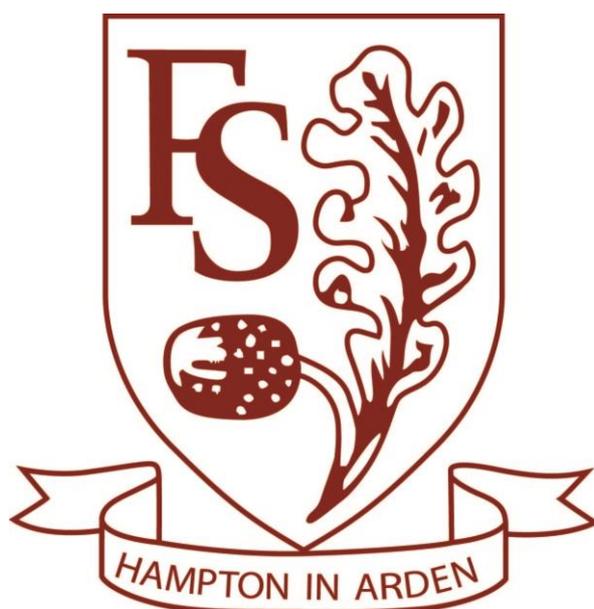


George Fentham Endowed School



Remote Learning Policy

Approved by:	Governing Body	Date: 30/09/2020
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Last reviewed:	September 2020
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Next review due by:	March 2021
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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

2.1 Teachers

When providing remote learning, teachers will be regularly available between 9am and 3pm [the school working day].

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 -

(This will follow a 4 Phase model. Phase 1 will cover an initial, short absence, up to 3/4 days, for if a child is awaiting the outcome of a test or is a sibling isolating during this period and a pack of work, aligned to the class topics, will be provided. Phase 2 will cover a 14-day isolation period for an individual child (returned from abroad, if required, or contacted by Track and Trace). In this scenario, work will be provided by the class teacher, in line with that being done within class, to be done at home. Phase 3 will cover a 14-day isolation period for a 'bubble' and daily learning will be provided the school website, alongside online learning platforms, such as Purple Mash, TT Rockstars and Microsoft Teams. Phase 4 covers any further local/national full school closures and provision will be made in the same way as in Phase 3. Both Phases 3 and 4 work will be fully aligned with the in-school curriculum)

- For their immediate class, including, on occasion, if they need to cover for other classes
- Explaining the expectations/amount of work children need to provide
- Stating clearly if, when and how this work needs to be submitted/uploaded (e.g. school website, remote learning platform)
- How they will co-ordinate with other teachers (job shares/PPA), including those teaching in school (if appropriate), to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work

➤ Providing feedback on work –

- Outlining how they will access completed work from pupils (emailed photos/docs etc)
- Explaining how they expect to share feedback with pupils (email/discussion board etc)

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

- Making regular contact using the secure platforms available with, in the first instance, daily contact using: Purple Mash email and the website Discussion boards. For situations where concerns are raised about a child's lack of engagement with set work, welfare/safeguarding or, in a longer period of closure, just for more personal, direct communication: Phone calls and/or Microsoft Teams calls
- With expectations clearly set out that they should only respond to communication from children/parents between 9am and 3pm
- Ensuring that any queries, complaints or concerns raised/shared by parents and/or pupils are handled in accordance with school policies (shared with the HT/a member of LMT). Where it is a safeguarding concern, referral should be to the DMS
- Knowing how to handle any behavioural issues, such as failing to complete work and/or inappropriate behaviour using the variety of platforms available (Purple mash email/Discussion Boards/Microsoft Teams etc)

- Attending virtual meetings with staff, parents and/or pupils –
 - Knowing how to access and use Microsoft Teams securely and appropriately
 - Ensuring that they dress appropriately
 - Choose an appropriate location (e.g. avoid areas with background noise, nothing inappropriate in the background – plain wall etc)
 - Using professional language
 - Ensuring that any tabs on their desktop (web browsers etc) are appropriate, as these may be visible to other users
 - Understanding the expectations around ‘confidentiality’:
 - Other adults/children should not be privy to conversations
 - Only sharing appropriate/approved information, as required
 - Not making promises regarding any disclosures
 - Always maintaining a professional manner
 - Ensuring that children/parents accessing Teams meetings are aware of the expectations for doing so ‘in an appropriate manner’ (plain background, appropriately dressed, using appropriate language etc), in accordance with the guidance sent out to Parents
- Holding phone conversations/consultations with staff, parents and/or pupils –
 - Ensuring that, where possible, school systems are used but that, if personal phones are to be used, the procedures for blocking their phone numbers from being visible are followed (Dial 141 before dialling the number)
 - Using professional language
 - Understanding the expectations around ‘confidentiality’:
 - Other adults/children should not be privy to conversations
 - Only sharing appropriate/approved information, as required
 - Not making promises regarding any disclosures
 - Always maintaining a professional manner

Where teachers are working both in school and providing remote learning from home, there will need to be a degree of flexibility around their ability to provide direct support on these days (most probably only 1 or 2 days a week). The school should make best efforts to provide alternative arrangements to support these children and/or classes on these days, as well as try to ensure cohesion between the curriculum provision for those children in school and at home.

2.2 Teaching assistants

Where teaching assistants are tasked with assisting with remote learning (supporting a child 1:1 or planning activities etc), teaching assistants must be available as directed/negotiated with the HT & class teacher/s.

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 under the direct instruction of the HT and/or class teacher/s and may be responsible for:

- Supporting pupils who aren't in school with learning remotely –
 - Helping with planning and/or delivering support to designated pupils
- Attending virtual meetings with teachers, parents and pupils –
 - Knowing how to access and use Microsoft Teams securely and appropriately
 - Ensuring that they dress appropriately
 - Choose an appropriate location (e.g. avoid areas with background noise, nothing inappropriate in the background – plain wall etc)

- Using professional language
- Ensuring that any tabs on their desktop (web browsers etc) are appropriate, as these may be visible to other users
- Understanding the expectations around 'confidentiality':
 - Other adults/children should not be privy to conversations
 - Only sharing appropriate/approved information, as required
 - Not making promises regarding any disclosures
 - Always maintaining a professional manner

2.3 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 – providing constructive feedback and support, as necessary
- › Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- › Working with SB (Remote Learning Lead) to effectively co-ordinate the remote learning approach across the school
- › Monitoring the effectiveness of remote learning – through regular review of the online provision via the various platforms, meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents - providing constructive feedback and support, as necessary
- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for:

- › Ensuring that all vulnerable children are monitored and receive regular communication/contact to establish how best to support them

For additional details please see our see 'Safeguarding' Policy

2.6 ICT/Computing staff

ICT/Computing 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

- › Management and provision of ICT equipment (8 Google Chromebooks) to any/all children within an isolating 'bubble' identified as being disadvantaged/vulnerable

2.7 Pupils and parents

Staff will expect pupils learning remotely to:

- › Be contactable at some point throughout the school day – although we acknowledge that they may not always be in front of a device the entire time
- › Make their best efforts to 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 (for school records)
- › Seek help from the school if they need it, including informing staff/school if they are unable to access 'remote learning provision'
- › Be respectful when asking questions and/or making any complaints or concerns known to staff

2.8 Governing Body

The Governing Body 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, SENDCO or SB (Remote Learning Lead)
- › Issues with behaviour – talk to the relevant Key Stage Lead (EYFS/KS1 – SB, KS2 - SB)
- › Issues with IT – talk to SB in the first instance, email EICTS
- › Issues with their own workload or wellbeing – talk to their Key Stage or Performance Management Lead
- › Concerns about data protection – talk to the data protection officer (EH/SB/JG)
- › Concerns about safeguarding – talk to the DSL (AE) or Deputy DSL (SB)

4. Data protection

4.1 Accessing personal data

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

- › Ensure that they have cleared the reason for this request with the HT/EH or SB
- › Fully understand how they can access the data securely and ensure that it is kept/used securely
- › Know which devices they should use to access the data

4.2 Processing personal data

Staff members may need to collect and/or share personal data, such as email addresses, home addresses, phone numbers 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 and it should ALWAYS be kept secure.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure that any school 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

Please refer to our child protection policy, which reflects the current situation. It can be found on the school website or a copy can be viewed at the school office

6. Monitoring arrangements

This policy will be reviewed as regularly as is necessary (e.g: upon the release of new DfE/LA guidance/information, changes to school systems etc) by Simon Bass (Remote learning Lead).

At every review, it will be approved by the 'Standards & Curriculum' Committee of the Governing Body.

7. Links with other policies

This policy is linked to our:

- › Behaviour policy
- › Child protection policy
- › Data protection policy and privacy notices
- › Home-school agreement
- › ICT and internet acceptable use policy
- › Online safety policy