Kingfisher Federation
Gillingham, Ditchingham and Earsham Primaries

Remote Learning Policy

Policy Type:	Academy Policy
Approved By:	Local Governing Body
Date Approved by LGB:	08/10/2020
Review Date:	Annual (updates throughout the year as needed)
Person Responsible:	Head Teacher

Summary of Changes

The policy has been amended as follows.

Page Ref.	Section	Amendment	Date of Change

Contents

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

2. Roles and responsibilities

2.1 Teachers

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

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 providing remote learning, teachers are responsible for:

> Setting work:

- o Providing work for their normal allocated year group

- o An overview of learning should be given for the week which details the types of work provided and any links to online resources

- o Work needs to be set/uploaded by the Monday morning of each week. If ready, work can be given/uploaded at the end of the previous week.

- o Work should be uploaded to the relevant year group area on the digital platform, if the teacher is absent from school.

- o A hard copy of work can be provided in exceptional circumstances by the school to families. Families who are isolating should organise pick up of hard copy work from school by another family member of friend who is not isolating. If this is not possible, the school may be able to offer support to deliver the hard copy packs to the home address.

> Providing feedback on work:

- o Completed work from pupils online will be uploaded to the digital platform. Hard copy work is returned to school and quarantined for 5 days.

- o Feedback is given via email. Feedback of hard copy work may be given via phone or via email message.

- o Hard copy feedback on completed work will be after the quarantine period is ended.

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

- o Email should be used to make regular contact. If this cannot be accessed, a message or phone call should be made each week the child is absent.

- o Teachers are not expected to answer emails/messages from parents and pupils outside of working hours. This can be explained to pupils as a part of the class page.

- o Complaints or concerns shared by parents and pupils should be raised with the SLT – for any safeguarding concerns, refer to the section below on DSL's and safeguarding duties.

- o Failure to complete work will result in a follow-up phone call from an SLT member to ascertain if there are any barriers to learning at home.

> Attending virtual meetings for training, staff meetings, CPD:

- o Dress code -smart usual work wear

- o Avoid areas with background noise, nothing inappropriate in the background.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their normal working hours, which vary dependent upon role.

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 assisting with remote learning, teaching assistants are responsible for:

> Supporting pupils who aren't in school with learning remotely

o Pupils will be identified through the class teacher and the use of central register for absent pupils due to Covid-19.

o TA can contact parents, prepare resources and work, send messages via the school platform and offer support via the phone if parents are unable to access google classroom.

2.3 Subject leads

Subject leads must:

> Consider whether any aspects of the subject curriculum need to change to accommodate remote learning

> Work with teachers teaching their subject remotely to make sure all work set is appropriate and consistent

> Work 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

> Monitor the remote 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

> Alert teachers to resources they can use to teach their subject remotely

> SENCO- Monitor remote learning provision for children with SEND. Provide advice and support to parents and class teachers. Support with use of specialist resources and technology where appropriate.

2.4 Senior leaders

Senior Leaders will be available to:

> Co-ordinate the remote learning approach across the school.

> Monitor the effectiveness of remote learning –through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents

> Monitor the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding leads and FSW

There are three DSL's at across Kingfisher, Mrs Heather Brand, Mrs Leanne Munro and Mrs Maria Adcock

➤ The DSL team will provide advice and support to other staff on child welfare and child protection matters off-site or on-site. Any concern for a child's safety or welfare will be recorded via the online system. This can be accessed remotely. Concerns may also be given in writing where access to the online system is not appropriate and given to a member of the DSL team.

➤ During term time the DSL team will always be available (during academy hours) for staff in the academy to discuss any safeguarding concerns. If in exceptional circumstances a DSL is not available on the academy site in person, the academy must inform the Trust Safeguarding Lead, and also ensure the DSL is available via telephone and/or any other relevant media.

➤ The DSL team will represent our academy at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies

where necessary and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

➢ The DSL team will maintain written records and child protection files ensuring that they are kept confidential and stored securely.

➢ The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been <u>trained</u> within the academy to the agreed academy's safeguarding training provided by Children's Services/The Trust.

➢ The DSL will obtain details of the Local Authority Personal Advisor appointed to guide and support a child who is a care leaver.

➢ We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. The DSL team will use the information that they hold about children with a social worker to make decisions in the best interests of the child's safety, welfare and help promote educational outcomes. The DSL team will ensure that staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort, supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

➢ The lead DSL will identify and support vulnerable families who may be in isolation or lockdown situations. This may include support to access home learning.

➢ The DSL may conduct their role remotely but also undertake home/doorstep visits when necessary but with the correct health and safety measures in place, i.e. use of PPE and cleaning regimes.

2.6 Supporting IT Systems

The Office Managers and Executive Headteacher are responsible for liaison with IT providers to:

> Fix issues with systems used to communicate and produce work

> Help staff and parents with any technical issues they're experiencing

> Review 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 where possible

2.7 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 or ask parents to do this

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

> Collect/return work as required on behalf of the pupil

> Be respectful when making any complaints or concerns known to staff

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. Who to contact

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

> Issues in setting work –Heads of School or Executive Head

> Issues with behaviour – Heads of School or Executive Head or SENCO

> Issues with IT – Office manager to report on

> Issues with their own workload or wellbeing – talk to their line manager, Heads of School or Executive Head

> Concerns about data protection – Executive Headteacher

> Concerns about safeguarding – talk to a member of the DSL team: Heads of School or Executive Head

4. Data protection

4.1 Accessing personal data

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

> Access pupil information data via secure online Site

4.2 Processing personal data

Staff members may need to use, collect and/or share personal data such as parent/pupil email addresses or telephone numbers as part of the managing home learning remote learning. 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 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

> Pass devices onto technical engineer for updating and installing antivirus and anti-spyware software

or when needing operating systems to update – always install the latest updates

5. Safeguarding

Staff will be made aware of updates to the safeguarding policy via email and will be able to access the policy from the school staff shared area/safeguarding file.

6. Monitoring arrangements

This policy will be reviewed annually and updates will be added to as required during the academic year.

7. Links with other policies

This policy is linked to our:

> Behaviour policy

> Safeguarding Policy

> Data protection policy and privacy notices

> Home-school agreement

> ICT and internet acceptable use policy

Appendix 1.

Remote Education Provision - FAQs

Information for Parents
This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home
Children will be set tasks to complete for Phonics (if the child is in Reception or Key Stage 1), English, Maths and one other subject every day. We would also ask children to read daily and if the child is in Year 2 or above, complete 15 minutes of mental arithmetic, e.g. Times Table Rock Stars three times a week.

Will my child be taught broadly the same curriculum as they would if they were in school?
- We will teach the same curriculum remotely as we do in school so that all children are receiving the same curriculum.
- There may be some slight exceptions, for example, PE activities in school may involve different equipment to what the children may have available to them at home.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?
We expect that remote education will take pupils in Key stage 1 up three hours each day and up to 4 hours for pupils in Key Stage 2.

Accessing remote education

How will my child access any online remote education you are providing?
All of the learning will be set on Google classrooms. Each child has their own log in for this platform.

If my child does not have digital or online access at home, how will you support them to access remote education?
We recognise that some pupils may not have suitable online access at home.

If this is the case, we will organise home learning packs which will include paper copies of material for the children to complete their work.

How will my child be taught remotely?
- Teachers will set work tasks per subject daily via google classroom. Sometimes we will make use of Nationally available schemes such as Oak Academy and BBC to support learning remotely
- There will be video links sent linked to learning on YouTube – eg. Read, Write, Inc phonics, stories linked to a subject area.
- Commercially available website supporting the teaching of specific subjects.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?
We recognise that every family's situation is different, but strongly encourage full engagement with remote learning.

With children being at different stages in their education some children may need more support from parents and carers than others. We recognise that circumstances may make this difficult all of the time, so some of the activities we plan, we know that the children can access these independently.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?
With our online platform of Google Classroom the children can upload their work or pictures of their work. There is also an option to make a comment, so if children/parents are having difficulties this can be communicated through this.

Every week the class teachers will make contact with families to check how remote learning is going and to discuss any issues or concerns either from the teacher or the parent. If there are siblings it will be one phone call by one of the teacher's so you will not be getting more than one phone call in a week unless it is needed.

How will you assess my child's work and progress?
With Google Classroom teachers will be able to see work that has been uploaded from the children and comments will be made with regards to their work, if suggestions for improvement are made there is an option for children to edit their work and then resubmit it.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?
We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

Teachers will set work that is appropriate for the needs of the child and where needed in consultation with the SENCO.

During the weekly calls home any problems will be discussed but equally there are other means of communication available during the week to the class teacher or the SENCO.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?
We will always aim for the curriculum for remote learning to be in line with the learning that is happening in school.