

St. Saviour's Church of England Junior School Remote Learning Policy

September 2024

St. Saviour's Church of England Junior School

Policy:	Remote Learning Policy
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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

Possible scenarios

Children may need to access remote learning as a result of different circumstances.

- A small group of children are advised to self-isolate due to contracting Covid 19
- A class, year group or whole school closure due to a cluster of cases
- A local or nationally mandated lockdown

As of September 2021, DfE guidance states that children need only to be absent from school if they have a confirmed case of Covid 19. There is no need to self-isolate for those who are under the age of eighteen or double vaccinated.

In the event of an individual child or a group of children less than a class having to self-isolate, remote learning will take the form of a written or OneDrive pack of work. Filmed teaching will not be provided in this circumstance as the class teacher will still be responsible for the children still in school.

During the first week of any closure, involving a class or more of children, a written pack of work (both physical and via Teams / One Drive – depending on the circumstances of the family) which covers the whole school curriculum for the week will be provided. During this first week, the teacher will produce filmed lessons for the following week. During this first week, the teacher will schedule a daily registration meeting at 9.00am via teams, and a story time meeting at 3.00pm. These meetings should be used to set and review learning for that day.

In the current circumstances we make the assumption that a whole school closure is likely to be the result of a local or national lockdown or 'circuit breaker'. We also make the assumption that such a school closure could be longer than a self-isolation period of two weeks. For any period involving either a class or more of children or any year group / whole-school closure of longer than a week, online activities will be provided after the initial week-long pack of work has been used (ie. in the second week). We will also

provide daily registration and story time or 'check-in sessions for classes via Microsoft Teams. Such assumptions may become inaccurate as the pandemic develops; we will review any practice in the light of changing circumstances and guidance from DfE, OFSTED or PHE.

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 9.00am and 3.30pm

If teachers 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:

- St. Saviour's will not provide remote learning during existing, scheduled school holidays
- Collaborating with year group colleagues to set work for the class and / or set. Work should include teaching materials (such as a filmed lesson Powerpoint presentation) and work (which may be a work sheet or more open-ended task)
- The teacher should provide lessons which cover the full curriculum for any given week
- Online activities need to provide students with enough guidance and engagement in order to move forward with their learning and complete a task
- Where Live sessions with children take place (via Teams) class teachers should record the meeting. Recording a meeting safeguards children and staff members as any alleged misconduct or safeguarding concerns can be verified by an appropriate adult (eg. DSL, LADO etc.)
- Lessons need to be available by 9am for that school day and should include a maths, English and a foundation subject. Children should have a task which is roughly equivalent to the length of time they would spend working if the lesson took place in school – this would usually be in the region of 40 minutes. The total time allocated to the lesson will vary, depending on the content
- Lessons need to be made available to students via the Microsoft Teams portal
- Feedback needs to be provided to students in English and maths for the next school day. Feedback for foundation or 'afternoon' lessons should be provided in time for the next lesson. Feedback will take the form of written comments on Teams work submitted.
- Year group teams should liaise in order to make most efficient use of time. During the lockdowns in 2020 and 2021, St. Saviour's teachers collaborated very effectively to share planning, we should work in a similar way for any future school closure
- Teachers should only communicate with students using the agreed school mechanism (One Drive / Microsoft Teams / school email). Teachers should not telephone families or students without prior agreement from the headteacher. Teachers should not respond to emails outside the hours of 9.00-3.30pm. School-provided pay as you go phones are provided for teachers to call families
- Any emails from parents should be copied to the headteacher
- Any safeguarding concerns should be directed to the DSL (HT or DHT / AHT – in the HT's unavailability) as soon as possible. Teachers should use existing safeguarding procedures to raise concerns
- Concerns regarding learning, non-engagement or completion of work should initially be referred the year group leader then with SLT who may telephone the family to resolve the situation
- When teachers are visible to students or colleagues (when appearing in Teams meetings with students or when attending virtual staff meetings) appropriate clothing should be worn. Where staff are working from home, clothing seen can be casual but must not include night attire or have the potential to offend (eg. be revealing or show offensive slogans or inappropriate messages). Staff

should also consider what is in the background when either filming teaching or attending virtual meetings. Backgrounds should not show anything inappropriate or offensive. Background noise and or family members should not be included

2.2 Teaching assistants

During the spring / summer lockdown, teaching assistants provided excellent support to key worker children in school. Teaching assistants will work their usual hours in the event of a school closure, in order to provide support for Key Worker children.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Advising year groups on providing remote learning equivalent activities to their cohort. This will be challenging for some subjects and topics. Teachers can liaise with subject leads by email to design remote learning

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Finding ways to allow vulnerable children to access the curriculum. During the previous lockdown Mr Arnold hand-delivered work to a large group of children who could not access a suitable device
- Lists of absent children will be shared between SLT and FLO for a weekly telephone call to each family. This worked effectively during previous closures, providing safeguarding and pastoral support to children and families
- Provide support for teachers in charge of remote learning or Key Worker provision. The school used its Staff Care Services provision to source emotional support for staff members – this applies at any time but may be needed even more during a crisis
- Ensuring there is adequate provision for key worker children in the event of a whole school closure
- Monitoring and updating infection control measures

2.5 Designated safeguarding lead

The DSL is responsible for:

- Acting on concerns about children at risk of harm and referring to outside agencies as appropriate
- Providing (alongside the Family Liaison Officer) more informal support to families who may miss the daily contact with school. During the previous lockdown, the HT hand-delivered free school meals vouchers, the FLO conducted door step visits to provide contact and support
- Ensure remote learning keeps children safe. Remote learning will place children in front of screens for more of their day, any use of the internet carries some risk. The DSL will ensure that prior to any whole school closure, children are taught how to access online learning safely. The school will also use the autumn term to reinforce usual online safety messages
- Ensure staff follow remote learning and online safety protocols in order to keep them safe as professionals

2.6 IT staff

IT staff are responsible for:

- Working with the HT to prepare an infrastructure to set and mark remote learning
- Work with the HT to train children and staff to learn how to use remote learning safely and effectively
- In the event of a school closure or children self-isolating, troubleshoot and guide parents in use of remote learning.
- Jez Hoare from SNS will support the school

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Engage with remote learning and complete any tasks set – children
- Support children to access and engage with remote learning, not to opt out and treat any absence from school as a holiday – parents / carers
- Children should use remote learning portals as intended and not use school mechanisms to contact each other or external individuals (such as strangers on the internet)
- No recordings of live sessions will be shared on social media, copied to file sharing sites or shared via any other electronic media. No still images from school sessions shall be shared in any way. Any child or family, found to have disseminated video or still images of children or school staff without their consent will be uninvited from future live sessions
- Be available to engage with remote learning for a time roughly equivalent to a school day. Families can be flexible with how they engage, we do not expect children to be available and at their computers for the whole day. Some families may choose to 'chunk' learning in a way which suits their circumstances, this is at the discretion of the parent, provided that learning is engaged with and tasks completed
- Complete work in a timely manner and comply with deadlines set by teachers, this will prevent tasks accumulating and causing additional anxiety for children or families. Where a family's circumstances prevent children from completing remote learning, they should contact the teacher or school and seek advice or support. St. Saviour's is in the business of supporting families in times of crisis, the school will listen and make reasonable adjustments if there is a genuine issue
- Families should support children to ask for help in their learning and not view this as a failure. Children often seek help with their learning in school and this should continue remotely
- Families should keep the school informed of any illness which might affect the child's ability to complete school work. The school should be informed of any case of Covid 19, particularly if there is a risk that other children, families or staff may have come into contact with the individual

2.8 Governing body

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 with setting work, contact your year group and / or subject leader. If neither of these resolves the problem or you need further advice, contact HT / DHT or AHT
- If children are not engaging with remote learning, contact the HT who will contact the family to establish whether there is a technical issue to refer to SNS or some other barrier to learning which the school can support with
- Poor behavior or a safeguarding issue – refer immediately to Nick Bonell (HT / DSL)
- IT issue, contact Jez Hoare – SNS – use the fault logger shortcut
- Issues with workload or wellbeing, contact Nick Bonell who may refer to Sharon Theobald-Grainger (FLO)
- Issues relating to data protection or GDPR, refer to Nick Bonell

4. Data protection

4.1 Accessing personal data

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

- Use only a school device

4.2 Processing personal data

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

5. Safeguarding

Staff members have all read and signed a reply slip to indicate they understand what is expected of them. You can access the policy on the school website.

6. Monitoring arrangements

- SLT will look through remote learning resources on a weekly basis and share any concerns with teachers and their year group leaders

- Where serious and persistent flaws or shortcomings are found in remote learning resources or feedback, the school will use its usual support, monitoring and capability procedures. In short, this entails six weeks of intensive support to bring the staff member's practice up to the required level alongside specific development targets.

7. Links with other policies

This policy is linked to our:

- › Child protection policy
- › Data protection policy and privacy notices
- › Acceptable Use policy
- › Mobile Technology and Social Media policy
- › Online Safety policy