Remote Learning Policy

King Street Primary School



|  |  |
| --- | --- |
| **Last reviewed on:** | January 4th 2023 |
| **Next review due by:** | July 2025 |

# 1. Aims

This remote learning policy for staff aims to:

* Ensure consistency in the approach to remote learning for pupils
* Set out expectations for all members of the school community with regards to remote learning
* Provide appropriate guidelines for data protection

Introduction

 In September 2020, all our children returned to full-time education following the Covid-19 closure in March 2020. Although we always hope that the majority of children will now have an uninterrupted experience, there is always the possibility that an individual child or group of children may need to be educated remotely for a short period of time. There should only be limited circumstances where a pupil is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and might include: pupils recovering from short term infectious illnesses, pupils preparing for or recovering from some operations, pupils recovering from injuries where attendance might inhibit recovery or situations which effect staffing in school such as severe weather disruption.

We have therefore put a plan in place for remote learning so that all children can continue with their education. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard copies of work and resources. Where required, school do hold a limited number of electronic devices for loan.

#

# 2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers will be available between 8am-4:00pm.

(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. Remote learning will be delegated to another member of staff if necessary).

When providing remote learning, teachers are responsible for both individual or groups of children who are self-isolating at home and the remaining class of children in school.

Please note that if children are absent from school, and are unwell, it is not expected that they will engage in remote learning.

**Overview for Early Years**

 In EYFS, daily tasks will be sent via Tapestry. Please note, as the EYFS curriculum is play-based, the activities provided may be open ended and will need some adult support to get the most out of them.

Nursery children should expect a welcome message from their teacher, play-based activity ideas and a story each day. We will also flag up additional activities on Tapestry which will support their daily learning.

Reception children will have a phonics session, a maths task, story and a creative/outdoor activity each day. To supplement these activities parents will be directed to other websites and activities that are relevant to their child’s learning.

Parents are encouraged to upload evidence of their child's learning to Tapestry for teacher feedback.

**Overview for Key Stage 1 and Key Stage 2**

Children will be provided with an equivalent of 3-4 hours of work to complete (depending upon Key Stage) and a suggested timetable of how this may be done across the school day. Additional websites such as Times tables Rockstars, Now press Play, Picture News will be used to supplement work for children who wish to undertake further learning.

Work will be available from 9am each school morning.

Children will also have a daily diet of:

* Reading – using either Bug Club or Rising Stars. Lexia may also be used for identified children who require additional reading support.
* Maths – This may be uploaded to Eschools directly linked to White Rose Maths or will include Times Tables Rockstars or links to other suitable Maths tasks e.g. Learning by Questions.
* Spellings - can be found on the class pages of eSchools; these are updated weekly.
* Topic- this can be uploaded to the Eschools platform or children will be directed to the relevant platform such as Purple Mash, Bite Size or Oak Academy.

Teachers may also use school social media to set activities and challenges, where appropriate and also use pre recorded video/audio lessons to support explanation and understanding.

Teachers are responsible for devising ways to ensure that the children continue to feel part of a class. This may take many forms including the class chat page or an organised online meeting through a secure platform such as Microsoft Teams. This will always be organized by school staff and children are not required to organise their own online discussions. Where this is taking place it must always be authorized by the HT and only the school accounts should be used to set these meetings up to keep staff personal details protected.

Weekly ‘Learning by Questions’ sessions will be delivered during the week at the discretion of the class teachers. Times of these sessions, along with the access codes will be posted on eSchools.

**Teaching of Reading**

* Reading remains a key skill and it is very important that all children continue to read during their period of home learning. This will be done in a number of different ways – individual reading books, Bug Club, Rising Stars, LBQ (Learning By Questions), Reading Comprehensions, class readers being shared online and video stories. Please encourage children to read for pleasure while at home too.

**Providing Feedback**

  On completion, children should upload their work on Eschools for the teacher to mark and provide feedback. Work completed on paper will be given to the class by delivering to the school office or taking photos and uploading by email. This work will be marked and feedback given at that time. This also allows for additional follow up tasks where appropriate.

**Contact with Pupils/Parents**

* Parents have the email address of class teachers and the school office.
* Children can also communicate directly with their class teacher via the messaging feature on eSchools.
* If your child will be absent for longer than 3 days, staff will contact them for a well being chat and a discussion about progress. If absence is expected to be longer than 5 days, a home visit may be conducted.

Special Educational Needs and Disabilities (SEND)

* Children with additional needs have their needs met in a variety of different ways throughout the school day. Often, children with additional needs complete tasks that are different to those that may be completed by other children in the class. If this is the case, this differentiated work will be assigned to them through eSchools in the usual manner.
* At times, children with additional needs complete tasks and activities that are additional to those completed by the other children in their class. In this case, the child's class teacher will determine the best way for these needs to be met. This could be through tasks that are set on eSchools, Purple Mash or tapestry. Alternatively, it may be more appropriate to have a 1:1 discussions between the child/parent and class teacher and/or a teaching assistant. The details for these will be communicated to parents or carers by the class teacher, where appropriate.
* For children who have an Education, Health and Care Plan (EHCP) or for those in receipt of additional SEND top-up funding, the class teacher will arrange additional 1:1 discussions to ensure that the specific outcomes of these SEN plans are being addressed. These could be with the class teacher or with a teaching assistant. Information about these will be communicated to parents or carers, where appropriate.
* For children who work with outside agencies on a regular basis, every effort will be made to ensure that these sessions can take place remotely if they were due to take place during a period of self-isolation at home. These sessions may need to take place at different times to normal, depending on the availability of outside agencies, which is unfortunately outside of the school's control.
* The Special Educational Needs and Disabilities Co-Ordinator (SENDCO) will ensure that there is an overview of the work carried out by and with children with SEND during any period of self isolation or partial school closure. The SENDCO can be contacted by email at any point for further advice or questions from parents or carers.

Behavior issues or non-engagement

In the first instance, the parents of children who are not engaging should be sent an email reminder through eschools to notify them that their child is not completing work. If engagement does not improve, direct phone contact should be made with the parent to discuss any issues that may be arising.

Where behavior from a child appears inappropriate, such as inappropriate chat on the discussion board, children should be initially warned through the Eschools messaging system. If there is no improvement in behavior, parents should be contacted directly by phone.

Complaints or concerns

In the first instance a teacher will deal with any concern or complaint from a parent regarding the work set. If an understanding cannot be reached, this must be passed on to a member of SLT.

Attending virtual meetings with staff, parents and pupils:

When meetings are required for the purposes of staff meetings, TAF/safeguarding meetings or meetings with parent/carers staff should follow the usual work dress code.

Meetings should take place in an appropriate room with minimum distractions and back ground noise.

Barriers to learning

* King Street Primary has secured funding so that if a child does not have access to a computer/device, and/or the internet, we can provide a device for them. Disadvantaged children will be prioritised. School can also provide free internet SIM cards for families without internet access.
* Parents should make school aware of any barriers they have to accessing remote learning. Paper packs of appropriate learning activities will be provided for any children if requested.

**2.2 Teaching Assistants**

When supporting remote learning, teaching assistants must be available between 8:30-4pm.

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 supporting remote learning, teaching assistants are responsible for:

* Supporting learning of pupils who are not in school or supporting pupils with online learning whilst within the school building (as part of the Key worker/vulnerable group)
* This will be done through online platforms which all staff should be familiar with. Teaching Assistants should give feedback to children on completed tasks or can be expected to use online platforms to allocate reading books. Teaching Assistants should also liaise with class teachers to identify any other learning tasks that are required.
* If supporting children in school, Teaching Assistants may need to support pupils with accessing the platforms and completing tasks set or reading with children.

Attending virtual meetings with teachers, parents and pupils:

When meetings are required for the purposes of staff meetings, TAF/safeguarding meetings or meetings with parent/carers staff should follow the usual work dress code.

Meetings should take place in an appropriate room with minimum distractions and back ground noise.

2.3 Subject leads (including SENDCO)

Alongside their teaching responsibilities, subject leads are responsible for:

* Considering whether any aspects of the curriculum need to change to accommodate remote learning and to meet the needs of individual children
* Consider how approaches to remote learning are integrated into the wider curriculum design
* 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 reasonable and age-appropriate
* Monitoring the 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 are responsible for:

* Co-ordinating the remote learning approach across the school
* Understanding how approaches to remote learning are integrated into the wider curriculum design
* Monitoring the effectiveness of remote learning by talking to staff, pupils and parents and monitoring the contact on the platforms.
* Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead(s)

The DSL is responsible for:

Ensuring that staff are reporting concerns in line with the school safeguarding policy. All staff have read Part 1 of KCSIE.

2.6 ITTS staff / Computing lead

IT staff are responsible for:

* Fixing issues with systems used to set and collect work or signposting staff to here help can be given
* Helping staff and parents with any technical issues they may experience
* Assisting pupils and parents with accessing the internet or devices
* Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

2.7 Pupils and Parents

Staff can expect pupils learning remotely to:

* Be contactable during the school day
* Complete work to the deadline set by teachers
* Seek help if they need it, from teachers or teaching assistants
* Alert teachers if they are unable 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 and timely when making any complaints or concerns known to staff

2.8 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 and is integrated into the wider curriculum design

# 3. Who to contact

If staff have any questions or concerns about remote learning, they should contact:

* Issues in setting work –relevant subject lead or SENDCO or member of SLT as appropriate to the child.
* Issues with behaviour from children–relevant teacher or senior leader
* Issues with IT or platforms– Computing lead or ITSS technician
* Issues with their own workload or wellbeing – Head teacher or senior leader
* Complaints from parents- relevant teacher or senior leader
* Concerns about data protection –data protection officer
* Concerns about safeguarding –DSL

# 4. Data protection

4.1 Accessing personal data

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

* Use Sims or Eschools to access the information.
* Not hold personal information or photos from families on personal devices
* Follow the Acceptable Use Policy

4.2 Processing personal data

Staff members may need to collect personal data, as part of the remote learning system.

Staff are reminded to collect as little personal data as possible online and to use school communication systems, not personal details or devices.

All systems used which record personal data are listed on our GDPR records.

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 2 minutes
* 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

* The safeguarding policy is available on the school website: [**www.kingstreet.durham.sch.uk**](http://www.kingstreet.durham.sch.uk)
* If a child is entitled to Free School Meals, food packs and vouchers can be provided. The school office will contact all eligible parents to check whether this is wanted.
* If a child is vulnerable in any way, the Designated Safeguarding Lead (DSL) will ensure that regular safe and well being checks are carried out by the senior staff in school.
* If a child does not engage with work, the class teacher is to call the parents to discuss the obstacles and to offer support. If this continues, a member of the SLT will then contact home.
* Where children would normally receive additional support from SEND agencies, the SENDCO will endeavor to facilitate support with these services which may be able to continue in the Hub building. Some external services may continue over Teams following their own policies.
* When accessing personal data, all staff members will only use their official school email account. No contact over social media is permitted for staff members with parents outside of the official school Facebook account.

**Sharing Personal Data**

Staff members are unlikely to need to collect and/or share personal data. However, if it does become necessary, all data collection will be compliant with GDPR guidelines.

**Keeping Devices Secure**

All staff will take appropriate steps to ensure their devices remain secure.

# 6. Monitoring arrangements

This policy will be reviewed by the SLT as and when updates to home learning are provided by the government

# 7. Links with other policies

This policy is linked to our:

* Positive behaviour policy
* Safeguarding policy
* Data protection policy and privacy notices
* ICT and internet acceptable use policy
* Online safety policy