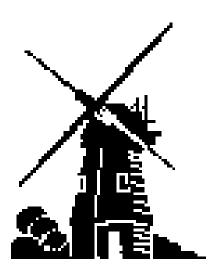**AMBITIOUS-CARING-EXCELLENCE**

Stapleford Community Primary School

Remote Learning Policy

STAPLEFORD COMMUNITY PRIMARY SCHOOL Remote Learning POLICY			
Review frequency	Annually / as required	**Date of next review**	Jan 2022
Governor approval (date)	Jan 2021	**Website (public area)**	No
Staff / governor responsible	HT	**Date produced**	Jan 2021

Required by law*

Version	Amendments	Date	Author

Stapleford Community Primary School

Remote Learning Policy 2021

1.0 Aims
This remote learning policy for staff aims to:
- Ensure consistency in the approach to remote learning for pupils who are not in the school
- Set out expectations for all members of the school community with regards to remote learning
- Provide adequate guidelines to ensure remote learning is undertaken safely, with clear safeguarding procedures in place
- Provide appropriate guidelines for data protection.

2.0 Roles and responsibilities

2.1 Teachers
All teachers are expected to be in school working with their class and supporting those at home working remotely. In the event of a bubble having to close, the teacher will also work remotely and will provide remote learning from home. The teachers must be available during normal working hours as set out in the directed time budget and the school calendar. 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 and liaise with line managers.

When providing remote learning, teachers are responsible for:
- Setting and/or delivering learning activities for their classes:
- ❏ Each class from Y1 upwards has a Google classroom and all pupils have access to it
- ❏ Children in the nursery and reception have access to Tapestry.
- ❏ Some teachers will aim to deliver instruction, or some lesson content, live if in school to those at home. If the teacher is isolating they will continue to do so. This may be achievable by arrangement with colleagues in the school, and dependent upon suitable access arrangements being possible in the school.
- ❏ If the teacher is too unwell, the work may rely more on Oakes Academy in the first instance.
- ❏ Whether the teacher is setting work to be completed in the school, or delivering content synchronously online, learning activities should be set commensurate with the normal duration of the lesson.
- **Providing feedback on work:**
  - Teachers are expected to provide feedback of a frequency and style in line with the school feedback protocols when working remotely. Teachers, sometimes with the assistance of their teaching assistants, aim to give feedback at least twice a week,
  - Pupils will submit work remotely usually through Tapestry (YR and YN) and Google Classroom, and feedback should be provided on the same platform. That feedback may take any form outlined in the school feedback protocols but will be delivered through online means when teachers are working

remotely. Google Mote may be used to give voice recorded feedback in addition to the comments on activities. In the Google Meet sessions, pupils working remotely will have time to discuss their work directly with the teacher.
- ○ Teachers are currently both teaching in the classroom and teaching those working remotely, so they will not be available to respond to email enquiries if they are still in class. They are expected to reply to emails about work in a timely manner. Various online platforms may be used to support them in doing this.

- **Keeping in touch with pupils who are not in the school and their parents:**
  - ○ Teachers should take every reasonable step to ensure that they maintain contact with pupils who are working online/remotely, through Google meet sessions or welfare calls.
  - ○ Follow up for pupils not engaging in work will be at least weekly, and more frequently for vulnerable pupils, unless parents have phoned in to explain an illness.
  - ○ There should be no expectation that teachers respond to emails or online requests/questions outside of the normal working hours when working remotely/online.

- **Managing the behaviour of pupils working remotely**
  - ○ Academies will amend their behaviour protocols to address any examples of poor or inappropriate behaviour online. Teachers have a responsibility to manage the conduct of pupils when teaching remotely, and for applying the school systems to report poor behaviour.

Attending virtual meetings or conducting live lessons if isolating
- It is expected that, wherever possible, teachers working remotely will join or attend scheduled meetings as usual.
- Where parents' evenings need to be arranged remotely, teachers are expected to make themselves available for consultation in line with the agreed schedule in the directed time budget and school calendar.
- When meetings with colleagues, parents or pupils online, there is an expectation that the code of conduct in relation to staff dress is adhered to, and that staff make themselves visible on screen.
- It is recommended that staff blur their background when meeting online, or that they adopt a background view. If this is not possible, we recommend they ensure they are not presenting anything personal, such as posters or family photographs.

2.2 Teaching assistants
When assisting with remote learning, teaching assistants must be available during their normal contractual and 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 and liaise with line managers. When assisting with remote learning, or when working remotely themselves, teaching assistants are responsible for:
- Supporting pupils who aren't in the school with learning remotely
- Wherever possible, the work teaching assistants undertake when they are working

remotely will reflect closely their normal patterns of working. Often, however, there will be a need to support pupils with whom they are less familiar, especially when those pupils are working remotely.

● Teaching assistants will be directed by the SENDCO or other line manager to support identified pupils. This may involve (but is not limited to): meeting with them online, calling them at home, liaising with teachers and parents/carers on how to support, adapting or modifying tasks or providing guidance/support with work set by the teacher.

● In some circumstances, teaching assistants may be directed to work with small groups of pupils online. Such activity will reflect their normal and contractual responsibilities but may include small group interventions, group learning activities, or group work in support of activities covered in a lesson.

2.3 Subject Leaders
Subject leaders will:
● Work with relevant teachers, non-teaching staff and trust colleagues remotely to make sure all work set is appropriate and consistent.
● Work with the school and trust colleagues and senior leaders to make sure work remotely is appropriate, consistent and in line with the usual curriculum sequence and experience as possible.
● Ensure that their own workload and that of colleagues they are responsible for is monitored and protected by seeking every opportunity to collaborate and share resources and expertise, both in the school and at a wider trust-level.
● Monitor the remote work set by teachers in their areas of responsibility using a variety of means such as through regular meetings with teachers, or by reviewing work set.
● Alert teachers to resources and materials (whether internal to the school, the trust, or produced externally) that they can use to teach or tutor pupils remotely.
● Make every effort to maintain regular contact with trust and school colleagues and senior leaders when working remotely themselves to ensure continuity of communication and pupil experience.

2.4 Senior Leaders
Alongside any teaching responsibilities, senior leaders are responsible for:
● Ensure remote learning expectations are clear for all staff and coordinate opportunities for staff to share best practice, ensuring the quality and consistency of its delivery.
● Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or gathering and evaluating feedback from staff, pupils and parents/carers.
● Ensure that their own workload and that of colleagues they are responsible for is monitored and protected by seeking every opportunity to collaborate and share resources and expertise, both in the school and at a wider trust-level.
● Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
● Ensuring that the behaviour and conduct expectations of the school are maintained and followed by pupils learning remotely.

2.5 Designated safeguarding leads

The DSL are responsible for:
- Ensuring that the safeguarding and protection of children online is maintained for all those pupils learning remotely.
- Ensuring that pupils learning remotely can disclose any concerns or access support and advice in the same way as they would in the school.
- Ensure that vulnerable children working at home are identified and plans are in place to monitor the students welfare and wellbeing.

2.6 IT staff and Non-teaching Support Staff

IT and non-teaching support staff are responsible for:
- Handling questions from pupils, parents and staff relating to issues with the systems used to teach and learn remotely, providing support and fixes wherever possible. ● Answering directly or directing queries from pupils or parents to the appropriate teacher or leader.
- 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

We expect pupils to:
- Be contactable (where possible) 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, teaching assistants or House staff.
- Alert teachers or tutors 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.
- Make the school aware if they do not have (either long-term or temporarily) access to the internet or remote learning systems.
- Come forward to the relevant teacher, head of learning or school leader with concerns about their child's remote learning.
- Seek help from the school if they need it – make use of the guidance and information that is sent home or published on the school website or other online platforms. Be respectful when making any complaints or concerns known to staff.

2.8 Local Governing Body

The local governing body are 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.

3.0 Data protection

All staff must follow the procedures set out in the policy for data security.

4.0 Safeguarding

All staff must follow the procedures set out in the Academies Safeguarding and Child Protection Policy.

Appendix A: Etiquette (professionals meeting with other professionals)

Video and audio conferencing can be a very powerful medium for collaboration. In order to ensure productivity through a safe and structured session, the following guidelines should be followed.

- Find a suitable location in the setting you're working in. Whilst not always possible, try to locate yourself in a quiet space.
- When intending to use video, consider your surroundings. Are there any personal or identifiable images or writings within view that you would prefer the remote participants not to see? Are you dressed in an appropriate fashion for the session?
- Keep your microphone muted until it is your turn to talk. This avoids the interference of background noise in proceedings.
- When several participants are on the call, it is worth ensuring that one is chairing the session in order to ensure structure.
- When students or other minors are involved in a call, it would be worth considering either a second adult being present on the call, or the Meeting Recording feature being used as an audit trail.

Appendix B: Safeguarding Protocol for meetings or live streams with students

1. Online video lessons should only take place during the school day, ideally but not exclusively, at the same time as their scheduled lesson and only with specific students who have been invited.
2. If you would like to hold an online lesson at another time, please ensure you have permission from your line manager. No lessons should take place beyond normal school working hours.
3. If recording videos or livestreaming lessons, make sure to film in a neutral area where nothing personal or inappropriate can be seen or heard in the background. Ensure you are dressed appropriately for the meeting.
4. Where possible, use the opportunity to share your screen rather than a video of yourself. Ensure you are not sharing any personal data (close tab and files that are not relevant to your meeting).

5. Please only use Google Meet for live streaming or video conferencing with students. Do not accept students into a video conference if they are using their personal credentials. They must sign in using their school account. **Staff should never contact students using their personal accounts.**

6. Only the teacher should be hosting a session. Do not join sessions that are hosted by students.

Groups of Students (for example: live lessons)

7. Ask students to switch their video cameras off and keep their voice muted, unless they need to speak.

8. Do not start the lesson until you have more than two students present in the meet. Keep your camera off and microphone muted until you are ready. Ideally, invite another colleague into the session.

9. Using features such as 'end call for all', 'Join now' links rather than scheduled sessions and the lobby service will allow you to manage the online session more effectively and restrict pupils from accessing the meeting link at other times.

Sessions for Individual students (For example, peripatetic lessons, or pastoral and academic review sessions)

10. If you have arranged an individual session, for example music peripatetics, please ensure parents / carers are around for the meeting. This needs to be arranged in advance of the meeting. If there are specific concerns about an online session the school should provide additional meeting supervision.

11. Individual sessions may be used for academic or pastoral mentoring. Students and parents should be invited to the online session, by attending, indicate their willingness to: the have session recorded, use their cameras and to ensure the location for the meeting is suitable.

12. If students are required to show video, for example during a peripatetic lesson, ensure the students are within a communal space in their home (not a bedroom), they are dressed appropriately (not in their PJs) and parents or carers are present.

13. Ensure your line manager is aware these online sessions are taking place and when they are scheduled.

Safeguarding Concerns

14. If you have a safeguarding concern, be sure to log this in the normal way using myconcern. https://www.myconcern.education/Account/Login?ReturnUrl=%2f. If you feel the child is at immediate risk of harm, please contact a safeguarding lead as soon as possible.

15. A risk assessment must be completed to reflect the provision in your school.

Behaviour and Conduct

Things to consider
- Live streaming lessons to students is not an expectation. There are other ways to ensure students are engaging with their learning, including setting tasks on google classroom or using quizzes or other online software.
- Assess the risks before you start the live session. Students are able to communicate with each other, without you knowing, record video, take screenshots and distribute images or videos that have been adapted.
- Keep it simple. Perhaps not more than once per week with a group. Consider splitting a large class into small groups, inviting them in for a group conversation about a learning topic for 10-15 minutes.
- Consider students who will not be able to access these lessons. How will you support these students so they don't miss the same learning opportunity? Consider publishing resources used as part of the lesson.

Review
The policy will be reviewed in light of the success experienced in the lockdown, taking on feedback from pupils, parents, staff and Governors.

C Spain
January 2021