



Remote Learning Policy

Forest Hills Primary School

Approved by: Mr A Knibbs (Chair of Governors) **Date:** September 2023

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1. Aims

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for all pupils and groups of 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
- Support an effective method of communication between the school and our families.

2. Roles and responsibilities

Teachers and members of staff with teaching responsibilities

When providing remote learning, teachers must be available during their normal school hours for pupils, parents and staff:

- Pupils / Parents - Microsoft TEAMS / Purple Mash / Class Dojo.
- Staff – phone, email, TEAMS for meetings, training etc.

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 when a class/ year group bubble should close:**
 - Year group staff will ensure that appropriately pitched work is set for all groups of pupils across the year group
 - All planning will take place during their usual PPA time

- All work and pre-recorded videos will be uploaded to the Microsoft TEAMS for their year group and sent via link through Class Dojo.
- Assignments for each lesson will be created to allow the children to submit work and the teachers to track what has been submitted.
- All work should be set by 4pm the day before to allow parents/carers to access and print anything they wish to.
- For those pupils that are unable to access TEAMS links will be sent via Class Dojo or printed weekly on request. Hard copies of all work can also be delivered on the Friday before the work is set to support families who do not have facilities to print.

The timetable/teaching and learning expectations:

- EYFS and KS1

Daily – shared on Class Dojo:

- *Phonics pre-recorded lesson and related activity assigned
- *English pre-recorded lesson and related activity assigned
- *Maths pre-recorded lesson and related activity assigned
- *Creative task / non-core activities assigned on Purple Mash
- *Story to be linked into the creative task (pre-recorded if appropriate)

Communication via Class Dojo and phone calls.

- KS2

- Teachers to provide a timetable of lessons and expectations of work to be completed.
- Work to be photocopied and delivered to homes on the Friday before the work is due to be completed, clearly labelled with the correct day
- Short, recorded lesson inputs and related activities assigned.

- Maths and English timetable – Year 3 - 4 - subject to change

<u>Groups</u>	<u>9.00 – 9.30</u>	<u>Break</u>	<u>9.45- 10.15</u>	<u>Break</u>	<u>10.30 -11.00</u>	<u>PM</u>
<u>A</u>	Reading		English		Mathematics	Non-core activities set on Purple Mash

- Maths and English timetable – Year 5 - 6 - subject to change

<u>Groups</u>	<u>9.30-10</u>	<u>Break</u>	<u>10.15- 10.45</u>	<u>Break</u>	<u>11-11.30</u>	<u>PM</u>
<u>A</u>	Reading		English		Mathematics	Non-core activities set on Purple Mash

IEPs and EHCPs- additional activities will be provided by the SENCO to ensure each milestone is met to achieve IEP targets.

All children can receive a copy of the work, which will be delivered to the home address on requests. SEND children will receive additional resources to support their learning.

› Providing feedback on work:

- Daily contact will be made with all pupils via Class Dojo, Purple Mash or phone calls.
- Pupils will return their work for each assignment (Class Dojo) or returned via the paper pack.
- Staff will provide individual feedback, where appropriate, using the feature in Class Dojo and Purple Mash. Staff should consider how the feedback is reflected in their subsequent lessons as a teaching point
- Additionally, feedback should be incorporated into each lesson to support the reduction of workload - as children are working on documents, a feedback conversation within Class Dojo can be started.
- Feedback for morning Maths, Reading, and SPaG tasks will be provided by the end of the day the work has been completed. Feedback for afternoon tasks will be provided as soon as possible and at the latest, by the day before the next lesson of that subject.
- Staff will be available between 1pm and 3.15pm for any task that pupils are struggling with. Pupils can communicate via Class Dojo.

› Keeping in touch with pupils who aren't in school and their parents:

- For individual pupils that are isolating and their class / year group bubble are open, work must be provided. This should be in line with what pupils in school are being taught in school.
- For identified pupils (identified with SLT), weekly well-being phone calls are to be made to families to check in on their well-being
- Vulnerable pupils will require calls twice per week by the DSL / DDSLs
- If a pupil persistently fails to complete work, then a courtesy call must be made to the parent/carer by the teacher to check on the child's well-being and to establish why the work is not being completed. It should be established whether school intervention is necessary. Where appropriate, children will be required to return to school as a vulnerable child.
- Any concerns/complaints raised by parents/carers should be discussed with the Head of School or a member of the leadership team. Any safeguarding concerns need to be raised immediately with the DSL.
- Emails from parents/carers (which will be sent through the office email accounts) will be responded to, within working hours, within 24 hours of receipt.

› Attending virtual meetings with staff, parents and pupils (if required):

- When liaising with parents, children, school or outside agencies, staff must dress professionally and appropriately and continuing to follow the MAT dress code.
- Staff must blur their backgrounds when working with children, parents or outside agencies. They must also ensure that meeting take place with minimal background noise.
- All lessons must be recorded.

In the event of a local lockdown, teachers and teaching assistants will also be working in school on a rota-based system, to support the key worker and vulnerable children. On these days, the SENCo, EYFS Lead, Head of School and Executive Head Teacher will pick up the delivery of

the online sessions to the year group, providing pre-recorded sessions for pupils that can be sent via Class Dojo.

Teaching assistants

Teaching assistants must be available during their normal working hours to either support remote learning or complete alternate directed tasks. This will be confirmed by the HOS or a member of the leadership team.

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.

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 the 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
- Monitoring the remote work set by teachers in their subject
- Alerting teachers to resources they can use to teach their subject remotely.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school, including daily monitoring of pupil engagement – SP / JC / AK
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations- DSL, DDSLs, Head of School, Executive Head Teacher.

Designated Safeguarding Lead

The DSL is responsible for:

- Managing and dealing with all safeguarding concerns.
- Put in place a risk register identifying pupils that are at a greater risk of being vulnerable when not in school during lock down.
- Making at least weekly contact with our vulnerable families during the period when remote learning is taking place – all conversations to be recorded.
- All relevant meetings to be attended and recorded for all vulnerable pupils.

Refer to the Safeguarding and Child Protection Policy for further information.

SENCO

The SENCO should:

- Ensure that pupils with IEPs and EHCPs continue to have their needs met while learning remotely
- Liaise with the head teacher, the child's class teachers and other organisations to make any necessary alternative arrangements for pupils with IEPs and EHCPs

- › Consult with the parents/carers of pupils with EHCPs to update individual risk assessments.

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

Parents and pupils can expect staff teaching remotely to:

- › That the pupil's wellbeing is at the forefront and children will be asked to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities.

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 with issues/concerns

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 (SP, TK) or SENCO (AK)
- › Issues with behaviour – talk to the Head of School (SP)
- › Concerns around behaviour and wellbeing- discuss with a member of the senior leadership (SP, JC, AK)
- › Issues with IT – contact Conzero
- › Issues with their own workload or wellbeing – talk to the Head of School (SP)
- › Concerns about data protection – talk to the data protection officer (DPO - Jeremy Parkes and Head of School)
- › Concerns about safeguarding – raise concerns immediately with a DSL or DDSL (SP, DA, JC).

4. Data protection

Accessing personal data

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

- › Follow our Data Protection Policy and Acceptable Usage policy
- › Only use a device provided by school to access data and not their own personal devices.

Processing personal data

Staff members may need to collect and/or share personal data such 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.

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
- › 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 whilst working at home
- › Storing the device safely.

5. Safeguarding

The safeguarding of our pupils remains our highest priority, whether the pupil is learning in school or remotely from home. Please refer to and religiously follow our safeguarding policy.

Where possible, all interactions will be textual and public.

All staff and pupils using video communication must:

- Communicate with another adult present where possible
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Always remain aware that they are visible.

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Always remain aware that they can be heard.

- The school will communicate to parents via class emails / Class Dojo any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g.. websites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

6. Monitoring arrangements

This policy will be reviewed yearly. At every review, it will be approved by the full governing board/committee.

7. Links with other policies

This policy is linked to our:

- Teaching and Learning policy
- Behaviour policy
- Academy Safeguarding policy
- Academy Data protection policy
- Academy Online Safety Policy
- Academy Acceptable use policy
- Remote Learning Home-school agreement