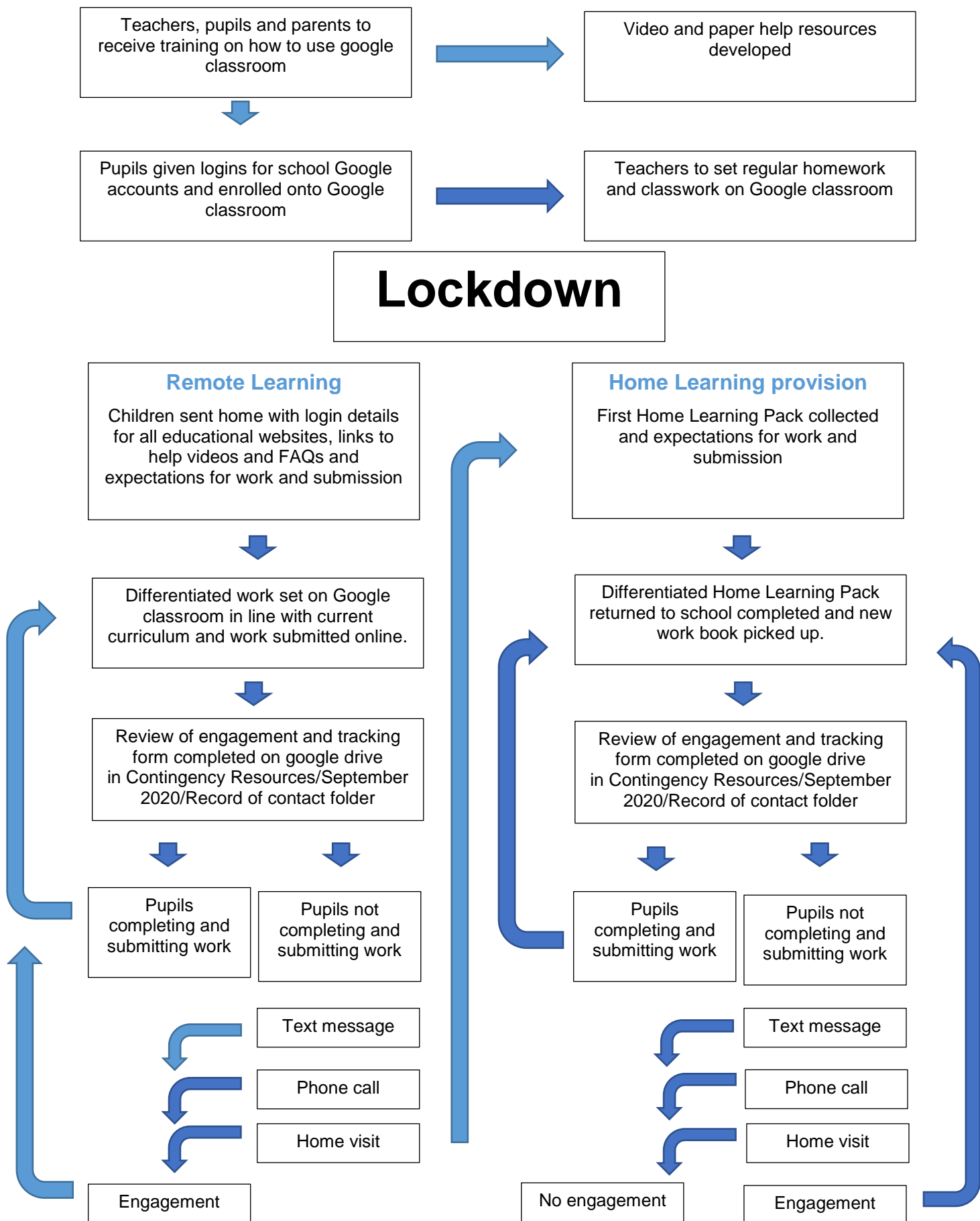
- Behaviour policy
- Safeguarding Policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
 - Online safety policy
 - Curriculum Policy
 - Teaching and Learning Policy

See Appendices:

1. Home Learning Contingency Plan Flowchart
2. Record of contact
3. TA Contact with families due to lack of engagement with learning
4. Parent letter

Appendix 1

Home Learning Contingency Plan for September 2020



Appendix 2 (Record of Contact)

Engagement of children not in school

Green = Yes

Red = no

Week Beginning								
Name	Login	Work uploaded	Contact	packs	Login	Work uploaded	Contact	packs

Appendix 3

Contacting families due to lack of engagement with learning

- **Engagement in learning is to be reviewed daily**
- **Class Teacher to record pupils who have not accessed the lessons**
- **Class Teacher to email list to designated TAs for the year group**
- **TA to make phone calls the following day**

TA phone calls

- Contact parents at the start of each day about the previous day's learning
- Explain the expectations of work to be uploaded each day by the pupil and contact to be made with the teacher through submitting work and responding to marking and feedback
- Daily make phone calls to families to remind pupils about the day's learning
 - Code to link to google classroom
 - Expectation to do the work every day and submit the work
- Script
 - Hello this is.....from Bishops' How are you?
 - Explain why you are phoning
 - How is home learning going using the online Google Classroom lessons
 - Noticed that today..... (child) has not done their daily work
 - Is everything ok?
 - Remind parents that there is a direct link on Dojo if they are struggling to access and a code to access Google classroom
 - Explain that to catch up this day's lesson the printed work will be delivered to the house and they will be on track with their learning
 - This pack should be done
 - Remind families that children are expected to do the work daily and the link is on Dojo for the day's learning
- Record outcome of the conversation and notes on class list
- Email the phone call notes to class teacher
- Safeguarding concerns
 - Follow school policy and guidelines
 - Log any concerns on Cpoms/discuss with DSL
- Aggressive behaviour
 - Remain calm and end the phone call if necessary
 - Thank you, goodbye
 - Log any concerns and discuss with SLT
- EAL barrier to communication
 - Dora or Aldona where applicable
- Ending phone calls (if they become too long)
 - Thank you, bye

Appendix 4 Letter to Parents

Dear Parent/Carers,

It is lovely to see you all back at school and I hope that yourself and family are doing well during these unusual times.

We plan for the school to continue to open as normal, however in line with government expectations, we are prepared for the possibility of periods of remote teaching and learning this academic year. This will only be necessary if at any stage groups of pupils, are needed to stay at home, due to any further outbreaks of Covid-19.

Teachers will upload daily learning on *Google Classroom* with clear instructions about the lessons and details of the work to be completed by your child. Lessons will include videos taught by teachers, short quizzes and other activities and tasks.

It is expected that all learning will be completed each day and uploaded onto Google Classroom each day. Children will be able to ask teachers questions about the work and teachers will mark work and give any feedback

Your child is learning how to use Google Classroom in school and a user guide is attached to this letter. Here is a link to a youtube video clip which will give you more information about Google Classroom.

<https://www.youtube.com/watch?v=M6L-nZGIUTE&safe=active>

Some of the lessons delivered by the class teacher will be from Oak Academy, an online classroom created by teachers specifically to support pupils' learning at home.

Oak Academy is a free website available at www.thenational.academy. It is backed by the Department for Education, and your child's teacher will advise the best way to use the lessons.

You can access Oak's online classroom on any device, you don't need to log in or remember a password. Your child can access lessons across a range of subjects.

Each lesson is delivered by a trained teacher, through a pre-recorded video which takes pupils through each section step-by-step. These can be paused and rewound to help children learn at their own pace. It's very clear at the start of each session anything you might need (such as pens, paper etc). The lessons are designed to need minimal supervision, although this will depend on the age of your child.

Rest assured we will continue to update you as consideration is given to when more pupils might return to school, and to keep providing online learning.

Kind Regards

Josephine Walker
Deputy Head Teacher