**Remote learning policy**

Littletown Primary Academy



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| **Approved by:** | David Perkins | **Date:** 09.11.21 |
| **Last reviewed on:** | 9.11.21 | |
| **Next review due by:** | 9.11.22 | |

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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

# 2. Roles and responsibilities

**2.1 Teachers**

When providing remote learning for class bubbles absent, teachers must be available between 8:45 - 12noon and 1pm - 3:15pm

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 learning and receiving learning as follows
  + 5 days of lessons of Literacy teaching sequence differentiated for learning needs with instructions/examples and/or explanatory videos where necessary.
  + 5 days of Power Maths teaching sequence with written instructions/examples and/or explanatory videos where necessary
  + 3 learning tasks per week associated with Cornerstones Curriculum topic
  + Instructions for continuing with Lexia and Times Tables Rockstars each day and Accelerated Reader as necessary
  + Additional weekly activities such as spelling, grammar and punctuation sheets, handwriting tasks, weekly spellings, PE, PSHE and Music activity suggestions
  + Teachers are to work together in year groups to provide year group padlets of resources to allow flexible working and covering absence and/or illness
  + Early years remote teaching will include daily phonics, literacy or numeracy lessons, funky fingers (including handwriting practice) and topic based learning.
  + All learning to be in place on padlet by 9am Monday morning for the week
  + Children are to submit their learning either via Tapestry uploads (N,R,1,2), class teacher email addresses or via Google Classroom
  + School leaders to participate in monitoring activities and scrutiny to share best practice and ensure that whole school consistency is achieved.
  + Blended approach of padlet access and additional bespoke resources to be available for children with recognised Special Educational Needs
* Providing feedback on learning:
  + Teachers to view and evaluate learning submitted either via Tapestry uploads (N,R,1,2), class teacher email addresses or via Google Classroom
  + Teachers to value and feedback to child/parent on each submission of learning and record attainment of learning objectives when met
* Keeping in touch with pupils who aren’t in school and their parents:
  + Teachers will when a class bubble is absent host a weekly google meet assembly to discuss and share the learning so far and offer social engagement and pastoral support. This will be recorded so can be accessed by children at another time if they cannot make the scheduled assembly
  + Teachers will respond to emails from parents via the specifically set up email addresses between the hours of 8:45am and 3:15pm
  + Teachers will pass on any complaints on unresolved issues to phased and senior leaders for support
  + Teachers to let Senior leaders know where there is little or no pupil engagement
* Attending virtual meetings with staff, parents and pupils
  + Teachers will still attend weekly staff meetings via google meet.

**2.2 Teaching assistants**

When assisting with remote learning, teaching assistants must be available during their contracted 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. When assisting with remote learning, teaching assistants are responsible for:

* Assisting the teacher in contacting pupils requiring support with remote learning:
  + Calling families to offer support
  + 1:1 Teaching assistants to be available to support with daily conversation as necessary
  + Alongside the teacher, monitor pupil submissions and progress on Lexia, Accelerated reader, Times Tables Rockstars and Google Classroom/Tapestry.
* Attending virtual meetings with teachers, parents and pupils –
  + Attend weekly Teaching Assistant meetings via google meet.

**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 subject
* 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 via reviewing padlets each Monday morning
* Monitoring the security of remote learning systems, including data protection and safeguarding considerations

**2.5 Designated safeguarding lead**

The DSL is responsible for:

* Monitoring online dashboard for any concerns or patterns recorded by staff and following up accordingly

**2.6 IT staff**

IT subject lead and Principal are responsible for:

* Supporting staff with technical issues impacting on successful remote learning

**2.7 Pupils and parents**

Staff can expect pupils/parents 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 learning 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
* Make the school aware if their child is sick or otherwise can’t complete learning via the class email addresses
* Seek help from the school if they need it via email addresses or phone call

**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 Phase leaders, Senior leaders, Vice Principal and Principal

# 4. Data protection

**4.1 Accessing personal data**

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

Explain:

* How they can access the data, such as on a secure cloud service or a server in your IT network
* Which devices they should use to access the data – if you’ve provided devices, such as laptops, make staff use these rather than their own personal devices

**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 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

The school continues to operate with the addendum introduced with Covid-19 restrictions

# 6. Monitoring arrangements

This policy will be reviewed half termly by Senior Leadership Team. At every review, it will be approved by the Full Governing Board in their next meeting

# 7. Links with other policies

This policy is linked to our:

* Behaviour policy
* Child protection policy 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