



# North Westminster Federation

*Working Together to Grow Our Future*

## Remote Learning Policy

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**Last reviewed on:**

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## **1. Aims**

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

## **2. Remote Learning Introduction**

In the event of long term closure, staff at the federation schools will continue to provide education and support to our pupils, using, educational packs of resources, the school website, Microsoft Teams and other digital learning platforms. This will ensure that the needs of all pupils are catered for and allow staff to keep in daily contact and provide a two-way platform for learning and teaching, in a professional and confidential manner with each pupil in their class. Teaching and learning can be tailored, changed and updated as time progresses, in-line with DE guidance, allowing for replication of classroom activity to the best of our ability.

### **Flexibility**

We realise that the circumstances that a remote learning approach 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 and so access to technology as a family may be limited; teachers may be trying to manage their home situation and the learning of their own children, or the effective planning for both in-school and remote learning opportunities; systems may not always function as they should. An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

### **Expectations**

In the case of long term closure, we believe that it is in the best interests of our pupils that we continue to provide structured support to the best of our ability. The work that pupils engage in during a period of closure will be part of our current planning and so cannot be considered as optional.

## **3. General principles**

Remote Learning will take place in 3 possible scenarios:

### **1. An individual pupil is self-isolating or in quarantine:**

Communication will take place through the use of the office email address and via telephone. Communication will be made with parents/carers to identify learning provision through the use of the school's website on the Covid19 Home Learning Page, Oak National Academy, White Rose Maths resources, Timestable Rock Stars, Mathletics, Languagenut and BBC Bitesize. Weekly check-in phone calls to take place between school and family.

## 2. A bubble group is self-isolating:

Communication will take place through the use of the office email address. Communication will be made with parents/carers to identify learning provision through the use of Microsoft Teams and/or the school website. Weekly check-in phone calls to take place between school and family.

## 3. The whole school is working remotely:

Communication will take place through the use of the office email address. Communication will be made with parents/carers to identify learning provision through the use of Microsoft Teams and/or the school website. Weekly check-in phone calls to take place between school and family.

## 4. Roles and responsibilities

<b>Class teachers</b>	Day to day core curriculum/timetabled work to be scheduled via online learning programmes and/or direct online lessons between students and teachers.
<b>Teaching Assistants and Learning Support Assistants</b>	To support online access to remote learning.
<b>Subject Leaders</b>	To monitor coverage of curriculum areas.
<b>Senior Leadership Team</b>	To ensure equality of access and standards of teaching and learning. To support the school in developing home/school use laptops and tablets where possible.
<b>Leaders of Learning</b>	To set remote learning timetables for year groups in their phase.
<b>Inclusion Manager</b>	To support learners who may need additional support and access to a modified curriculum learning programme.
<b>Designated Safeguarding Lead</b>	To continue to be responsible for and child protection and safeguarding.

### 4.1 Teachers

When providing remote learning, teachers must be available between 8.40am and 3.00pm

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.

When providing remote learning, teachers are responsible for setting daily work, in line with the remote learning timetable agreed with Leaders of Learning. This will include daily teaching of core subjects (Reading, Writing and Maths) and cover weekly teaching of foundation subjects.

- All pupils in the class must be able to access remote learning which is pitched at an accessible level;
- Agreed allocation and timings of subject coverage must be undertaken in line with the remote learning timetables.
- Set pupil hyperlinks to online learning: Oak National Academy, White Rose Maths resources, Timestable Rock Stars, Mathletics, Spag.com, Languageut, BBC Bitesize etc

Providing feedback on work:

- Teachers must mark tasks and give feedback using online learning platform feedback facilities regularly and consistently.

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

- Teachers will be expected to speak directly to each pupil in their class at least once a week in person. If a child is self-isolating and cannot access school, online learning will be set and available on the COVID19 Home Learning Page on the school's website;
- Teachers are not expected to directly answer parents/carers emails. Please refer any emails to Admin or SLT;
- Complaints or concerns made by a parent/carer should be referred immediately to SLT;
- If a pupil continues to NOT complete work or there is a concern, communicate this via CPOMs unless the matter is urgent, then speak directly to SLT.

Attending virtual meetings with staff, parents and pupils:

- Work dress code should be adhered to at all times for virtual meetings;
- Locations of virtual meetings should be held in quiet, peaceful environments with no background noise and nothing inappropriate in the background.

In the case of a local lockdown and teachers are expected to attend school, teachers will undertake online lessons in school. If teachers are at home due to full lockdown, they will be required to undertake core teaching each day taking into account the points listed above. Three 1hr sessions will be held in Key Stage 2 and two 1 hr sessions will be held in Key Stage1. Additional learning activities will be set for all pupils across both key stages. Pupils in the EYFS will have a remote learning timetable available with hyperlinks for online access.

#### **4.2 Teaching Assistants and Learning Support Assistants**

When assisting with remote learning, teaching assistants must be available between their agreed 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.

Teaching Assistants and Learning Support Assistants will be expected to:

- Support, where necessary, individual/small groups of pupils by providing tailored activities which can either be used in school or when learning at home;
- Have access through Microsoft Teams to support remote learning;

- Ensure their communications have been shared with the class teacher and/or Inclusion Manager.

Attending virtual meetings with staff, parents and pupils:

- Work dress code should be adhered to at all times for virtual meetings;
- Locations of virtual meetings should be held in quiet, peaceful environment with no background noise and nothing inappropriate in the background.

### **4.3 Subject Leaders and SENCo**

Alongside their teaching responsibilities, subject leads are responsible for:

- Ensuring adequate subject/curriculum coverage is planned and facilitated on remote timetables. Monitor remote learning timetables against the curriculum overviews
- Liaising with class teachers to support planning of topic work and to also support additional learning resources where appropriate e.g. presentations, online resources, websites etc.
- SENCo to support all pupils on the school's SEN Register to directly ensure they are accessing remote learning. SENCo to give additional support and advice to parents/carers during any potential lockdown or periods of self-isolation.
- Monitoring the remote work set by teachers in their subject – coordinators to liaise with teachers to monitor quality of curriculum and standards of teaching and learning.

### **4.4 Senior Management and Leadership**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – analysis of remote access and learning can be monitored via administrator access teacher logins. If full lockdown occurs, teachers will be expected to monitor their own pupils' access and will report to SLT. Leadership and Management of the school will have overall responsibility to take action with parents/carers and report to governors.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

### **4.5 Designated Safeguarding Lead**

The DSL is responsible for and child protection and safeguarding.

- The DSL will maintain weekly contact, in addition to teacher contact, with families who are deemed to be vulnerable or where children have been identified as being particularly vulnerable, e.g. children who are on a Child Protection Plan;
- The DSL will continue to monitor incidents recorded on CPOMS and also work in partnership with outside agencies where applicable via virtual means;
- The DSL will monitor and review the Child Protection and Safeguarding Policy Addendum as necessary in line with government and local authority guidance.

### **4.6 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 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;
- Not screenshot or copy any information, messages or posts to share on social media or any other platform outside of Microsoft Teams;
- Seek help from the school if they need it;
- Know they can continue to contact their class teacher as normal through contacting the school office, if they require support of any kind;
- Check their child's completed work each day and encourage the progress that is being made;
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax when working at home.

#### 4.7 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.

#### 4.8 Who to contact

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

Concern	First point of Contact
Issues in appropriate setting of work	<ul style="list-style-type: none"> <li>○ TAs and LSAs should talk to the relevant class teacher first</li> <li>○ Teachers should talk to the Leaders of Learning</li> <li>○ SENCO</li> </ul>
Issues with behaviour	<ul style="list-style-type: none"> <li>○ Teachers should talk to the Leaders of Learning</li> </ul>
Issues with technology	<ul style="list-style-type: none"> <li>○ Raise this with Maria Martin who will escalate to Turn It On if necessary</li> <li>○ Inform Leader of Learning</li> </ul>
Concerns about safeguarding	<ul style="list-style-type: none"> <li>○ Raise these with Aaron Sumner as DSL, record also on CPOMS</li> </ul>
Concerns about data protection	<ul style="list-style-type: none"> <li>○ Raise this with Maria Martin</li> </ul>
Issues with workload or wellbeing	<ul style="list-style-type: none"> <li>○ Talk to Leaders of Learning</li> </ul>

## **5. Data protection**

### **5.1 Accessing personal data**

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

- Use the school's agreed learning platforms: Microsoft Teams and the school website;
- SIMs server or SchoolComms online communication must be used to facilitate or circulate meeting links to parents/carers via text or email. Staff are encouraged to use these communication modes ONLY as they are recorded and monitored.
- Remote access is provided for all staff to access school information so no sensitive data should be taken off site or saved in personal devices.

### **5.2 Processing personal data**

Staff members may need to collect and/or share personal data such as emails, phone numbers etc. as part of the remote learning system; however, this should be kept to a minimum due to SchoolComms, remote access and SIMs use where possible. 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. Always be aware of the School's Online Safety and Data Protection Policies.

### **5.3 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 that no files are downloaded or stored onto personal devices, they should only be accessed through remote access only.
- 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

## **6. Safeguarding**

Please see the School's Child Protection and Safeguarding Policy 2021 on the School's website.

## **7. Monitoring arrangements**

This policy will be reviewed annually by Aaron Sumner, Executive Head. At every review, it will be approved by the Executive Head in conjunction with the Safeguarding Link Governor.

## **8. Links with other policies**

This policy is linked to our:

- Behaviour Policy and Behaviour Policy Addendum
- Child Protection and Safeguarding Policy
- Data Protection Policy and Privacy Notices
- Online Safety Policy