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The John Moore Primary School

Remote Learning

School 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 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

This policy should be read in conjunction with our Home Learning Protocol.

2 Roles and responsibilities

2.1 Teachers

2.1.1 In the event of a bubble closure:

When providing remote learning, teachers must be available between 8.30am and 3.30pm.

If you're unable to work for any reason during this time, for example due to sickness or caring for a dependent, you should report this using the normal absence procedure of phoning the Headteacher (Mrs Laing) by 7.30am.

On the first day of isolation the class teacher will:

- Revise and update their planning to ensure lessons are suitable to be delivered via Zoom
- Add a home learning grid to the Class Dojo page
- Post on Class Dojo a link to a Zoom meeting which will be the basis for future daily video lessons and inform parents of the times of the lessons

From the second day of isolation/home schooling onwards:

- Video lessons via Zoom will begin. There will be at least 1 live lesson each day lasting 20-30 minutes each depending on the age of the children
- Class teachers will take a register each lesson
- The live lessons will primarily be focused on English and Maths; other subjects will be covered by the home learning grid
- The class teacher will set follow up work to be completed after each lesson. If there are worksheets or items to be downloaded, they will be posted on the Class Dojo page.
- Additional work for other subjects will be set on dojo and there will be video input (either by the class teacher or via a link to Oak National Academy) for maths and English – if they have not been taught via the live zoom.

Providing feedback on work

- Pupils will upload their completed work on their Class Dojo portfolio by 3.30pm each day. Teachers will provide a general comment on how the work was completed and offer next steps guidance where possible
- Feedback should be provided before the pupil takes part in the next lesson for that subject

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

- Pupils are expected to be present for the live teaching sessions. If a child is not on the live sessions, the teacher should report this to the admin team or a member of the Senior Leadership team who will investigate the reason for their non-attendance
- Teachers should respond to e-mails and messages during their working hours of 8.30am to 3.30pm
- If pupils fail to complete and upload work, an email or Class Dojo message should be sent in the first instance to check what the barriers are and if there is no response within 24 hours, the Senior Leadership team should be informed so that a follow up phone call can take place

Attending virtual meetings with staff, parents and pupils

- Staff should dress in accordance with our Staff Conduct policy
- All participants should be located in a quiet area of their home, avoiding areas with background noise and ensuring that there is nothing inappropriate in the background

2.1.2 Supporting Self-Isolating Children with class bubble open

Supporting individual children who are self-isolating while their class bubble remains open will require work to be sent home electronically for those children every day that they are not at school.

- Teachers will use the Oak National Academy resources (www.thenational.academy/about-oak) as they will have a full-time teaching commitment in school while their bubble is open. The Oak National Academy resources are flexible, come with video clips that parents can access at home and there are also worksheets that can be used alongside the video sessions
- The Oak National Academy lessons can be supplemented with BBC Bitesize- video tutorials and games, The Literacy Shed- stand-alone reading resources and Talk 4 Writing resources
- Teachers may also set work that follows on from the previous days learning in school if they feel that written instructions will be sufficient for the child to access the content

During PPA sessions, teachers should add to their planning how they could cover all lessons/topic areas remotely so that they can share links to tutorial clips at short notice.

When children are self-isolating, the class teacher should send the links to the children who are away each morning via their Class Dojo portfolio so that they can continue to learn at home (or ask their Teaching Partner to do so on their behalf), links to clips that are sent home must be checked for quality.

2.2 Teaching partners (in the event of a bubble closure)

When assisting with remote learning, teaching partners must be available for their contracted hours.

If you're unable to work for any reason during this time, for example due to sickness or caring for a dependent, you should report this using the normal absence procedure of phoning Mrs Laing by 7.30am.

When assisting with remote learning, teaching partners are responsible for:

- 1:1 TPs should make contact with their pupils via the Class Dojo messaging tab to help break down learning into manageable chunks and to check on the general wellbeing of that child
- Class teaching partners should support the class teacher as required. For example, informing the teacher of children with their hands up ready to contribute, summarising a child's contribution for the rest of the group or leading small group activities (that might be led separately to or a follow on from the whole class activity, A separate Zoom link could be shared for these activities)
- TPs should respond and comment on the Class Dojo portfolios as directed by their class teacher
- TPs may read the class reader via Class Dojo at the request of their class teacher

Attending virtual meetings with staff, parents and pupils –:

- Staff should dress in accordance with our Staff Conduct policy
- All participants should be located in a quiet area of their home, avoiding areas with background noise and ensuring that there is nothing inappropriate in the background

2.3 Subject Leaders

Alongside their teaching responsibilities, Subject Leaders are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers who are teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leaders 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 –by reviewing the work set on Class Dojo
- 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
- Monitoring the effectiveness of remote learning –through regular meetings with teachers and subject leaders, reviewing work set, taking account of feedback from pupils and parents and by attending a selection of the live teaching sessions
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for:

- Safeguarding and child protection (Headteacher leads on allegations against staff)
- Keeping secure Child Protection, Child in Need and other plans, write records and reports
- Safeguarding and Child Protection policy and procedures: lead in evaluation, review and revision, ensure available to staff and parents
- Inducting staff/staff training/ensure staff are aware of safeguarding policy and procedure
- Providing advice, information and support to staff/adults in the school on safeguarding issues
- Understanding (and participate in) early help assessments and process for early help
- Liaising with the Local Authority and Gloucestershire Safeguarding Children’s Executive (GSCE)
- Working in partnership with other agencies; referrals and support; information sharing
- Ensuring a culture of listening to children and taking account of their wishes and feelings

2.6 IT leaders

IT leaders (which may include our external support team) are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues that they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

2.7 Pupils and parents (Bubble, partial or whole school closure)

Staff can expect pupils learning remotely in the event of a bubble, partial or whole school closure to:

- Be present for the live teaching sessions each day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching partners
- Alert teachers if they are not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware (by calling the school office to report the sickness) if their child is sick or otherwise can't complete work
- Seek help from the school if they need it with regards to suitable equipment and support with the work set.
- Be respectful when making any complaints or concerns known to staff

2.8 Pupils and parents (single COVID case)

Staff can expect pupils learning remotely in the event they are isolating due to awaiting a test result or a positive COVID test.

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching partners
- Alert teachers if they are not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware (by calling the school office to report the sickness) if their child is physically unwell or otherwise can't complete work
- Seek help from the school if they need it with regards to suitable equipment and support with the work set.
- Be respectful when making any complaints or concerns known to staff

2.9 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
- 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:

Here are some suggested issues and the most likely points of contact but adapt and add to this as needed:

- Issues in setting work – talk to the relevant subject lead or Inclusion Manager (Heather Philcox)
- Issues with behaviour – talk to a member of the Senior Leadership Team
- Issues with IT – talk to IT leaders (Ms Watkins)
- Issues with their own workload or wellbeing – talk to a member of the Senior Leadership Team.
- Concerns about data protection – talk to the Senior Leadership Team.
- Concerns about safeguarding – talk to the DSL (Ruth Laing, Heather Philcox or Sarah Hathaway) and log concerns on CPOMS.

4 Data protection

4.1 Accessing personal data

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

- Only access data on school laptops and iPads rather than their own personal devices
- Insight tracking data can be accessed remotely using your school log in and passcode.
- Other data should not be required for the purposes of home learning.

4.2 Processing personal data

The remote learning system will be a combination of Class Dojo and Zoom. Parents have already signed up to Class Dojo using their email address and have agreed to the relevant permissions. Parents will be given a link/ invitation to join the zoom meetings and will not be required to give personal data for this.

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

5 Safeguarding

Please see our Child Protection (Safeguarding) Policy on the CPOMs library – all staff have signed to say they have read the latest version (last reviewed September 2021).

6 Links with other policies

This policy is linked to our:

- Behaviour in Schools Policy
- Child Protection (Safeguarding) Policy
- Data Protection Policy
- Home-school agreement
- E-Safety and Acceptable Use (including Social Networking) Policy