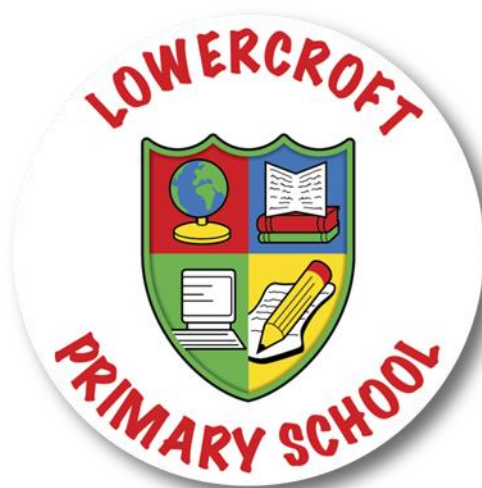# Lowercroft Primary School

Remote Learning Policy

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Contents

1. Aims

This remote learning policy 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
- Teachers will plan for a variety of daily remote learning activities as per government guidelines keeping in mind Ofsted's 'What's working well in remote education' document.
- Teachers will plan for 2-4 hours of learning activities per day depending on the age of the children (EYFS – 2 hours, KS1 – 3 hours, KS2 – 4 hours)
- Remote learning packs will be uploaded to class pages on the website or via class dojo each week. These will include the weekly timetable, links to online learning and worksheets to complete. A paper copy will be printed off for collection from the school office.
- Teachers will provide a range of teaching resources from Oak National Academy, White Rose, pre-recorded and live lessons. Consideration will be given to the amount of screen time planned for. It is the responsibility of the teacher to make sure that all the links shared are operational.
- The number of children accessing live lessons will be dependent upon the age of the children.
- Reading books will be exchanged once a week.
- Teachers will communicate which pieces of work to prioritise.
- Teachers will provide feedback on identified pieces of work.
- Teachers will be understanding of different family's circumstances and will operate as flexibly as possible to meet the needs of all.
- Teachers will communicate with parents on the Class Dojo and use Microsoft Teams when conducting any live interactions.

- Teachers will make wellbeing phone calls to children to check-in with them and provide support for parents working with them at home if required. The frequency of this will depend on the level of engagement of the family and the level of need of the child.
- Teachers will communicate hours of availability during the week and send a 'signing off for the weekend' message on class dojo at the end of the working day on Friday.

2.2 Teaching Assistants
- When assisting with remote learning, teaching assistants must be available to work during their usual working hours and work under the direction of the class teacher.
- Teaching assistants will provide live one to one and small group support for children with SEND who do not have an EHCP.
- Teaching assistants will provide live intervention support for children who are struggling with new concepts.
- Teaching assistants will make wellbeing phone calls and offer pastoral support to those children who are identified as needing it.

2.3 Subject Leaders
- Subject Leaders will seek out and share quality assured remote learning resources with teachers.

2.4 SENCO

The SENCo will:

- Monitor the provision of children with EHCP in school.
- Monitor the provision for children with SEND who are learning from home.
- Report to the Headteacher on the above during weekly SEND meetings.
- Report to governors.

2.5 IT Lead
- Ensure all staff are adequately trained in the use of Microsoft Teams.
- Ensure laptops for pupils to loan are set up securely with the appropriate software available.
- Support parents with technical issues they may be experiencing.
- Arrange for government funded laptops to be set up for school use.
- Monitor the safety of pupils online and protocols for safe teaching online.
- Flag any data protection breaches to the data protection officer.

2.6 Key Stage Leaders
- Monitor the quality of remote learning being offered across their Key Stage.
- Support teachers and teaching assistants with their delivery of the remote curriculum.
- Support teachers with the management of parental concerns.

2.7 Headteacher
- Ensure the Child Protection and Safeguarding Policy and its addendum are adhered to.

- Communication with parents about remote learning reviews and any changes through regular updates.
- Monitor the effectiveness of remote learning across school through regular meetings with senior leaders, teaching and non-teaching staff, and by seeking feedback from parents and children.
- Attend Head Teacher Advisory Group and Cluster meetings regularly to keep abreast of current practise and thinking.
- Provide weekly feedback to the nominated governor.
- Monitor the wellbeing of all staff ensuring that workload is manageable and know the systems in place to support them.

2.8 Pupil and Parents
- Pupils will try their hardest to complete work set and ask for help if they get stuck.
- Parents will understand that younger children will probably not be able to complete the work independently.
- Parents will seek help from school if they need it.
- Parents will be respectful when expressing concerns.

2.9 Governing Board
- The governing body is responsible for monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.
- The governing body will ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.
- The governing body will monitor the wellbeing of the Headteacher and staff.

3. Who to contact

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

- ➤ Issues with setting work – talk to the subject lead; key stage lead; class teacher.
- ➤ Issues with behaviour – talk to the key stage lead or Headteacher.
- ➤ Issues with IT – talk to IT lead or school business manager.
- ➤ Issues with workload or wellbeing – talk to the Headteacher.
- ➤ Concerns about data protections – talk to the school business manager
- ➤ Concerns about safeguarding – talk to the Designated Safeguarding Lead.

4. Data Protection
4.1 Accessing personal data

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

- Access emails of parents using a secure platform - Integris or Class Dojo.

- Use a secure device – school laptop, school ipad, school phone.

4.2 Processing personal data
- Staff may need to collect and/or share personal data such as an email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individual 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 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 (eg 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 refer to the Child Protection and Safeguarding Policy and the addendum.

6. Monitoring Arrangements

This policy will be reviewed once a term during the pandemic. At every review it will be approved by the Teaching and Learning Governing Committee.

7. Links with other policies

This policy is linked to our:

- ➢ Positive Behaviour Policy
- ➢ Child Protection and Safeguarding Policy including the addendum
- ➢ Data Protection Policy and Privacy Notices
- ➢ Home-School Agreement
- ➢ IT and Internet Acceptable Use Policy
- ➢ Online Safety Policies
- ➢ Wellbeing Policy