Remote Learning Policy

This policy was adopted by the Governing Body on

<u>This policy is due for review September 2025</u>

Irby Primary School has opted to adopt the above policy guidance and agrees to operate under its terms.

Signed

Headteacher

Chair of Curriculum Committee

Date

Contents

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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.

Where education needs to take place remotely, it's important for school staff to maintain professional practice as much as possible. When communicating online with parents and pupils, staff members should:

- communicate within school hours (8.30am – 4.00pm).
- communicate through the school channels approved by the senior leadership team.
- use school email accounts (not personal ones).
- use school devices over personal devices wherever possible.
- Instruct pupils and parents not to share personal information.

The guidance from the UK Safer Internet Centre on safe remote learning includes detailed advice on live, online teaching, and the safeguarding guidance from London grid for learning (LGfL) includes platform-specific advice.

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between [8.30am and 4.00pm].

If teachers 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.

When providing remote learning, teachers are responsible for:

> Setting work for their class

- o This will include a daily English, maths tasks plus one task related to one of the foundation subjects and a further task or session relating to additional English and maths activities (e.g. guided reading) or another foundation subject.

- o The remote learning day will begin at 9.00am and will involve three or four daily live lessons (depending on the age of the children) providing synchronised or live learning (Google Meet) through an input session, independent tasks and plenary session (Years 1-6). Red Class will have twice daily Google Meets with time to complete independent tasks.

- o Weekly timetables will be uploaded on Monday morning which identify the focus and timings of tasks throughout each day. Work should be uploaded onto Tapestry (Red Class) or Class Dojo (Years 1-6) in the form of a daily timetable incorporating explanation of the tasks and appropriate links.

- o Providing access and support with Phonics Bug, Purple Mash, Mathletics or LbQ as required.

- o Teachers will ensure where possible that pupils with limited access to devices can still complete the work by providing a mixture of online and paper based/practical activities.

- o Staff will share a daily story/chapter from the class book.

> Providing feedback on work

- o Teachers will provide feedback as appropriate throughout synchronised learning by asking questions, setting collaborative and group tasks and through a plenary session to review learning at the end of each session.

- o Teachers will be available during the day to answer questions and respond to pupils and parents.

- o Teachers can set and engage children in online learning via Mathletics, LbQ, Phonics Bug, Numbots, Timestable Rockstars and Purple Mash.

- o Teachers can feedback to pupils via Purple Mash and respond to uploaded work via Tapestry or Google Meet.

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

- o Contact will be throughout the day between staff and the class during synchronous learning.

- o Staff will encourage and respond promptly to enquiries from parents through Tapestry, Google Meet or Class Dojo.

- o Staff will phone pupils/parents when additional support is required or to encourage and nurture engagement.

- o Teachers will not be expected to respond to questions outside of working hours.

> Attending virtual meetings with staff, parents and pupils

  o Dress code - staff members will be expected to adhere to the normal school dress code.

  o Locations- staff members should avoid areas with background noise and ensure that there is nothing inappropriate in the background.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must complete their contracted hours. It is essential that there are two members of staff who have access to live teaching and learning (remotely or physically in the same room) or that the session is recorded.

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 assistant's responsibilities may include:

- Participating in Google Meet synchronous learning.

- Liaising with SEND children, adapting tasks and answering queries.

- Follow up on children who have not engaged or have failed to complete tasks.

- Make pastoral / welfare calls as required.

Attending virtual meetings with teachers, parents and pupils

  o Dress code- staff members will be expected to adhere to the normal school dress code

  o Locations- staff members should avoid areas with background noise and ensure that there is nothing inappropriate in the background)

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 – through regular meetings with teachers or by reviewing work set.

> Alerting teachers to resources they can use to teach their subject remotely.

2.4 Senior leadership team

Alongside any teaching responsibilities, senior leaders are responsible for:

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

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

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

2.5 Designated Safeguarding Lead

The DSL is responsible for:

Where staff are interacting with children online, they will continue to follow our existing GDPR guidelines and dos and don'ts and also adhere to the social media policy they have signed.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

Where possible, we will continue to offer our current support for pupil mental health for all pupils (e.g. ELSA).

We will also signpost all pupils, parents/carers and staff to other resources to support good mental health at this time, see school website.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

Staff and volunteers will be alert to mental health concerns in children who are at home, and act on these immediately, following our reporting procedures as set out in section 3 of this addendum

2.6 IT staff

IT staff are responsible for:

> Fixing issues with systems used to set and collect work.

> Helping staff 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 Google Classroom and all digital resources.

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.

Staff can expect parents with children learning remotely to:

> Make the school aware if their child is unwell or otherwise can't 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. Who to contact

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

> Issues in setting work – talk to the relevant subject lead or Mrs McHale (SENCO)

> Issues with behaviour – talk to Mr Dixon, Mrs Thornborough, Mrs McHale

> Issues with IT – talk to Miss Benson/Mrs McHale or Wirral IT Services.

> Issues with their own workload or wellbeing – talk to Mr Dixon, or Mrs Anstiss.

> Concerns about data protection – talk to the Mrs McHale, Mrs Anstiss or the data protection officer.

> Concerns about safeguarding – talk to the Designated Safeguarding Lead (DSL) Mr Dixon, or the Deputy DSLs: Mrs Thornborough, Mrs Ashcroft or Mrs McHale.

4. Data protection

Irby Primary will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

4.1 Accessing personal data

›Staff members will not be required to access personal data as all identified systems will already be fully operational using data from Sims where appropriate (parental permission has been obtained).

›All staff **MUST** login to remote access to deliver remote teaching.

4.2 Processing personal data

Personal Data has been collected by the Admin Team and IT Services, therefore staff will not be required to process personal data.

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)

›Must deliver online teaching via remote access only

›Making sure the device locks if left inactive for a period of time

›Logging out of remote access before sharing the device among family or friends

5. Safeguarding

See https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19#safeguarding-pupils-and-teachers-online

Irby Primary is committed to ensuring the safety and wellbeing of all its children and Young people.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Safeguarding & Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the Irby Primary code of conduct.

Supporting children not in school

If the DSLs identify a child to be on the edge of social care support, or where deemed appropriate, those who would normally receive pastoral support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on CPOMS, as should a record of any contact made. This may be through telephone conversation or email with the

parents/carer/child via DSL, ELSA, SENCO, or class teacher.

Where teachers have not had any contact with a family, either because the child has not appeared on Google Meet or if online sites such as Purple mash, Phonics Bug, LbQ or Mathletics has not been accessed, a member of staff will contact the family to ensure that all is well and there are no issues.

Irby Primary recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at Irby Primary need to be aware of this in setting expectations of pupils' work where they are at home.

It's especially important for parents and carers to be aware of what their children are being asked to do, including:

- sites they will be asked to use
- school staff their child will interact with

School should emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

These resources will support parents and carers to keep their children safe online:

- Thinkuknow provides advice from the National Crime Agency (NCA) on staying safe online
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    Parent info is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- Internet matters provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- London Grid for Learning has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- Net-aware has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- Let's Talk About It has advice for parents and carers to keep children safe from online radicalisation
- UK Safer Internet Centre has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

6. Providing pastoral care remotely

Helping parents, carers and pupils to make a weekly plan or structure that includes time for education, playing and relaxing is important to reduce stress and anxiety for families.

As set out in Public Health England's guidance for parents and carers, routine can give children and young people an increased feeling of safety in the context of uncertainty.

In some cases small group sessions could be appropriate in some circumstances, for example, to provide pastoral care or provide support for pupils with special educational needs and disabilities (SEND).

This should be discussed and approved by the senior leadership team and there would need to be two staff members involved.

6. Monitoring arrangements

This policy will be reviewed following any occasion where remote learning has been required by the senior leadership and any staff members involved in delivering remote learning. At every review, it will be approved by the Curriculum committee.

7. Links with other policies

This policy is linked to our:
> Behaviour policy
> Safeguarding and Child protection policy
> Data protection policy and privacy notices
> Home-school agreement
> ICT and internet acceptable use policy
> Online safety policy
> Coronavirus policy

Plan for Remote Learning Provision

	Contact from school	Written tasks	Online tasks	Support for parents	Feedback
Individual children isolating at home	Three/four one hour daily live lessons consisting of an input, independent task(s) and plenary or feedback session. Daily Story time.	Set on Google Meet or a pack to be collected from the office.	Tasks set on Purple Mash, Mathletics, LbQ	Questions and comments to Class Dojo or Tapestry (F2) Staff to respond at the end of each day.	Feedback during the lesson, through the plenary session and via responses to work submitted.
Five or more children from the same bubble isolating at home	Three/four one hour daily live lessons consisting of an input, independent task(s) and plenary or feedback session. Daily story time.	Set on Google Meet or a pack to be collected from the office.	Tasks set on Purple Mash, Mathletics, LbQ	Questions and comments to Class Dojo or Tapestry (F2) Staff to respond throughout the day	Feedback during the lesson, through the plenary session and via responses to work submitted.
Whole class bubble isolating at home	Three/four one hour daily live lessons consisting of an input, independent task(s) and plenary or feedback session. Daily story time.	Set on Google Meet or a pack to be collected from the office.	Purple Mash, Mathletics, LbQ	Questions and comments to Class Dojo or Tapestry (F2) Staff to respond throughout the day	Feedback during the lesson, through the plenary session and via responses to work submitted.
Partial School Closure (National or regional Lockdown)	Three/four one hour daily live lessons consisting of an input, independent task(s) and plenary or feedback session. Daily story time.	Set on Google Meet or a pack to be collected from the office.	Purple Mash, Mathletics, LbQ	Questions and comments to Class Dojo or Tapestry (F2) Staff to respond throughout the day	Feedback during the lesson, through the plenary session and via responses to work submitted.