Policy
Remote Learning

This policy has been written with regard to the guidance 'Working together to safeguard children', 'Keeping children safe in education' and the 'Special Education Needs Code of Practice', which places Special Education Needs and Disabilities together and abbreviated to SEND. A copy can be seen in the Headteacher's Office.

The overall objective of the school's Equality Policy, in line with the Equality Act 2010, is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Title	Remote Learning
Date of Issue	January 2021
Review Date	January 2022
Prepared by	Headteacher / Deputy Headteacher
To be reviewed by	Headteacher and Governors
Appendices	None
Supply / distribution	Available as a read-only document on the Fynamore school website and one hardcopy in the school office.
Other relevant approved documents	Behaviour Policy Safeguarding and Child Protection Policy Data Protection Policy and Privacy Notices ICT and Internet Acceptable Use Policy Online Safety Policy Staff Behaviour Code Business Continuity Plan
Authorised by	Headteacher and Governors

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 are not in school;

- Set out expectations for all members of the school community with regards to remote learning;

- Provide appropriate guidelines for data protection;

- Ensure all children have the opportunity to access remote learning.

2. Roles and responsibilities

2.1 Teachers

If the school experiences a partial or full lockdown, we will be using Seesaw as a platform for remote learning. Teachers will send communication videos to their class on a regular basis. Children will be given three tasks a day per class – English, Mathematics and another curriculum area. White Rose will be used to support Maths planning and resources.

Previously, the remote learning provided during the lockdown (March 2020-July 2020) was assessed and platforms for remote learning provision were investigated by the SLT. Questionnaires were sent to parents and collated. This identified the positive response from the majority of parents with the following figures:

- 98.6% said Seesaw had been accessible;

- 89.1% said their child enjoyed it;

- 94.9% said that teachers were helpful in supporting their child;

- 84% said work was the appropriate or 'perfect' amount;

- 1.4% said they were not able to communicate with their teacher.

When providing remote learning, teachers must be available between 8.45am and 3.30pm.

If unable to work for any reason during this time, for example due to sickness or caring for a dependent, teachers should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

Setting Work

- Teachers will set work for the children;

- Teachers should set one Mathematics, one Literacy and one Foundation subject lesson per day. Answers to Mathematics questions should be provided. Pupils are also expected to read their reading book every day;

- Work is to be scheduled to be uploaded on Seesaw for remote learning by 8.30am that day. For those children without access to suitable electronic devices, other arrangements will be made.

Providing Feedback

- Pupils (or parents) are to mark their Mathematics and then upload this onto the platform;

- Teachers will provide feedback for all submitted tasks.

Keeping in touch with pupils (and their parents) who are not in school

- Parents may contact teachers via Seesaw or the Seesaw email address. Emails will only be answered within the working day (i.e. 8.45am-3.30pm)

- Teachers are to contact parents at least once a week if children have not completed any work or made contact that week.

- 10-15 minute Zoom calls will be held each day (Monday – Friday) between the teacher and their class to offer academic and pastoral support. Reception will do this twice a week as it will be more of an interactive session.

Attending virtual meetings with staff, parents and pupils

- If attending a virtual meeting, teachers should dress appropriately, according to the Staff Behaviour Code

- If attending a virtual meeting, teachers should avoid areas with background noise and ensure that the background is plain

2.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available between 8.40am to 3.20pm, or during their normal working hours of a morning or afternoon.

If unable to work for any reason during this time, for example due to sickness or caring for a dependent, teaching assistants should report this using the normal absence procedure.

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

- Supporting the class teacher in the provision of remote learning for the class, as instructed by the teacher e.g. providing feedback for work submitted.

Attending virtual meetings with staff, parents and pupils

- If attending a virtual meeting, teaching assistants should dress appropriately, according to the Staff Behaviour Code;

- If attending a virtual meeting, teaching assistants should avoid areas with background noise and ensure that the background is plain.

2.3 Subject leaders

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning;

- Available to work with teachers teaching their subject remotely to make sure all work set is appropriate and consistent;

- Monitoring the remote work set by teachers in their subject to ensure their subject has adequate coverage;

- 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:

- Co-ordinating the remote learning approach across the school;

- Monitoring the effectiveness of remote learning - through regular meetings with teachers and subject leaders, reviewing work set or feedback from pupils and parents;

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

2.5 Designated Safeguarding lead

The DSL (or deputy) should provide support to teachers and pastoral staff to ensure that contact is maintained with children (and their families) who are not in school.

See Fynamore Safeguarding and Child Protection Policy.

2.6 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 set by teachers;

- Seek help if they need it, from teachers or teaching assistants;

- Alert teachers if they are 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 cannot complete work;

- Seek help from the school if they need it. The SENDCo may be contacted as well as, or instead of, the class teacher;

- Be respectful when making any complaints or concerns known to staff.

2.7 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 SLT, the relevant subject lead or SENDCo;

Issues with behaviour – talk to the SLT;

Issues with IT – talk to Oakford IT support team;

Issues with their own workload or wellbeing – talk to line manager (Headteacher or member SLT);

Concerns about data protection – talk to the Data Protection Officer;

Concerns about safeguarding – talk to the DSL (K. Hurst) or Deputy DSLs (N. Burch and P. Mitchard).

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will use either a school device or a personal device that is password protected and used only by that staff member.

4.2 Processing personal data

- Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. They will use the Seesaw email address for all correspondence with parents and pupils.
- 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;
- 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

See Fynamore Safeguarding and Child Protection Policy.

6. Links with other policies

This policy is linked to our:

- Behaviour Policy
- Fynamore Safeguarding and Child Protection Policy
- Data Protection Policy and Privacy Notices
- ICT and Internet Acceptable Use Policy
- Online Safety Policy
- Staff Behaviour Code
- Business Continuity Plan

7. Monitoring arrangements

This policy will be reviewed annually by the Headteacher and Governors. At every review, it will be approved by the Governors.