



Gilbert Colvin Primary School

Remote Learning Policy

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| Approved by: | Governing Body | Date: 26/01/2021 |
| Last reviewed on: | March 2022 | |
| Next review due by: | September 2023 (or as a result of changing national guidance) | |

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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

Reflect the school's commitment to the UN Conventions of the rights of the child specifically articles 28, 29 and 31.

2. Roles and responsibilities

2.1 Teachers

Teachers must be available during their usual working hours.

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. If it affects the completion of any work required, teachers must ensure that arrangements have been made within their year group, including the phase lead, or the senior leadership team to ensure work is completed.

When providing remote learning, teachers are responsible for:

Setting work:

When a 'bubble' is self-isolating due to a confirmed case of Covid-19 OR a school closure following government or local authority advice, class teachers (or a designated teacher if required) will be expected to set work as follows:

- Create a weekly timetable for their class in liaison with their YG team. This must include a daily English and maths lesson. And other lessons based on subjects from across the curriculum, to meet the government guidance.
- Utilise recognised resources such as Oak Academy, BBC Bitesize, Education City and other curriculum websites which the children at Gilbert Colvin have access to to support the provision for remote learning.
- Plan and upload home learning to the relevant platform (Tapestry, Microsoft Teams, school website).
- Schedule the release of work in a staggered pattern to support children and families in pacing their learning.
- Plan and differentiate for pupils with specific needs that prevent them from accessing whole class home learning

- Set appropriate deadlines for children to submit work for feedback. This will usually be two days from the release date.
- Highlight the importance of online safety.
- Make weekly telephone contact with vulnerable children and those not accessing remote learning.

If an individual child is not attending school due to being CEV or required to self-isolate* the class teacher will be expected to set work as follows:

- Create a timetable of work for the child. This must include a daily English and maths lesson and other lessons based on subjects from across the curriculum, to meet government guidance.
- Utilise recognised resources such as Oak Academy, BBC Bitesize, Education City and other curriculum websites which the children at Gilbert Colvin have access to to support the provision for remote learning.
- Schedule the release of work in a staggered pattern to support children and families in pacing their learning.
- Set appropriate deadlines for children to submit work for feedback. This will usually be two days from the release date.
- Highlight the importance of online safety.
- School will make telephone contact with CEV children or those individuals self isolating but not accessing remote learning.

*In cases where a child is self-isolating following their return from a country not on the common travel area, and where this was known before the journey was undertaken, the absence is unauthorised and the school is not required to provide remote learning.

Providing feedback:

- Provide feedback to pupils who have submitted work to Tapestry/Teams.
- Feedback should acknowledge pupils' work and support their progress.
- Class video conferences should be used to ensure that pupils are able to access feedback.
- Where appropriate, general feedback can also be provided during live video conferences.
- Set up live video calls with small groups of pupils where the teacher has identified a significant need for additional support.

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

- Make welfare calls to EHCP/Vulnerable children who are **isolating**. This should be at least once per week. In such cases, the teacher must log these calls using CPOMS and alert SLT.
- Make contact with families where monitoring indicates little or no engagement with remote learning. In such cases, the teacher must log these calls using CPOMS and alert SLT.
- Use CPOMS to raise any SEND concerns with the Inclusion Lead (SENCo/DSL)
- Raise any safeguarding concerns following the school's procedures.
- Follow the appropriate policies and procedures including the Staff Code of Conduct, Child Protection Policy and Acceptable Use Policy.

2.2 Learning Support Assistants

LSAs must be available for their usual working hours.

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. If it affects the completion of any work required, teachers must ensure that arrangements have been made within their year group, including the phase lead, or the senior leadership team to ensure work is completed.

LSAs are responsible for:

- Supporting and supervising pupils who are attending on-site provision.
- Providing relevant feedback to teachers in relation to children's outcomes.
- Where possible, supporting the class teacher with making welfare calls to SEND/EHCP pupils.
- Raising any safeguarding concerns following the school's procedures.
- Following the appropriate policies and procedures including the Staff Code of Conduct, Child Protection Policy and Acceptable Use Policy.

2.3i 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.
- Alerting teachers to resources they can use to teach their subject remotely.
- Monitoring the remote learning provision of their subject / area of responsibility.
- Working with other subject leaders and senior leaders to make sure work set remotely across all subjects is appropriate and consistent.

2.3ii Phase leads

Alongside their teaching responsibilities, phase leads are responsible for:

- Monitoring weekly timetables, monitoring feedback, providing support and advice to colleagues, informing SLT of any emerging concerns.
- Attending Quality of Education Team meetings
- Supporting the SLT by maintaining effective communication with their team to disseminate information and provide SLT with feedback.
- Organising twice weekly KIT (keeping in touch) meetings with their phase.

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 Ensuring that the school community is kept informed of any revised arrangements.
- Ensuring that the school is sufficiently staffed for on-site and remote learning provision.
- Ensuring that the school has the appropriate technology to deliver remote education.
- Sourcing additional resources made available by the government and distributing these to families in need.
- Reviewing the security of remote learning systems.

2.5 Inclusion Lead

2.5i Designated safeguarding lead

The DSL is responsible for:

- Ensuring that the relevant policies are updated in line with any COVID-19 amendments.
- Ensuring that all staff understand any changes to existing policies.
- Maintaining links with external agencies
- Ensuring that all information on CPOMS is accurate and up to date
- Regularly monitoring incidents added to CPOMS
- Making welfare calls to vulnerable children and those with an allocated social worker
- Ensure that HT/DHT are kept informed of any emerging issues.

2.5ii SENCo

The SENCo is responsible for:

- Making welfare calls to children with an EHCP.
- Maintaining links with external agencies.
- Ensure that remote learning provision has been adapted appropriately for children with additional needs.
- Monitor the quality of home learning.

2.6 IT Technician

Our IT Technician is responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're 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
- Preparing devices with appropriate software to enable safe remote access.
- Maintaining and updating pupil and staff log in details

2.7 Pupils and parents

At Gilbert Colvin we acknowledge that parents and families are doing their best to support their children with remote learning and understand that the challenges they face may limit the level of pupils' access and completion of tasks. The school will endeavour to support families and take account of individual circumstances.

Staff can expect pupils learning remotely to:

- Engage with tasks set on a daily basis.
- Follow the Live Video Conferencing Code of Conduct
- Inform the school if they are not able to complete their work

Staff can expect parents or carers with children learning remotely to:

- Make the school aware if their child is sick or otherwise unable to complete work.
- Seek help from the school if they need it.
- 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. Data protection

3.1 Accessing personal data

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

- Have access to Microsoft Teams, Tapestry, CPOMS, RM Integris and the school's network
These are all password protected secure areas.

The school provides all relevant staff members with school laptops which have the anti-virus and anti-spyware software installed.

3.2 Processing personal data

Staff members may need to collect and/or share personal data such as contact details as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not 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:

- 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)
- 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
- All documents must be saved on the school network and not on any local harddrives.

4. Safeguarding

The school continues to follow the Safeguarding policies and procedures including the updates and addition of any amendments made as a result of COVID-19.

5. Monitoring arrangements

This policy will be reviewed termly by SLT and QE Team. At every review, it will be approved by the governing body.

6. Links with other policies

This policy is linked to our:

- Child protection policy
- Data protection policy and privacy notices
- Staff Code of Conduct
- ICT and internet acceptable use policy
- Online safety policy