

ST MICHAEL AT BOWES SCHOOL

Remote Learning Policy



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Contents

1. Aims	2
2. Roles and responsibilities.....	3
3. Who to contact	5
4. Data protection	6
5. Safeguarding	6
6. Monitoring arrangements	6

1. Aims

‘An inclusive Christian community building on firm foundations for successful lives.’

At St Michael at Bowes we believe that our vision underpins everything we do and as such we strive for our children to ‘build on firm foundations’ in order for them to lead successful lives.

The Governors and Senior Leadership team at St Michael at Bowes CE Junior School are fully aware that these are exceptional times. This document seeks to inform and guide families and not impose strict expectations. Each family is unique and because of this, should approach home learning in a way which suits their individual needs. We realise that any circumstances that causes our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- Parents may be trying to work from home so access to technology as a family may be limited
- Parents may have two or more children trying to access technology and need to prioritise the needs of their children
- Teachers may be trying to manage their home situation and the learning of their own children
- IT systems may not always function as they should
- Children may not respond well to learning from home

This remote learning policy for staff aims to:

- To outline our approach for children that will not be attending school, as a result of government guidance or the closure of a class/phase bubble
- To outline our expectations for staff who may not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the education of our children
- Ensure consistency in the approach to remote learning for pupils who aren’t in school
- Provide appropriate guidelines for data protection

This policy is intended to cover the actions the school will take in the following scenarios:

- The event of a total national or local lockdown where school is closed to all but key worker and vulnerable pupils
- The event that a class/bubble closes and pupils must be remotely educated
- The event of a partial lockdown, where classes are attending on a rota basis
- The event of adhoc individual staff and pupil absences

2. Roles and responsibilities

The content of remote learning provision and the consistency of provision across the school will be monitored by the Senior Leadership Team.

2.1 Teachers

When providing remote learning, if working from home, teachers must be available between 8.30 a.m. and 3.30 p.m. All teachers will provide details of their breaks to school and parents so it is clear when they should not be expected to respond. Office staff can be contacted between 8.30am and 3.45pm.

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 appropriate learning activities on a regularly agreed basis (the equivalent of approximately 4 hours per day);
- Ensuring pupils have access to useful resources (including videos, website links etc.) to support their learning;
- Providing scheduled live sessions with pupils and providing parents with a timetable of these sessions at the beginning of the week;
- monitoring the completion of work;
- Providing useful feedback on work returned through Teams or Class Dojo;
- Respond promptly, within reason, to requests for support from families at home. This should be done via Teams or Class Dojo, ideally within 24 hours.
- Keeping in touch with pupils who aren't in school on a weekly basis; either themselves or the class TA; (messages should not be responded to out of the hours agreed in the Class Dojo usage policy);
- Informing their line manager of any pupils routinely not accessing work and/or not returning work on time.
- Attending virtual meetings with teachers, parents and pupils – ensuring that they:
 - Dress according to the school dress code
 - Attend meetings from a suitable and appropriate location

If teachers are also working in school, they should arrange with their class support to take some time out to manage the remote learning. If this is not possible, they should speak to their line manager to support with cover.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.30 a.m and 3.30 p.m. All teaching assistants will provide details of their breaks to school and parents so it is clear when they should not be expected to respond.

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, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely by providing feedback and additional resources where possible
- Covering their class bubble for short periods of time to allow the class teacher to manage the learning
- Attending virtual meetings with teachers, parents and pupils – ensuring that they:
 - Dress according to the school dress code
 - Attend meetings from a suitable and appropriate location
 - Record 1:1 sessions for safeguarding purposes (recordings will be kept on the system for a period of 20 days)

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Working 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 – explain how they'll 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 with responsibility for teaching and learning in each phase 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 and seeking feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- monitoring that pupils without access to effective internet are provided with paper packs of work either in person, by post or through personal delivery;
- Providing opportunities for learning to be shared and celebrated to keep motivation high

2.5 Designated safeguarding lead

The DSL is responsible for:

<https://www.smab.enfield.sch.uk/wp-content/uploads/2020/04/child-protection-safeguarding-SMAB-policy-April-2020-1.pdf>

2.6 IT staff

IT staff are responsible for:

Insert details, such as:

- 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

2.7 Assistant headteacher with responsibility for SEND

The Assistant Headteacher with responsibility for SEND is responsible for:

- Coordinating the provision for pupils with SEND across the school
- Monitoring the engagement levels of pupils with SEND
- Liaising with parents and other family members to ensure their wellbeing and help them to access available support networks

2.8 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although we do not expect them to be sat in front of a device for the entire day
- Log on to take part in 'live learning' sessions regularly (if the whole class is isolating at home)
- Complete compulsory 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
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but the school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact us promptly and alternative solutions will be made available to ensure continuity of learning (e.g. paper copies of work). These will be discussed on a case-to-case basis.

2.9 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, Achievement Lead or SENCO
- Issues with behaviour – talk to the relevant Achievement Lead or Assistant Headteacher responsible for their phase
- Issues with IT – talk to Penny Sparwell, IT technician
- Issues with their own workload or wellbeing – talk to their individual line manager
- Concerns about data protection – talk to Izlem Balci, the data protection officer
- Concerns about safeguarding – talk to Bridget Lennon, the DSL

4. Data protection

4.1 Accessing personal data

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

- Data can be accessed securely via Microsoft Teams and web based software packages (e.g RM Integrus).
- The school will provide you with Macbooks or iPads to use.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and telephone 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.

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 reference our Safeguarding Policy:

<https://www.smab.enfield.sch.uk/wp-content/uploads/2020/04/child-protection-safeguarding-SMAB-policy-April-2020-1.pdf>

Please see the latest Keeping Children Safe in Education guidance from the DfE:

<https://www.smab.enfield.sch.uk/wp-content/uploads/2020/04/child-protection-safeguarding-SMAB-policy-April-2020-1.pdf>

6. Monitoring arrangements

This policy will be reviewed regularly to reflect changing guidance and updates during the pandemic and beyond. Feedback will be gathered from staff, parents and pupils and used to adapt the remote learning provision from the school.

Appendix 1 – Remote Learning Provision table

Extent of remote learning needed	Details of remote learning
<p>Class teacher not ill working from home with all pupils still in school</p>	<ul style="list-style-type: none"> • An adult in the school (most likely the additional adult in the class or if necessary, a supply teacher) will facilitate the learning in line with the normal school timetable. • The teacher working from home will join the key lessons during the day to teach the main part of the lesson from the main classroom screen. • During lessons, the teacher will appear remotely on an iPad or laptop to work with small groups and individual pupils.
<p>Individual child/ren learning at home with class teacher in school teaching the rest of the class</p>	<ul style="list-style-type: none"> • Learning activities uploaded weekly with suggested timetable • Short live group or 1-1 session per week minimum to check in, provide feedback and address any key learning needs • If possible, the child will be able to remotely join lessons from devices at home • Paper packs available for parents to collect from the school office • Written feedback will be given regularly, but not on each piece of work completed (if paper packs provided due to lack of internet access, the returned work will be acknowledged through a phone call)
<p>Whole class or Year Group, including staff working from home (flexible dependent on the health of the class teacher/s)</p>	<ul style="list-style-type: none"> • Learning activities uploaded weekly or daily, in advance with suggested timetable • Paper packs available for parents to collect from the school office • Short live sessions through Microsoft Teams during the week to deliver lessons, talk through work and provide connection to each other and to teacher (may be a different teacher in the year group or school if the class teacher is unwell) • The teacher will be available for 15 minutes after the end of each live session for children to ask questions, go and try out tasks and return for additional support if needed (if the class teacher is well and able to do them) • Feedback will be provided to each child on one piece of English, one piece of maths and one piece of RE work each week. Other work may be acknowledged through a return from Teams. If paper packs have been provided due to lack of internet access, the returned work will be acknowledged through a phone call.
<p>Whole school working from home, with some teachers in school teaching key worker and vulnerable pupils</p> <p>Or</p> <p>Teacher teaching</p>	<ul style="list-style-type: none"> • Learning activities uploaded daily, in advance with suggested timetable given at the beginning of the week, including scheduled live sessions and approximate timings (the equivalent of 4 hours per day) • A minimum of three pieces of work in English and three in maths will be set each week. A minimum of six pieces of work from other curriculum area will be set each week • Pupils will be expected to read every day by themselves or with an adult • Paper packs available for parents to collect from the school office if there is no way for them to access work online • Short live sessions through Microsoft Teams during the morning to talk through work and provide connection to each other and to teacher (may be a different teacher in the year group or school if the class teacher is unwell or is

from home and also home educating their own child/ren

teaching Key worker/vulnerable pupils in school)

- The teacher will be available for 15 minutes after the end of each live session for children to ask questions, go and try out tasks and return for additional support if needed.
- Feedback will be provided to each child on one piece of English, one piece of maths and one piece of RE work each week. Other work may be acknowledged through a return from Teams. If paper packs have been provided due to lack of internet access, the returned work will be acknowledged through a phone call.