

Remote Learning Policy

1. Aims

Aims and Purpose

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we will continue to offer high quality remote education. This provision will:

- use the current school curriculum sequence so that knowledge and skills are built incrementally
- deliver a broad and ambitious curriculum each day
- provide access to online and offline resources and teaching videos and that are linked to the school's curriculum expectations
- be printed, where necessary, for pupils who do not have suitable online access
- allow interaction, assessment and feedback
- personalised to meet the needs of all learners including those with SEND
- match the programme of teaching that pupils would receive in school, including daily contact with a staff member.

Principles

The principles behind our Trust's remote education plan is based upon our in school education philosophy for quality first teaching and backed by the Education Endowment Foundation's Rapid Evidence Assessment on distance learning.

2. Role and Responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8:30am and 4:30pm from Monday to Friday. If staff 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:

Preparing for Remote Learning:

- Staff will have access to Microsoft Teams for classes and these have been set up. All staff have received training on using Microsoft Teams to record lessons.
- Pupils will receive Microsoft Teams training so they are familiar with accessing meetings. Pupils will receive training on accessing Microsoft Teams pre-recorded and live lessons (joining meetings).
- Staff have the ability to host a Teams Meeting with their classes either from their classrooms or home.
- Parents and pupils are made aware in advance of the arrangements in place for the continuity of education.
- Pupils have all been provided with a home learning book complete with all learning platform log-ins and parent guides to accessing remote learning.

Ensuring that they:

- Have received appropriate training.
- That their computer-based teaching resources are available outside of school (OneDrive, Remote access, Microsoft Teams)
- That they have access to any resources that are not available online at home.

Setting work:

- Ensuring the vast majority of their pupils have signed up to and can access Microsoft Teams.
- Daily Maths, English and non-core tasks planned for and uploaded onto Remote Learning section on the website.
- Teaching will be delivered by a mixture of pre-recorded videos and live teaching sessions using Microsoft Teams.
- Links to further practice on TTS Rock Stars, Bug Club, Purple Mash, LBQ code, Tapestry. Usernames and passwords will be provided to the children at the beginning of the academic year and are provided in the children's home learning books.
- For those children who cannot access remote learning as indicated in the Home Learning Survey, staff are to provide Weekly Home Learning activity packs. Additional devices for these children may be available. (see disadvantaged list).

Providing feedback on work:

- Children will receive verbal feedback through the use of live lessons and 121 meetings that teachers will schedule, either via telephone call or Microsoft Teams.
- Class teachers will periodically check additional websites that the children use for practice (e.g. TTS Rock Stars, Bug Club, Purple Mash, Tapestry) to assess the children.

Keeping in touch with pupils who are not in school and their parents:

- Class teachers/Teaching Assistants will make twice weekly phone calls (refer to Communication Policy).
- Any parental concerns or queries that are sent via email will go directly through to the school office email address. These will then be forwarded to the relevant class teacher. Parents sending a query via email should expect a response within 48 hours.
- The school office will remain open and parents are able to contact the school via telephone as normal.
- Class teachers will also arrange live teaching sessions for all pupils.
- St Bede Primary Academy School is aware of the difficulties with Remote Learning and class teachers will endeavour to work with parents to remove any obstacles children to have to completing online learning.

Attending virtual meetings with staff, parents and pupils: (refer to communication Policy)

- Staff will follow the school dress code.
- Staff will consider the location of their meeting (e.g. avoid areas with background noise, nothing inappropriate in the background).

Where small numbers of children are self-isolating:

- Class teachers will provide home learning packs for pupils to complete.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their contracted hours/days. 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:

- Under the direction of the class teacher, making telephone calls to families and recording this on CPOMS.
- Teaching assistants will follow the 'Working at home expectations' document.

Attending virtual meetings with staff, parents and pupils: (refer to the Communication Policy)

- Staff will follow the school dress code
- Staff will consider the location of their meeting (e.g. avoid areas with background noise, nothing inappropriate in the background)

Accessing online CPD and completing other administrative tasks as appropriate.

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 subjects via Seesaw and the supporting websites
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Special Needs Assistants

The **SENCO** will monitor the online learning provision for children with SEND needs.

When assisting with remote learning, special needs assistants must be available during their contracted hours/days. 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, special needs assistants are responsible for:

Supporting identified pupils who are not in school with learning remotely:

- Under the direction of the class teacher, making telephone calls to families and recording this on CPOMS.
- Special needs assistants will follow the 'Working at home expectations' document.

Attending virtual meetings with staff, parents and pupils: (refer to the Communication Policy)

- Staff will follow the school dress code
- Staff will consider the location of their meeting (e.g. avoid areas with background noise, nothing inappropriate in the background)

Accessing online CPD and completing other administrative tasks as appropriate.

2.5 Senior leaders

Alongside any teaching responsibilities, senior leaders 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 or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.6 Designated safeguarding lead

The DSL is responsible for:

See Appendix 1 for Covid-19 Addendum

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day (although they may not always be in front of a device the entire time).
- Complete work to the deadline set by teachers and respond to feedback.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work.
- Seek help from the school if they need it whether this is supporting the emotional and mental well-being of their children or helping them access the online learning.
- Be respectful when making any complaints or concerns known to staff.
- Follow the Online Meeting Protocols.

2.8 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. Data Protection

3.1 Accessing personal data

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

- Access the IT server remotely or through Office 365.

3.2 Processing personal data

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

3.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- The device must run a current version of its operating system. A current version is defined to be one for which security updates continue to be produced and made available to the device.
- An appropriate passcode/password must be set for all accounts which give access to the device.
- A password protected screen saver/screen lock must be configured.
- The device must be configured to "autolock" after a period of inactivity (no more than 15 minutes).
- Devices must remain up to date with security patches both for the device's operating system and its applications.
- Devices which are at risk of malware infection must run anti-virus software.
- All devices must be disposed of securely.
- Any use of personal devices by others (family or friends) must be controlled in such a way as to ensure that these others do not have access to restricted MAT information assets.
- Ensure that once you have finished for the day, you clear your password and internet history from the browser so it doesn't automatically sign you into work resources next time.

4. Safeguarding

See Appendix 1 for Covid-19 Addendum.

5. Links with other policies

This policy is linked to our:

- Behaviour policy – COVID,
- Safeguarding policy (Child protection) and coronavirus addendum to our child protection policy,
- Data protection policy and privacy notices,
- Home-school agreement,
- ICT and internet acceptable use policy,
- Online safety policy,
- Communication Policy.
- Home Access Policy

Appendix – 1 Covid-19 Addendum

COVID 19 Pandemic

This addendum will be used as a reference during Pandemic crisis pending Government and Public Health advice at the time.

It sets out changes to our normal Safeguarding and Child Protection Policy, in light of the Department for Education's guidance for schools: Coronavirus (COVID-19). The guidance is intended to supplement KCSIE 2020, which is still the statutory guidance for all schools.

Full guidance on schools reopening in September 2020 can be found- [Government guidance for schools during Coronavirus outbreak for full school opening](#)

The latest guidance from Bolton Safeguarding Children Partnership In relation to COVID 19 can be found- [Bolton Safeguarding Children Partnership COVID-19](#)

Change History Record

Issue	Description of Change	Approval	Date of Issue
1	Initial issue		20/10/20

Next Review Date: July 2020