



Remote Learning Policy

Holmer Lake Primary School

2022 - 2023

Policy- Document Status			
Date of Policy Creation	Spring 2021 – reviewed every 1 year	Named Responsibility	Headteacher/Mrs kumar
Date of Policy Adoption by Governing Body		Summer 2022	
Review date:		Summer 2023	

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not 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, teachers must be available between 8.30am – 4.00pm.

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 work
 - Each teacher must plan and set work for their class
 - All lessons must be scheduled for 8.30am each day
 - All lessons to be uploaded and scheduled on Seesaw (our online learning platform) as follows:
 - Writing - 1 lesson daily (MONDAY – FRIDAY)
 - Maths – 1 lesson daily (MONDAY – FRIDAY)
 - Reading – 1 lesson daily (MONDAY – FRIDAY)
 - Spelling / Phonics – 1 lesson daily (MONDAY – FRIDAY)
 - Science – 1 lesson weekly (TUESDAY)
 - Foundation – 2 lesson weekly (WEDNESDAY AND THURSDAY – this needs to include some RE)
- Providing feedback on work
 - All work on seesaw must be responded to or marked daily during normal working hours.
 - One subject a day needs to be marked in depth (edited, ticked and comment).

- Over the course of a week, the following subjects should have been marked in depth once: Maths, Writing, Reading, Science and Theme.
- Spelling, Daily Fluency and Phonics need to be liked unless there are errors, in which case, these need to be addressed.

➤ Keeping in touch with pupils who are not in school and their parents

- All teachers make a general welfare call to each child in their class once a week and complete the parent teacher communication tracker for their class.
- Parents of children not responding to seesaw need to be called to find out what the barriers are (this will result in a phone call each day the child is not logged on). Teachers to work with parents to find solutions. E.g. loan of laptops, etc.
- We are aiming for all children to be able access learning ONLINE so there should be no requirement for paper based resources.
- The expectation regarding completing work on seesaw is that all children will complete at least one piece of work on a daily basis as a starting point. Staff, in their communications, to positively encourage more.
- Only safeguarding concerns will need to be recorded on CPOMS by teachers.
- Teachers are only expected to respond to parents during their normal working hours.
- Where communication with parents has not be made or children are not accessing their remote learning, all staff must follow the Parent/Teacher Communication Protocol outlined below:

Parent/Teacher Communication Protocol where contact is not made

(Contact must be made on consecutive days)

Day	Contact	Next Step
Day 1	First phone call made – no reply.	Leave VM if able to. Record on spreadsheet.
Day 2	Second phone call made – no reply.	Leave VM if able to. Record on spreadsheet.
Day 3	Third phone call made – no reply.	Leave VM if able to. Record on spreadsheet
If still NO CONTACT has been made...		
Day 4 – by 8am	Email to inform the AHT EYFS/KS1: Mrs. Watson KS2: Miss. Baylis	Email from school to follow up email/text. - <i>AHT to update teacher via email</i>

Parent/Teacher Communication Protocol where remote learning continues to not be accessed

(Contact must be made on consecutive days)

Day	Contact	Next Step
Day 1	First phone call made – encouragement/support given	Record on spreadsheet.
Day 2	Second phone call made - encouragement/support given (emphasise the importance).	Record on spreadsheet.
Day 3	Third phone call made – expectation to complete at least 1 piece of work every day.	Record on spreadsheet
If still NO WORK has been completed...		
Day 4 – by 8am	Email to inform the AHT EYFS/KS1: Mrs. Watson KS2: Miss. Baylis	Email from school to follow up email/text. - <i>AHT to update teacher via email</i>

➤ Attending virtual meetings with staff, parents and children

- Dress appropriately – in line with the Staff Code of Conduct.
- All staff to blur their background when attending virtual meetings with parents and children.

Where teachers are working in school, lessons should still be scheduled for 8.30am as outlined above. The class teaching assistant/s to monitor remote learning on Seesaw and provide feedback for children.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.30am and 3.30pm.

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.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely
 - Monitor the completion.
 - How they should provide support.
- Attending virtual meetings with teachers, parents and pupils
 - Dress code.
 - Locations (e.g. avoid areas with background noise, nothing inappropriate in the background).

If teaching assistants will also be working in school, where relevant explain who will cover the responsibilities above during this time.

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 – explain how they'll do this, such as 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 leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – Miss. Baylis KS2 and Mrs. Watson EYFS/KS1.
- Monitoring the effectiveness of remote learning through reviewing and monitoring lessons, feeding back to teachers, parent/child questionnaire.
- Welfare check-ins with all staff.
- Directing staff to complete other tasks where appropriate.

2.5 Designated safeguarding lead

The DSL is responsible for:

For any safeguarding concerns, please follow the school policies.

The Child Protection and Safeguarding Policy 2020 – 2021 and the Holmer Lake Primary Covid-19 Reopening Child Protection and Safeguarding Addendum can be found on the school website and on the T drive.

- Any safeguarding concerns, must be reported to a DSL (Mrs. Kumar, Miss. Baylis, Mrs. Watson, Miss. Birch, Miss. Collins).

2.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents with any technical issues they are experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.
- Assisting staff to assist parents and children with accessing the internet or devices.

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 sick or otherwise can't complete work.
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling.
- 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 – email the AHT's (Miss. Baylis KS2 and Mrs. Watson EYFS/KS1).

- Issues with behaviour – contact parents in the first instance and if it persists, email the AHT's (Miss. Baylis KS2 and Mrs. Watson EYFS/KS1).
- Issues with IT – speak to Mr. Gough (IT technician) and/or log a call with the IT help desk.
- Issues with their own workload or wellbeing – email or talk to their AHT (Miss. Baylis KS2 and Mrs. Watson EYFS/KS1).
- Concerns about data protection – see data protection policy on school website. Alternatively, contact the admin team.
- Concerns about safeguarding – email or call a DSL (Mrs. Kumar, Miss. Baylis, Mrs. Watson, Miss. Birch, Miss. Collins).

4. Data protection

4.1 Accessing personal data

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

- Ensure that their mobile telephone number is withheld when contacting parents and children.
- Where emails need to be sent, informing the office who will send the email on their behalf.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such mobile telephone numbers and email addresses as part of the remote learning system. As long as this process is necessary for the school's official functions, individuals do 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.

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.
- Keeping operating systems up to date – always install the latest updates.

5. Safeguarding

For any safeguarding concerns, please follow the school policies.

The Child Protection and Safeguarding Policy 2020 – 2021 and the Holmer Lake Primary Covid-19 Reopening Child Protection and Safeguarding Addendum can be found on the school website and on the T drive.

6. Monitoring arrangements

This policy will be reviewed annually.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Staff Code of Conduct
- Data protection policy
- ICT and internet acceptable use policy
- Online safety policy