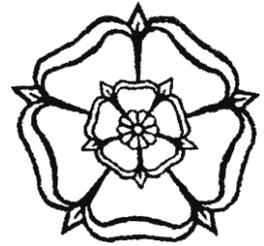# Thornton-in-Craven Community Primary and Nursery School

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Remote Learning Policy

1. Aims and background

This remote learning policy/plan aims to:

> Ensure consistency in the school's approach to remote learning

> Make remote learning easy to administrate and access

> Set out expectations for all members of the school community with regards to remote learning

> Provide appropriate guidelines for data protection

Access to technology

Headline Data

Percentage replied	95%
Percentage with access to at least a phone	99%
Percentage with access to a pc/laptop or tablet	95%
Percentage who share a device	55%
Percentage who have a printer	56%

A technology survey has shown that all our children have access to the internet via at least a smart phone. The majority have access to a PC/laptop or tablet. Over half of our children share the device with another family member or more than one family member. Flexibility will be key to accessing remote learning while also finding a platform that can where possible be accessed easily and independently making tasks, expectations and deadlines clear for all.

The school is being supported via a DfE Edtech demonstrator to develop its remote learning provision.

2. Roles and responsibilities

2.1 Teachers

Teachers must be available between every day during term time following their directed time. 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. If they are ill or self-isolating this should be conveyed to the headteacher in the usual manner. Teachers who are well but self-isolating will still be able to work remotely at home.

Teachers are responsible for:

> Setting work for the children in their classes alongside their class partner (if they have one).

- Set and mark work via our DB Primary platform embedding pre-recorded lessons, activities and other resources.

- Each teacher should set work for each day of the week ready for the children and their parents to access each day.

- There should also be a range of the various foundation subjects relevant to the national curriculum and long-term plan set out for the respective year group. Lessons should link to the long-term plan and to what the children are learning in school.

- The amount of time expected for each child to complete the work will depend on the age of the child. When setting work to be completed remotely, teachers need to be mindful of the time parents and carers will have to support each of their children as well as having to work from home and of course their access to a device which may be shared. While there is the expectation that work is completed, flexibility regarding deadlines may be required. The school will set 4 hours of work at KS2 and 3 hours for KS1.

- The work should be uploaded using the chosen learning platform – DB Primary. Teachers should use ICT lessons in the Autumn term to allow children to become familiar with this platform. Staff will also investigate the right textbooks/workbooks that can be used to ensure there is not an over reliance on screens e.g. CGP. Printed materials are also important due to the number of children who do not have access to a printer.

- In the event of full closure, Teachers will provide feedback to children once each child has submitted their work. This should be done as soon as possible after the child has submitted the work. Teachers will need to be aware in their marking and comments that as well as the child being the audience, so will the parent and it therefore needs to be marked with that in mind, e.g. jargon and language which is school linked should be avoided or interpreted for everyone to understand.

- Where teachers are continuing to teach in school but also support some children who are having to learn at home, it will be made clear to parents that teachers will not have the capacity to mark all the work that is set immediately or quickly answer questions as they will be in the classroom. This could be marked by a parent or kept safe until the child returns to school.

- Teachers are not expected to feedback outside the hours of 8.45am and 3:45pm but feedback should be given no later than the next day. It is not expected for teachers to feedback during the weekends or in a holiday period

- If a parent needs clarification on how to complete the work set, or feedback from the teacher then this should be done via the teacher email. Where there is partial closure, parents will be made aware that the teacher will not be readily available as they will be teaching in class.

- If a parent has a complaint, this should be referred to the teacher's line manager or headteacher who will advise on how to answer the complaint. They may contact the parent in person using their email to answer the complaint. If the complaint is of a safeguarding nature then it should be referred to the DSL/Headteacher or deputy DSL's who will follow the processes as laid down in the schools Safeguarding Policy

- If a number of days have gone by and no contact has been made by the child or parent in regard to work being set then the teacher should contact the parent/carer by email or telephone to "touch base" and ensure everything is on track. If there is no contact forthcoming from the parents then this needs to be conveyed to the DSL/headteacher and or deputy DSL's who will follow up to check everything is well.

- During full closure the teacher will use a mixture of in person live or pre-recorded lessons, powerpoints, videos, workbooks, and links to high quality resources such as Oak national academy. Live sessions will be timetabled due to shared devices between siblings.

Children/parents will be given an overview each morning of the learning for the day usually in the form of a video that will be posted on DB Primary.

Attending virtual meetings

In the event of a full closure, teachers will set up one live session or lesson per day. These may be short in length or involve a full lesson but they can be used to answer questions, check on welfare and help children feel a part of the school.

Staff will be required to take part in virtual meetings as they would for staff meetings. Staff are expected to dial in using the teams platform. If they are unable to attend due to illness etc. they should communicate their absence with the head teacher by making a telephone call or email to inform her.

Staff should be mindful of dress codes ie normal everyday attire suitable for a professional meeting and should plan to conduct the meeting in a quiet room free from disturbance and background noise.

2.2   Teaching assistants

Teaching assistants must be available in their normal 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.

Teaching assistants are responsible for:

> Carrying out on line CPD as directed

> Caring for vulnerable children and children of key workers in school during full closure.

> Supporting pupils to complete work set by the teachers

> Be willing to complete tasks from home if possible as directed by the class teacher they normally work with such as increasing support for SEN children, answering queries, marking work etc…

> They will also be expected to attend virtual meetings as required

2.3   SENCO/Headteacher

> The SENCO or Headteacher will be responsible for:

> Liaising with colleagues in regard to the appropriateness of work set for the children on the SEND register for home learning

> Liaising directly with Parents and carers of SEND children in regard to supporting with home learning

> Liaising with outside agencies such as Educational Psychology service

> Keeping up date with EHCP annual reviews in line with Dfe guidance

> Maintain on site management and supervision of the school site in the event of full closure.

2.4   Subject leads

Subject leaders should be:

> Giving support where necessary to support colleague in the setting of work for the children to complete as part of home learning

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

> Ensuring that their subject continues to be taught remotely where possible

2.5 Designated safeguarding lead

The DSL is responsible for:

> Contacting vulnerable families and keeping up to date with her notes on CPOMS

> Completing any forms that may come in from social care

> Facilitating online TAF meetings as required

> Still being available to monitor CPOMS in regard to any safeguarding issues that may arise whilst the school is open to those children eligible for a place during the partial school closure

2.6 Parents

Staff can expect parents to:

> Support their children to complete work within the time slots decided ie 9am-3:30pm

> Make the school aware if their child is sick 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

2.7 Headteacher/Governing board

The headteacher/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 systems are appropriately secure, for both data protection and safeguarding reasons

> Keep in touch to ensure the well-being of staff during the partial closure

2.8 Who to contact

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

> Issues in setting work – talk to the relevant subject lead or headteacher

> Issues with behaviour – talk to headteacher

> Issues with IT – talk to IT staff/schools ICT or headteacher

> Issues with their own workload or wellbeing – talk to headteacher

> Concerns about data protection – talk to the data protection officer

> Concerns about safeguarding – talk to the DSL

2.9 Data protection

Accessing personal data

When accessing personal data, all staff members should be mindful that:

- data can be accessed via secure cloud service or a server in your IT network

- only school devices should be used e.g. lap tops, tablets not personal devices

- work completed by children should be stored in a file on that device for future use if required

2.10 Sharing personal data

Staff members may need to collect and/or share personal data such as parent emails as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

Parents emails should not be shared with anyone outside of the school

2.11 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

- Installing antivirus and anti-spyware software

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

2.12 Safeguarding

Please refer to the schools Safeguarding policy and the documents regarding school closure and Covid 19

3. Links with other policies This policy is linked to our:

- Behaviour policy

- School safeguarding policy and coronavirus addendum to our child

  protection policy

- Data protection policy and privacy notices

- ICT and internet acceptable use policy

- Online safety policy

Remote learning where an individual must self-isolate or shield but the school is open as normal.

> If a child is ill or on holiday then work will not be provided. Where a child is absent to have a test due to displaying symptoms and being ill, work will not be set initially as it is hoped they can return within 24-48 hours and if they have symptoms they are classed as ill. If this absence is longer the class teacher will liaise with a parent to decide if the child is well enough to complete some work while absent e.g. they have a temperature but are otherwise well.

> Children who are isolating due to a family member accessing a test then work will be provided from day 1 of isolation.

> Children will be given daily tasks in the different subjects linked as much as possible to the learning taking place in school. This may be the exact task, workbook tasks or activities linked such as an oak national academy subject. This will be set via DB primary or email as soon a practicable.

> Teachers are not expected to live teach remotely while also teaching the class though they can do so if it is appropriate.

> Work should be returned to school with the child upon their return to class or uploaded via DB Primary.

Remote learning where the teacher is isolating (but well) and the class is in school.

- Teachers will be expected to set work to be delivered in school. This will include recorded pre-teaching or live teaching via Microsoft teams. Staff will undertake training in Autumn term on how to deliver this.
- Teachers will remotely provide feedback on the work undertaken by the children.
- Teachers will undertake CPD and attend meetings from home as required.

Remote learning during a full bubble closure (staff and pupils at home).

- The teacher will provide an overview of the day's learning every morning.
- Teachers will set tasks on DB primary.
- Teaching will include a variety of tasks baring in mind shared access to devices and printer access.
- Teachers will also pre-record lessons and activities plus plan for the day after and be available in working hours to answer queries and support learning.
- Teachers will mark and feedback during working hours.

- Where teachers are concerned that work is not being completed, they will liaise with parents and offer support.

- Teachers will 'meet' remotely twice a week with pupils (start and end of week).