Greenfields Federation
Littlehaven Infant School and Northolmes Junior School

Growing Together, Aiming High
Our vision at Greenfields Federation is that we will work together as a community to ensure all pupils achieve their best and everyone feels valued and respected. We will have high expectations for behaviour to create an inspiring and motivating learning environment where all children can deepen their knowledge and develop new skills.

Remote Learning Policy

Review date: September 2020
Ratified by the Governing Body:
Next review: July 2021 (or before if guidance changes)

Contents

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

2. Roles and responsibilities

It is vitally important to recognise that the school has outlined four tiers of remote learning which will require staff, pupils and parents to adopt different approaches for each situation, should they arise.
A definition of each tier is given below:

Tier 1   Self-isolating or waiting for test results (up to 14 days)
Tier 2   Shielding for a length of time
Tier 3   Full class or bubble closure
Tier 4   Local Lockdown – whole school closed

The Headteacher and Assistant Headteacher are the overriding leads for remote learning in ensuring that the Remote Learning Policy is implemented fully and reviewed in a timely fashion.

Alongside this they will take overall responsibility for the welfare and safety of pupils through their DSL role.

2.1 Teachers

Each of the tiers have different requirements of the class teacher and their interactions and support with children working at home will vary. In tier 1 and 2, class teachers are required to carry out their full time teaching responsibilities as well as support children with remote learning and as a school we need to be mindful and supportive of their workload. The amount of feedback and interaction with children in Tier 1 and 2 will be less than in Tier 3 and 4 but will be at least weekly.

All remote learning must take place in line with the requirements set out in our Online Safety, Child Protection/Safeguarding, Acceptable Use and Staff Code of Conduct policies.

The school will do its upmost to support staff in delivering effective remote learning opportunities to pupils and will engage proactively with each staff member and recognise the individual circumstances of each staff member to ensure they have the right support and approach that enables them to effectively deliver remote learning.

Staff will recognise that all family situations are unique and to that end so are our pupils' ages and abilities; needs and circumstances, as well as access to online resources either due to lack of hardware or lack of internet access.

When providing remote learning, teachers must be available between 9am and 3pm. 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.

Learning Platforms
When providing remote learning, the following platforms will be used to set to learning
EYFS   Tapestry
KS1   E-schools
KS2   Google Classrooms

The Assistant Headteacher will be responsible for ensuring that all pupils and parents know login details and passwords to be able to access remote learning platforms.

Expectations of Work

Tier 1 – Self Isolating or Waiting for Test Results (up to 14 days)
When school receives notification that a child is self-isolating the class teacher will make contact with the family via telephone or email within 24 hours but ideally by the end of the same school day. Staff will explain the two-week timetable of work that the children can access via their appropriate learning platform.

This timetable will provide at least the following activities each day:
Reading activity
Writing activity
Maths activity
Foundation subject activity

Children should continue to learn their spellings which have already been provided. 'Live' lessons will not form part of this provision as class teachers will be fulfilling their full time teaching responsibility in school. Lessons may make use of the Oak Academy or White Rose Maths to support the learning at home.

Teachers will make contact with the family at least every 3 working days during the period of isolation, via phone or email, but specific feedback for work will not always be provided.

Tier 2 – Shielding for a length of time
Parents to email the school office to arrange a telephone meeting with the class teacher.
Work will be set on a rolling two-week basis as per Tier 1 expectations

Tier 3 and 4
In both Tier 3 and 4 the class teacher (or a member of the teaching team if a member of staff is unwell) will provide an overview of the activities that are being set for the following week by 5pm on the Sunday before the learning starts. This will enable parents to have an overview of each day and what to expect. All resources and links for the day's learning should be uploaded by 5pm the previous evening.

In the event that only one class in the teaching team is self-isolating learning set will replicate as far as possible learning that is happening in school.

In the event that staff cannot work online from home then:
- If the member of staff is self-isolating another member of the team or SLT will upload documents and hold daily online meetings. The member of staff will continue to make welfare checks and support the team in other ways from home
- In the event of a local or national lockdown then the member of staff will need to work from the school building during normal school working hours in order to access the internet.

This timetable will provide at least the following activities each day:
Reading activity
Writing activity
Maths activity
Foundation subject activity

Children should continue to learn their spellings which have already been provided.

In KS1 and KS2 class teachers will set up a live chat with their class daily via Google Chat or Zoom. These timings will be staggered so that families with more than one child using the same technology can take part.

They may choose to record introductions and explanations for other lessons but there is no expectation that this will happen.

Work set should be submitted in the appropriate manner and staff should provide feedback on at least one piece of submitted work each day.

If children are not engaging in the live chat or submitting learning class teachers will telephone the family immediately and discuss the learning and how they may need to be supported.

Class teachers will contact 3 children per day during the period of isolation and records of calls will be kept.

Class teachers will alert the Headteacher or the Assistant Headteacher if families can not be contacted and they will follow this up with a welfare call or check.

Providing Remote Learning for Children with No Access to Online Platforms
The Assistant Headteacher will keep a record of families who have been identified as having no access to technology or without internet access.   Where possible a laptop will be provided for children who do not have access to technology at home.

If families do not have internet access or a laptop cannot be provided, then the class teacher or a member of the teaching team will provide paper print outs on a weekly basis. These will be delivered to families by a member of SLT.

Class teachers will ensure that these families are telephoned at least twice a week to ensure that they are able to engage in the learning.

2.2 Teaching assistants
When assisting with remote learning, teaching assistants must be available between 9am and 12pm and/or 1pm and 3pm depending on their contracted hours.   In the

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 assistants are expected to:
• Be available for timetabled live meetings with their normal classes
• Where appropriate support class teachers to provide feedback to children's online learning
• Report any concerns to the class teacher
• Raise any safeguarding concerns either directly with a DSL or via CPOMS
• Support with the creation of any paper based learning packs

In the event that staff cannot work online from home then:
- If the member of staff is self-isolating they will support the class teacher with phone calls and other tasks that do not need an internet connection
- In the event of a local or national lockdown then the member of staff will need to work from the school building during normal school working hours in order to access the internet.

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
• Monitoring the remote work set by teachers in their subject – through a combination of remote meetings with teachers and by reviewing work set online.
• 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 Federation and ensure that websites are regularly updated to support the remote learning that is being set
• Monitoring the effectiveness of remote learning –through a combination of regular meetings or emails 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
• Support families with technical difficulties in order to enable remote access.

2.5 Designated safeguarding lead
The DSL is responsible for:

- Ensuring welfare checks or phone calls are regularly made for children with EHCPS, social workers or other vulnerable families.
- Continue to liaise with Social Workers where necessary and attend meetings where appropriate.
- Ensure that CPOMS and other safeguarding files are kept up to date

2.6 Inclusion Lead
The Inclusion Lead will liaise with class teachers to ensure that alternative work has been provided for SEND pupils where necessary.

2.7 Pupils and parents
Staff can expect pupils learning remotely to:
- Ensure that they follow the Acceptable Use policy when working online and report any problems to their class teacher as soon as possible
- When live chats are available ensure that they join these lesson
- Complete all online learning that has been set by their class teacher and submit it for feedback as directed.
- Seek help if needed

Staff can expect parents to:
- Support children with following the Acceptable Use policy and ensuring that they are working safely online.
- Support children to access any work set remotely each day.
- Alert staff if their child is unwell and can not complete the work set
- Seek help from class teachers using the year group email addresses where necessary

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 – Head or Assistant Head
Issues with behaviour – Head or Assistant Head
Issues with IT – SBM or JSPC
Issues with their own workload or wellbeing – Head or Assistant Head
Concerns about data protection – talk to the data protection officer
Concerns about safeguarding – talk to the DSL

4. Data protection
4.1 Accessing personal data
When accessing personal data for remote learning purposes, all staff members will:
- Have read, agreed and signed terms and conditions of the Acceptable Use Policy
- In the event of remote learning, contact details for pupils can be accessed via SIMS by logging into the school server remotely. Contact details should not be downloaded or stored on personal devices.
- Personal email addresses of class teachers should not be shared with parents, instead the year group email addresses should be used

4.2 Processing personal data

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

5. Safeguarding

Staff should adhere to the full requirements of the Safeguarding, Online and Acceptable Use policies.

Staff should remain vigilant during periods of remote learning in the following ways especially during live class chats and phone calls with families.

All concerns should be passed to the DSL immediately and details recorded on CPOMS.

6. Monitoring arrangements

This policy will be reviewed within the first month of a Tier 4 remote learning lockdown or within six months of the policy starting by the Head and Assistant Head.

7. Links with other policies

This policy is linked to our:
- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy