King Edward Primary School

Remote Learning Policy
September 2020
(To be reviewed September 2021)

At King Edwards we aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe.

We would also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well.

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

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 regard to learning.
• Provide appropriate guidelines for data protection

Policy Development

This policy was formulated in consultation with the whole school community with input from

- Members of staff- through regular agenda items at staff meetings, consultation documents, surveys
- Governors - discussions at governors meetings, training,

This policy is available

- Online on the school Website
- In the school prospectus
- From the school office
- Child friendly versions are also available

Roles and responsibilities

The Head Teacher
Has overall responsibility for the policy and its implementation and liaising with the governing body, teachers, support staff, parents/carers and the LA.

Senior Leaders
Alongside any teaching responsibilities, senior leaders are responsible for the co-ordinating of remote learning across the school. This includes monitoring the effectiveness of remote learning and may include feedback from parents, children and staff. The security, data protection and safeguarding of children will be monitored by senior leaders and in line with the safeguarding policy.

Teachers
When providing remote learning, teachers must be available every working day of their week. For example, if the normal contract hours are full time, work must be available daily whereas those who

are part-time should only be available for their contracted working days. If a member of staff is 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. Staff should ensure they check their emails regularly, are able to attend meetings online via Microsoft Teams or other appropriate platforms when required. This also includes training which may have been designated.

The chosen platform remote learning is Class dojo. Class dojo will allow parents and children to connect remotely to the teacher. Therefore, all staff should ensure a professional approach and dialogue is kept with the children and the parents at all times. Parents may message a teacher through the online platform, teachers may wish to reply but are advised to uphold professional dialogue and courtesy at all times.

Setting Work
- Teachers should aim to set work which is appropriate for their year group on a daily basis.
- Work must be uploaded to Class Dojo before 9am on the day the learning is taking place.
- Teachers are expected to:
  - Upload the daily White Rose Maths video and activity for the correct aspect in their teaching sequence or a teacher led video.
  - Daily reading of a story/Whole Class Guided Reading activity in line with teaching sequence.
  - Phonics (FS1/FS2/Y1/Y2) via teacher recorded video or appropriately selected online video in line with teaching sequence.
  - English (Y1-6) delivered by the teacher via a recorded video or appropriately selected online video/resource in line with teaching sequence.
  - 2 lessons/activities per week which link to Topic/RE/PHSE via teacher led video or online resource.
- Children are expected to upload responses to the work posted and teachers are expected to respond with appropriate feedback to the work.
- If a child is isolated or tests positive for Covid-19, work should still be sent home in the form of web links to appropriate learning sites or activities linked with learning in school.
- If a whole class or bubble has to be isolated for a period of 14 days, work will be set daily by teachers/teaching assistant through Class dojo and suitable online links/videos as detailed in the above remote learning guidance.

Support Staff
When assisting with remote learning, support staff must be available every working day of their week. For example, if the normal contract hours are full time, work must be available daily whereas those who are part-time should only be available for their contracted working days. If a member of staff is 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. There is an expectation that support staff will be supporting setting work for specific children in the class their work in. Staff should ensure they check their emails regularly, are able to attend meetings online via Microsoft Teams or other appropriate platforms when required. This also includes training which may have been designated.

Subject Leaders
Alongside their teaching responsibility, subject leaders are responsible for considering whether any aspects of their subject need to change in order to accommodate remote learning. Working with teachers remotely to make sure the work set is appropriate. Work with other subject leads and senior leaders to ensure consistency. Alert teachers to resources they could use with their class.

Designated Safeguarding Leads
The DSL's responsibilities are identified within the schools Child Protection Policy.

IT Staff
IT staff are responsible for fixing issues with any software used to set or collect work. Helping staff and parents with any technical issues they're experiencing. Reviewing the security of remote learning systems (Class Dojo) and flagging any data protection breaches to the data protection officer. Assisting pupils and parents with accessing the internet or appropriate devices.

Pupils and Parents
Staff can expect pupils learning remotely. Pupils should be contactable during the school day - although children are not to be in front of a device for the whole academic day. Complete all work set by the teacher. Seek help from an adult where needed. Alert teachers if they are unable or unsure how to complete tasks.

Parents should make the school aware if their child is sick or otherwise cannot complete work. Seek help from school if they need it - this includes for behaviour, well-being, mental health, physical health and for completion of tasks set by the teacher. Be respectful when making any complaints or concerns known to staff.

Governing Board
The governing board is responsible for monitoring the schools approach to 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. Keep monitoring to a minimum with the focus being on staff well-being, safeguarding, health and safety and the schools approach to providing remote learning for pupils.

The governing board should determine how to handle statutory procedures during a period of enforced closure such as: grievance and disciplinary panels, complaints, exclusions and admission appeals.

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 Phase Leader or SENCO
- Issues with behaviour – Phase Leader
- Issues with ICT – talk with Paul Scattergood/Alan Hughes
- Issues with their own well-being or workload - talk to their Key Stage Lead. Clare Thorne KS1, Claire Middleton LKS2, Pauline Callaghan UKS2 or Headteacher Sue Bridges.
- Concerns about data protection – Celia Oates
- Concerns about safeguarding - talk to Celia Oates as Lead DSL.

Data Protection
Staff are reminded to collect and share as little personal data as possible. 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, ensuring hard-drives are encrypted, making sure the device locks if left 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.

For more information, refer to the GDPR policy.

Safeguarding

For more information on Safeguarding, refer to the Safeguarding policy.

Links to other policies

Child Protection Policy

Data Protection and GDPR

Home-School Agreement

ICT and Acceptable Use Policy

Policy Reviews

Date Reviewed and by whom:	Signature of Head Teacher:	Governor Signature: