

Blanford Mere Primary School



Remote Learning Policy

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1. Aims

1.1 This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school because of the need for self-isolation through use of quality online and offline resources and teaching videos
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Support effective communication between the school and families and support attendance
- Continued education for staff - Professional Development/training

Since this is an evolving policy, expectations will continue to change and be reviewed regularly by Senior Leaders. In the meantime, it is important that staff are able to contribute ideas and raise concerns regarding the expectations within the policy which can then feed into its on-going development.

1.2 Who is this policy applicable to?

- A child who has a member of their household, who has tested positive for Covid-19 and are not permitted to attend school because they have been in close contact and have been advised to self-isolate;
- A child's whole bubble or identified pupils who is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- A child unable to attend school due to a local or national lockdown.

Remote learning will be shared with families when they are absent due to the Covid related reasons above. Remote learning will not be available to those who are ill with a non-Covid related illness and would not normally attend school, or to those children whose parents choose to keep them at home when they have not been advised to do so. This is because children need to be in school and, in line with Government guidance, the school will strongly promote face-to-face contact through school attendance.

Work will NOT be set on the first day of isolation to allow staff time to prepare. Work will be sent from the second day onwards. Staff will prepare work the day before it is set and will ensure that it is published the following morning.

1.3 Content and tools to deliver Remote Learning

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 (Tapestry, TEAMS, Matheletics, Spelling Shed, TT Rockstars, Numbots, Monster SATs etc)
- Use of Recorded video for instructional videos and feedback where appropriate

- Phone calls home to SEND, CiN and CP pupils
- Printed learning packs (where parents notify school that they do not have internet access)
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, <https://www.bbc.co.uk/bitesize/articles/zrc66v4>
- White Rose Maths, <https://whiterosemaths.com/>
- Oak National Academy for English <https://www.thenational.academy/>
- Phonics Play <https://www.phonicsplay.co.uk/>

1.4 Home and School Partnership

Blanford Mere Primary School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Blanford Mere Primary School will provide instructions for parents on how to use Microsoft TEAMS

Whilst we recognise that it is beneficial for children to maintain a regular and familiar routine, Blanford Mere Primary School understand that this is not possible for all families due to family commitments, work commitments (including working from home) and added pressures caused by the Covid-19 pandemic. Therefore, Blanford Mere Primary School will not recommend a set timetable, but will set a specific number of pieces of work each day/week.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration. How this will look in each household will be different.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis and will depend on the number of staff available at any one time.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8.30 am - 3.45 pm

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:

- › For the children in their classes, year groups or as directed by senior leadership
- › Sufficient to meet the needs and expectations as laid out in the weekly timetable
- › At the latest, by 3.45pm on the day before the work is expected to be completed
- › Ensuring that this work is uploaded to the website/learning platform as directed
- › Liaising with their colleagues within their year group/phase, to ensure consistency in expectations and quantity, to share planning across classes,

Providing feedback on work:

- › As appropriate to the work, and as directed by Senior Leaders
- › Either through email (school email addresses), response online, telephone calls (using school phone or home phone with tracking disabled), marking
- › Daily, through an online response, during National Lockdowns
- › When children are isolating, feedback will be provided 2-4 times weekly

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

- › Through regular contact as directed by Senior Leaders
- › Via weekly emails, phone calls, videos
- › Only responding to emails during the school working day between 8.30 am - 3.45 pm
- › Referring any concerns to a senior member of staff, should they feel uncomfortable in any way
- › Contacting a pupil/parent (safeguarding or other reasons)
- › Chasing up where a child has not completed work remotely through phoning parents
- › Where work is consistently not completed, discussing concerns with their line manager, and agreeing next steps

Attending virtual meetings with staff, parents and pupils if necessary:

- Where possible the staff member/s attending the virtual meeting should be located in school
- Adhere to the School's Code of Conduct in terms of professionalism, dress code and other expectations
- If a virtual meeting is with the pupil/s only, another member of staff should always be present and should not enter or remain in such a meeting, without this being the case
- Where it is felt appropriate, two staff members can be present at a virtual meeting, e.g. a child protection issue or where previous issues have arisen which have given rise to concerns
- To avoid areas with background noise and with to use plain backgrounds

Combining home learning with in class provision

In some cases, there may be a necessity to provide remote learning for some children whilst continuing to provide in class teaching for other children. Where this is the case, consideration will be given to the following:

- Reducing the amount of remote learning to balance workload for the teacher
- Using non-classed based teachers, cover supervisors/ TAs, and senior leaders to either prepare the remote learning or give extra release time to teachers to prepare
- To consider how to prepare lessons which can be delivered both in school and remotely with no extra workload

Wherever possible, the teacher should be working in school to support other teachers who are still in school. They should only be at home if they are required to self-isolate.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their usual working hours. 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 assisting with remote learning, teaching assistants are responsible for:

- If working 1:1 with a child, supporting them in accessing and completing appropriate remote learning
- For more general TAs to support the teacher in monitoring remote learning and contacting individual children/parents as directed by the class teacher
- To continue to support the teacher in delivering lessons within the classroom and in group work beyond the classroom

There may, on occasions, be the need for the TA to attend a virtual meeting with a parent and/or child. This should only be as directed by the class teacher or senior leader and the TA should follow the same rules as teachers where this is the case (see above).

Wherever possible, the TA should be working in school to support other TAs and teachers who are still in school. They should only be at home if they are required to self-isolate.

2.3 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 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 an appropriate distance away from each other
- › Monitoring the remote work set by teachers in their subject
- › Alerting teachers to resources they can use to teach their subject remotely

2.4 SENCo

The SENCo - Nikki Miller, is responsible for ensuring that children with EHCP are able to access home learning as appropriate to their need. They will oversee the remote learning provided by the teachers for individual children and direct 1:1 support TAs on how to support their children learning at home

2.5 Senior leaders

Alongside any teaching responsibilities, senior leaders Ben Wade -EYFS/KS1, Matthew Baker - KS2 and in a supporting role, Angela Stanton are responsible for:

- › Co-ordinating the remote learning approach across the school
- › Monitoring the effectiveness of remote learning - phase leaders will review work set and monitor the completion rate by pupils through collecting online data feedback from parents, feedback from teachers,
- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.6 Designated safeguarding lead:

The DSL - Nikki Miller is responsible for Safeguarding as laid out in the Child Protection Policy and its Addendum linked to the COVID-19 Pandemic

2.7 IT staff

IT staff are responsible for:

- › Resolving 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 - Lewis Bourne
- › Assisting pupils and parents with accessing the internet or devices

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
- › Attempt to complete the work to the deadline set by teachers
- › Submit the completed work to the deadline set by teachers where possible
- › Discuss with their parents when there are issues relating to the work set or remote learning in general
- › Seek help if they need it, from teachers
- › 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 cannot complete work
- › Ensure work is completed on time and submitted as necessary, where possible
- › Seek help from the school if they need it or if they have concerns about their child's ability or motivation to complete the work
- › 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 their phase leader Angela Stanton - EYFS, Ben Wade - KS1, Matthew Baker - KS2, the relevant subject lead or SENCO - Nikki Miller
- › Issues with behaviour - talk to the relevant phase leader or SLT
- › Issues with IT - talk to computing lead - Jennie Cameron or report to RM
- › Issues with their own workload or wellbeing - talk to SLT
- › Concerns about data protection - talk to the data protection officer - Lewis Bourne
- › Concerns about safeguarding - talk to the DSL - Nikki Miller or Deputy DSL - Angela Stanton

4. Data protection

4.1 Accessing personal data

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

- › Use the school's server or secure cloud service to access their data
- › Use only those devices made available to them by the school or their own secure devices, if approved by the school

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses, telephone contact numbers as part of the remote learning system. As long as this processing is necessary for the schools 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
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5. Safeguarding

Safeguarding remains key throughout this time and particularly in this new area of remote learning for our schools. The Child Protection Policy and any addendums added during this time of the pandemic, remains in place and should be followed at all times.

6. Monitoring arrangements

This policy will be reviewed in January 2023 by Angela Stanton. It will be monitored by the Governing Body of school. This policy will be reviewed and approved by the full governing board.

7. Links with other policies

This policy is linked to our:

- › Behaviour policy
- › Child protection policy and coronavirus addendum to our child protection policy
- › Data protection policy and privacy notices
- › Home-school agreement
- › ICT and internet acceptable use policy
- › Code of conduct

8. Useful websites

Useful Websites for Parents:

<https://www.thinkuknow.co.uk/parents/> - Think you know website.

<http://www.ps-playsafeonline.com/uk/home/> - Staying safe online when using a playstation.

<http://www.facebook.com/safety> - Facebook Safety Centre.

<http://www.saferinternet.org.uk/advice-and-resources/parents-and-carers/parents-guide-to-technology> - Parents' Guide to Technology.

Resources for Children:

Kim and Lee

FS/KS1

<http://www.thinkuknow.co.uk/teachers/resources.aspx?tabID=1>

Follow Kim and Lee as they play on their computer and learn how to stay safe.

Hector's World

FS/KS1

<http://www.thinkuknow.co.uk/teachers/resources.aspx?tabID=1>

Watch Hector and his sea friends as they learn how to stay safe on line.

Dongle Stay Safe Quiz

KS1

<http://www.bbc.co.uk/cbbc/help/web/besmart.shtml>

Follow Dongle the rabbit as he has fun online in this quiz activity, that focuses on staying safe.

The Smart Adventure-Kara Winston and the Smart Crew

Lower KS2

<http://www.childnet-int.org/kia/primary/smartadventure/default.aspx>

A series of animations that illustrate the SMART rules for staying safe on line.

Ian and Hacker's guide to safe surfing

Lower KS2

<http://www.bbc.co.uk/cbbc/watch/staysafe>

A series of short videos that show how to stay safe on line.

Cyberquoll-Australian

KS2

<http://www.cybersmart.gov.au/cyberquoll/index.html>

A series of humorous animations where two cousins stumble through using the internet safely.

Cyber Café

Upper KS2

http://www.thinkuknow.co.uk/8_10/cybercafe/cafe/base.aspx

A simulated cybercafé where children can learn to use online sites safely.

BBC-Video - Caught in the Web

Upper KS2

http://news.bbc.co.uk/cbbcnews/hi/newsid_8490000/newsid_8495700/8495786.stm

This video tells the story of a girl who gets into trouble after her virtual life in an online chat room spills into the real world.

Games

Upper KS2

http://www.thinkuknow.co.uk/8_10/Games/

A selection of games that reinforce key e-safety messages.

Other useful websites:

<http://ceop.police.uk/> - Child Exploitation and Online Protection Centre.