



Beecholme Primary School

# Remote Learning Policy

**Last reviewed on:** October 2020

**Next review due by:** October 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 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

### 2. Roles and Responsibilities

#### 2.1 Teachers

When providing remote learning, teachers must be available between 9.00 a.m. and 4.00p.m.

If they are 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:
  - Initially for the children in their year group. Should a teacher become unwell and is therefore unable to work from home, colleague teachers may be required to undertake planning and assessment of additional year groups' remote learning
  - Work to be set at the start of week and/or daily by class teachers by 9.00am
  - Work to be uploaded to Beecholme's distance learning platform for teachers to follow blended learning procedures
  - Teachers to follow long term and medium term plans. Work to be monitored by subject coordinators, and senior leaders.

### ➤ Providing feedback on work

- Feedback given via changes to work or privately shared with pupil via the 'comment' option
- Teachers monitor pupil responses to daily learning activities
- Feedback will be given continuously and all work marked by the end of the week.

### ➤ Keeping in touch with pupils who are not in school and their parents

- Teachers to phone parents who are requesting help via Beecholme's distance learning platform. Teachers to phone those parents who do not have access to Beecholme's distance learning platform and set tasks for those pupils in an alternative way. Teachers to check in on SEND and vulnerable pupils via telephone.
- Teachers to phone parents within working hours and contact parents via the admin office if by email.
- Teachers to address any behavioural issues such as failing to complete work, through a telephone call to parents and carers. Telephone contact should be accessed via SIMS noted and saved in a folder in their Documents.
- Complaints or concerns shared by pupils or parents should be raised with the DSL and DDSLs.

### ➤ Attending virtual meetings with staff, parents and pupils

- Teachers will adhere to a professional dress code as outlined in the School's Code of Conduct policy.
- Attending meetings virtually, teachers will avoid areas with background noise and have an appropriate background to their camera.
- Teachers will adhere to the responsibilities above unless directed otherwise by a member of the Senior Leadership Team.

## **2.2 Learning Support Assistants**

When assisting with remote learning, Learning Support Assistants must be available between 9.00a.m. and 3.30p.m.

If they are 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, Learning Support Assistants are responsible for:

### ➤ Supporting pupils who are not in school with learning remotely:

- Preparation of resources.
- Providing feedback and support via phone calls.

### ➤ Attending virtual meetings with teachers, parents and pupils:

- Adhere to a professional dress code as outlined in the School's Code of Conduct.

- Avoid areas with background noise, nothing inappropriate in the background.

If Learning Support Assistants are working in school supporting key worker and vulnerable children, their responsibilities will include supporting activities within each bubble, preparation of resources, provision of first aid etc.

## 2.3 Subject Coordinators

Alongside their teaching responsibilities, subject coordinators are responsible for:

- 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 appropriately, taking into consideration other deadlines.
- Monitoring the remote work set by teachers in their subject – explain how they will do this, such as through regular meetings with teachers or by reviewing work set.
- 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 – Assistant Head teacher will be responsible for this
- Monitoring the effectiveness of remote learning –this will be achieved through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

## 2.5 Designated Safeguarding Lead

Please see the school's Safeguarding Policy for detailed information.

The DSL is responsible for:

### Supporting Pupils not in school

- We will ensure that there is a robust communication plan in school for all pupils who we have identified as being vulnerable but who do not meet the criteria of the definition of "vulnerable children as defined in the Early Help and Safeguarding Policy (p 23). Such pupils may be subject to early help or have been referred to the School Safeguarding Team, prior to the closure of the school, as being in need of support or emotional well-being. There should be a communication plan in place to ensure that there is contact with parents/carers to offer any support required. Details of this plan must be included in the Child Protection records or on any online CP management programme and subject to regular review.

- If the pupil is “looked after” the DSL must liaise must be made with the Merton Virtual School.

## **Online Safety**

- We will continue to provide a safe environment for children both on and offline. Pupils will not be allowed to use personal computers, iPads and Chrome Books without supervision. Schools need to be particularly aware of online learning tools and systems in line with privacy and data protection/ GDPR requirements.
- The use of webcams as a communication device between teachers and pupils can be problematic, unless there is a facility to allow one-way communication (i.e. from the teacher to the pupil only).
- We will ensure that the Data Protection Officer is aware if any new communications platforms are being used. This will likely require a Data Processing Impact Assessment.

## **2.6 Computing Coordinator**

The computing coordinator is responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents with any technical issues they are 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.

## **2.7 SENDCo**

The SENDCo is responsible for:

- Monitoring SEN/D, or vulnerable pupils during any lockdown.
- Ensuring that differentiated work is prepared for children with SEND on Beecholme’s distance learning platform.
- Being a point of contact and advice for teachers to provide appropriate work for children with SEND.
- Liaising with families to ensure the best outcomes for vulnerable children or children with SEND, alongside the Senior Leadership Team.

## **2.8 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.
- Seek help if they need it, from teachers or Learning Support 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.
- Be respectful when making any complaints or concerns known to staff.

## **2.9 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 relevant subject lead or SENCO.
- Issues with behaviour – talk to the Assistant Head/Headteacher.
- Issues with IT – talk to computing coordinator.
- Issues with their own workload or well-being – talk to the Assistant Head /Headteacher.
- Concerns about data protection – talk to the Data Protection Officer.
- Concerns about safeguarding – use My Concern and talk to the DSL.

## **4. Data Protection**

### **4.1 Accessing personal data**

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

- Use USO FX2 to send personal data
- Only use work devices when accessing personal data

### **4.2 Processing Personal Data**

Staff members may need to collect and/or share personal data as part of the remote learning system. As long as this process is necessary for the school's official functions, individuals will not 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.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest updates.

### **5. Safeguarding**

Please see our updated Early Help and Safeguarding Policy 2020 as well as our COVID-19 addendum.

### **6. Monitoring Arrangements**

The Headteacher will review this policy annually. At every review, it will be approved by the Local Governing Body.

### **7. Links with other policies**

This policy is linked to our:

- Behaviour Policy
- Early Help and Safeguarding Policy and the Covid 19 Annex to E-safety Policy addendum, Data Protection Policy and Privacy notices
- Home School Agreement
- ICT and Internet Acceptable Use Policy
- Online Safety Policy

## 8. Appendix

### Expectations

EYFS	KS1 Weekly Tasks	KS2 Weekly Tasks
<p><b>Nursery</b></p> <p>Practical activities involving:</p> <ul style="list-style-type: none"> <li>• Maths</li> <li>• Talk</li> <li>• PSHE</li> <li>• Story</li> <li>• Mark making</li> <li>• Evidence of daily play</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• 1 session of Maths/day</li> <li>• 1 session of English/day</li> <li>• 1 PSHE/week</li> <li>• 1 session of P.E./week</li> <li>• Evidence of daily play</li> </ul>	<ul style="list-style-type: none"> <li>• 5 hours of English</li> <li>• 5 hours of Maths</li> <li>• 2.5 hours of Reading</li> <li>• 1 hour of Science</li> <li>• 1 hour of Geography/ Art</li> <li>• 1 hour of History</li> <li>• 1 hour of Computing</li> <li>• 1 hour of Well-being</li> <li>• 2 hours of PE</li> </ul>	<ul style="list-style-type: none"> <li>• 5 hours of English</li> <li>• 5 hours of Maths</li> <li>• 2.5 hours of Reading</li> <li>• 2 hours of Science</li> <li>• 1 hour of Geography/ Art</li> <li>• 1 hour of History</li> <li>• 1 hour of Computing</li> <li>• 1 hour of Well-being</li> <li>• 2 hours of PE</li> <li>• 30 minutes of French</li> </ul>

Activities may also include projects, outdoor learning and creative challenges.