THE
TRINITY
FEDERATION

Beckbury CE Primary School
St. Mary's Bluecoat CE Primary School
Worfield Endowed CE Primary School

Remote learning policy

Last reviewed on:	September 2021
Next review due by:	September 2022 (or sooner if Government guidance changes)

1. Aims

The Trinity Federation understands the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed. Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This remote learning policy 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

> Meet the requirements of the government for remote learning as set out in the Guidance for Full Opening*

*'Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer **immediate** remote education. Schools are expected to consider how to continue **to improve the quality of their existing offer** and have a strong contingency plan in place for remote education provision **by the end of September**. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home'.

> Provide appropriate guidelines for data protection

2. Rationale for our approach to remote learning

During the summer term of 2020, ClassDojo (www.classdojo.com) was used in a trial capacity to assess whether it was feasible to use as an online platform to share work and as a messaging system for parents and teachers to communicate regarding home learning. Many parents were involved in the trial and it was very successful. ClassDojo will therefore continue to be used by schools across the Federation as a remote online platform to ensure our children continue to access appropriate learning opportunities in the case of a local lockdown or self-isolation, but also throughout the school year as a tool to further communicate learning from classrooms including homework activities, reading or spellings.

ClassDojo allows class teachers to share text, images, documents and web links with the whole class and can be accessed via a web browser or downloaded as a free app. It provides teachers with the ability to share specific learning activities with their year group as well as parents being able to message teachers regarding the learning or to upload their child's learning for direct feedback.

Across The Trinity Federation, teachers can as required (from October 1st 2020) upload their class's daily teaching sequence to ClassDojo along with links to teaching resources used in the classroom. The government says that when children are unable to attend school because they are complying with clinical or public health advice to isolate, they should have access to remote learning. As a school we will aim to provide a remote education, where needed, that is of a high quality and links as closely as possible with in-school provision. Class Dojo will become a daily point of reference for any pupil who is not in school, whether through a bubble closure, whole school closure or self-isolation.

3. Roles and responsibilities in relation to our remote learning approach

Head of School:

Alongside any teaching responsibilities, the Head of School is responsible for:

- Co-ordinating the remote learning approach across their school in-line with agreed federation policy and ensuring the offer is fully in place and understood by staff, pupils and parents

- Ensuring that <u>any</u> child not in school due to self-isolation (not illness) has access to remote learning in-line with policy

- Monitoring the effectiveness of remote learning – reviewing work set by teachers weekly, monitoring planning/tasks set and quality of work produced and working closely with subject leaders and reporting to the Executive Headteacher/FGB as required.

- Monitoring email correspondence between parents and teachers

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations and reporting any concerns to the DSL.

Class Teachers:

- Share remote teaching and learning activities with their class mainly through Class Dojo

- Offer offline ways of working for pupils where necessary – learning packs may be provided as required in special circumstances (subject to a risk assessment)

- Provide a tailored home learning package for any children in receipt of an EHCP

- Continue teaching in-line with current, curriculum planning that is already in place throughout the school, ensuring a broad and balanced curriculum with appropriate progression

- Keep in contact with children and families through Class Dojo and telephone contact with parents as required

- Reply to messages, set work and give feedback on activities during normal teaching hours

- Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure/self-isolation will affect families in a number of ways

- Take regular breaks away from their device to engage in other professional duties as much as circumstances allow

- If unwell themselves, be covered by another staff member for the sharing of work

- Report any safeguarding concerns to the DSL

- <u>Will not</u> teach live-lessons in the event of a bubble closure (see Safeguarding policy) but they may wish to upload pre-recorded footage to support teaching and learning or pupil well-being.

Teaching Assistants:

When assisting with remote learning, teaching assistants may be asked to be responsible for:

> Supporting pupils who are absent due to self-isolation (when their class continues to attend school)–

  o The class teacher may ask that you telephone the pupils' parent on the first day of absence to check they know how to access ClassDojo and where to locate daily learning. Provide guidance as required.

  o Check any remote messages from a pupil, or their parent, during the school day and respond appropriately (if requested to by the class teacher)

  o Download any pupil work from ClassDojo that the class teacher may require for display or inclusion in the pupil's work books.

  o Upload daily learning to ClassDojo in the event of the teacher being ill. The HoS and subject leaders will support with the planning of the tasks and resources to upload.

Subject leaders:

Alongside their teaching responsibilities, subject leaders 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 leaders and senior leaders to make sure work set remotely across all subjects is appropriate and progressive
- 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
- Liaising with parents in respect of their subject area as necessary

SENDCo:

The SENDCo is responsible for:

- Monitoring the quality and appropriateness of any home learning package for any children in receipt of an EHCP
- Liaising with the parent of a child with an additional need in respect of their child's home-learning, as necessary
- Alerting teachers to resources they can use to support an individual child's specific needs remotely
- Maintaining contact with outside agencies involved in the child's school life.
- Making remote arrangements for annual reviews of EHCPs, or termly IEP reviews.

Expectations of Parents:

We expect a parent to:

- Support their child's learning to the best of their ability
- Encourage their child to access and engage with ClassDojo posts and complete work set by their teacher
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of ClassDojo
- Know they can continue to contact their class teacher through ClassDojo if they need advice on aspects of the work set
- Check their child's completed work each day, help their child to send it back to their teacher and encourage the progress that is being made
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax, as they would during a normal school day
- Allow their child daily access to an Internet enabled device for a reasonable amount of the day. School understand that a device may need to be shared by other family members. Parents are encouraged to speak to the school in confidence if there is no device available for any online working.
- Provide their child with a suitable area in which to work i.e. a table & chair
- Make the school aware if their child is sick or otherwise can't complete work – normal absence reporting procedures should be followed
- Seek help from the school if they need it

- Be respectful when making any queries or concerns known to staff
- Understand that teachers are required to respond to online messages during their usual working hours only
- Use ClassDojo to communicate about remote work <u>only</u>. Other established school procedures should be used to communicate with school staff on any other matters. Initial contact can be made through sending an email to the school's admin email address or, where the school remains open, by telephoning the administrator.

4. Setting work

When providing remote learning, teachers are responsible for:

> Setting work

> Providing feedback on work

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

Learning materials:

For the purpose of providing remote learning via ClassDojo, the school may make use of:

- Online work booklets
- Past test papers
- Educational websites
- Apps *such as TTRockstars
- Reading tasks
- Pre-recorded video or audio lessons including those available on Oak National Academy.

Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

4.1 In the event of a pupil being absent from school due to self-isolation:

From October 1st 2020, class teachers can, when instructed by the EHT or HoS, populate their ClassDojo feed with a teaching sequence for each day. This may include links to online teaching and learning tools such as videos or activities but it will also contain tasks which can be completed off-line. Teachers will use this as a point of reference in their classroom during the teaching day and for the vast majority of pupils the work set will be completed as part of the normal school day. However, this approach allows any pupil who is absent from school due to self-isolation to access the day's learning. Teachers, or a designated teaching assistant, will respond to messages from these pupils or their parent around their teaching commitment but within their working hours.

4.2 In the event of a bubble or whole school closure:

A <u>typical</u> day's set work for a pupil in EYFS or Key Stage 1 might include the following:

- Reading to an adult

- A 20 minute maths task

- A 20 minute phonics task

- A daily PE/Exercise task (approx. 20 minute)

- A 30 minute task in a non-core subject

- A 30 minute PSED task

- 10 minutes fine-motor skills based task

- A thought/reflection for the day linked to Christian values

> Weekly expectations:

- One hour of RE

A <u>typical</u> day's set work for a pupil in Key Stage 2 might include the following:

- Reading to an adult

- A 15 minute times-table challenge (e.g. TT Rockstars)

- A 15 minute spelling/grammar task

- A 40 minute maths task

- A 40 minute English task

- A daily PE/Exercise task (approx. 20 minute)

- A 30 minute task in a non-core subject

- A thought/reflection for the day linked to Christian values

> Weekly expectations:

- One hour of RE

The above is not representative of the allocation of time a pupil would usually spend working on each subject in a normal school day but instead is what teachers in our federation have collectively agreed would be a reasonable time for pupils to spend on different remote learning tasks at home. 'Chunking' the day into manageable parts will allow for some structure with regular movement and rest breaks which are essential to a child being able to maintain concentration across a day. Timings are only approximate.

In-line with advice and guidance from the DFE, a range of work will be planned that can be completed both online and offline and takes into account the class teacher's knowledge of the children's ability as well as taking into account our knowledge that not every child will have access to technology at this time. We also, recognise that parents cannot be expected to become teachers, particularly when many have their own work to undertake. Where dates for work to be completed by are given there will always be a degree of flexibility around these to take into account individual circumstances.

Marking and Feedback:

Feedback will be given to the child, through typed feedback in accordance with our Marking and Feedback Policy so far as is reasonably practicably with online working. The school expects pupils and staff to maintain a good work ethic and a high quality of work during the period of remote learning. Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email if their child is not completing their schoolwork or their standard of work has noticeably decreased.

5. Staff absence:

In the event of illness, normal staff absence reporting processes apply. If any member of staff is required to self-isolate <u>but is not unwell</u>, they are expected to;

- Follow the normal staff absence reporting systems

- Not delay getting a COVID-19 test when advised to be tested

- Keep the school informed as to the outcome of any COVID-test for them or a household member

- (Teachers) When required by the EHT or HoS, upload daily work for their class on Class Dojo by 8.30am and email any further instructions to the HoS

- Be available to work from home during normal working hours and be contactable even if not in front of a device for the entire day

- Support online learning provision for their class if the class is receiving home-learning

- (Teachers) Where their class is still in school, have some daily online contact with the class via Microsoft Teams on the class IWB. This should include teaching aspects of live lessons remotely into the classroom.

- Respond to reasonable requests from school during working hours. This may include specific tasks to complete in-line with SDP priorities or making contact with parents.

- Maintain ClassDojo with daily tasks

- Provide feedback on pupils' work using ClassDojo

6. Safeguarding:

The DSL, working with the support of DDSLs, is responsible for:

• Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period or ensuring this is delegated to a DDSL

• Liaising with ICT providers to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.

• Identifying vulnerable pupils who may be at risk if they are learning remotely.

• Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.

• Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with other organisations to make alternate arrangements for pupils who are at a high risk, where required.

• Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.

• Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working.

• Ensuring all safeguarding incidents or concerns are adequately recorded and reported.

All staff should be following the federation's current safeguarding policy. DDSL's (also HoS) will communicate any updates to the school community.

It remains the responsibility of every staff member to take responsibility to stay updated with the latest advice and guidance for safeguarding. The Safeguarding policy has been circulated to all staff alongside KCSIE September 2021.

Teachers should follow standard safeguarding protocol with all safeguarding concerns, reporting them to the DSL or a DDSL and logging the information in-line with policy.

Staff attending virtual meetings with staff and external agencies, parents, and pupils:

- Dress code – All staff attending meetings virtually should dress appropriately in work attire. Consideration should be given to the audience and participants of the meetings to ensure that professional standards are maintained at all times.

- When attending professional meetings remotely, staff must be aware of their surroundings, ensuring that, where possible, they are in a suitable location and that conversations are in a suitably private area where they cannot be overheard.

Phone calls made to parents will be made using school phones where possible. Where a member of staff has no option but to use a personal phone then their telephone number MUST be withheld.

7. Data protection

Accessing personal data

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

- use only the information already held securely on the school's information management system (CMIS or SIMS). This may be shared with them securely by the school's administrator or school leadership team.

Processing personal data

Staff members may need to collect and/or share personal data such as telephone numbers to contact parents or pupil addresses to deliver work-packs as part of the remote learning system. As this processing is necessary for the school's official functions, individuals do not need to give separate permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online and not print out data if it can be accessed on screen. All contact details will be stored in line with the Data Protection Policy. The school will not permit paper copies of contact details to be taken off the school premises.

Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching. Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

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

Parents need to ensure that they monitor their child's access to the Internet and take the appropriate precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

During the period of remote learning, the school will:

• Reinforce the importance of children staying safe online.

• Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use

• Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.

• Direct parents to useful resources to help them keep their child safe online.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. antivirus software, on devices not owned by the school.

8. Monitoring arrangements:

General queries or complaints about home learning should be forwarded to the Head of School.

The Executive Headteacher is responsible for:
> Monitoring the remote learning offer in each of the schools within The Trinity Federation to ensure it is meeting all government expectations and that remote 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
> Reviewing this policy

At every review, it will be considered/approved by the full governing body of The Trinity Federation.

The governing board is responsible for:
> Ensuring that the school has robust risk management procedures in place.
> Ensuring the effectiveness of the school's remote learning arrangements

9. Links with other policies

This policy is linked to our:
> Behaviour regulation policy
> Marking and Feedback policy
> Curriculum Statement
> Child protection policy and any published coronavirus addendum to our child protection policy
> Data protection policy and privacy notices

- ICT and internet acceptable use policy
- E-safety policy
- Attendance policy
- Health & safety policy / COVID-19 Risk Assessment
- GDPR data protection policy
- Pupil/Parent Privacy Notices
- Social Media Policy
- SEND Policy