



# Paston Ridings Primary School

# Remote Learning Policy

Status	Statutory
Date approved	30 <sup>th</sup> September 2020 – Review Jan 21
Date of next Review	As legislation is updated

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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
- › To ensure Business Continuity as per Critical Incident Plan

### 2. Roles and responsibilities

#### 2.1 Teachers

When providing remote learning, teachers must be available between 9.00am and 3.00pm via Purple Mash or tapestry to answer questions from pupils.

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:
  - **Individual isolation:** Weekly remote learning links from the Oak National Academy based on the curriculum maps to be saved on the shared common drive for staff to access and send to pupils. As an alternative, packs of paper work linked to the week's curriculum plans to be prepared weekly and a master delivered to the school office on a Monday so that it can be copied and delivered to individual children who are self-isolating. Work will be tailored for SEND pupils.
  - **Individual isolation / bubble closure:** Weekly remote learning links from the Oak National Academy based on the curriculum maps to be saved on the shared common drive for staff to access and send to pupils.
  - **National lockdown:** Weekly remote learning links from the Oak National Academy based on the curriculum maps to be saved on the shared common drive for staff to access and send to pupils. Phonics lessons for FS and Y1 to be recorded and put on tapestry daily.
  - Work set daily will cover English, Maths, Topic and another curriculum area dependent on year group: **A minimum of 3 Hours core learning for KS1, 4 hours core learning KS2.** An example timetable for pupils is below:

Time	Lesson
9.00 – 10.00	English Activity
10.00 - 10.30	Break
10.30 – 11.30	Maths Activity
11.30 – 12.00	Short task: Reading, phonics, Times tables rock stars
12.00 – 1.00	Lunchtime

1.00 – 2.00	Topic Activity
2.00 – 2.30	Short task: Reading, phonics, Times tables rock stars
2.30 – 3.00	Pupils to upload photographs and learning through purple mash or tapestry. Answer 'to do' prompts on purple mash.

- Planned work for pupils will be sent on the first day of absence for the duration of their absence.
- Purple Mash is to be used for pupils in Y2-6: communicate with pupils and to discuss work. Tapestry to be used for FS and Y1 pupils.
- Teachers should communicate with team leaders and wider SLT to ensure that work is sent out promptly and to raise concerns about individual pupils not accessing work.
- School laptops lent to pupils unable to access remote learning. KS2 prioritised as per DFE expectations.

➤ Providing feedback on work:

- Pupils to submit their learning daily through purple mash via messaging or blog, or through tapestry – photographs, uploading written work and answering the specific questions set by teachers through Purple Mash to dos.
- Teachers to feedback to individual pupils during the day as messages are received.
- Daily feedback given to all pupils in response to the submitted work and engagement on LBQ and TTR. Feedback will include wishes to move learning forwards, as appropriate. Phone calls will be made to individual pupils to help to address misconceptions and move learning forward.
- If work is not submitted, parents will be contacted by phone to see if school can support the uploads or to help if there are any issues. If we are unable to contact or work continues not to be uploaded then a home visit will be carried out.
- Learners of the week will be identified from the class at home and in school (3 pupils per week). Postcards (home) / certificates (school) will be given to those pupils to celebrate their learning and engagement.
- **Review additional daily feedback with the use of Microsoft 365 once this has been rolled out to school.**

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

- Daily contact with pupils who are home learning due to bubble closure to be made through purple Mash or tapestry.
- Teachers to monitor and RAG rate engagement through class monitoring sheets.
- Contact should be made during the school day 9.00 – 3.00. Responses should not be made to messages after 4.00pm.
- Complaints or concerns shared by parents and pupils to be shared with Team Leaders who are in school. These concerns are to be followed up by SLT (Team Leaders or wider SLT) with a phone call, parent/carer communication forms to be completed – for any safeguarding concerns follow school policy
- Names of pupils failing to communicate through online platforms to be contacted by phone (from a school mobile or landline). If attempts to contact fail, names should be shared with Team Leaders who are in school so that they can be followed up in school by SLT or a member of the support team (Team Leaders or wider SLT or support team rota). Technical support to be given by ICT Technician and paper work provided if online issues continue.
- All pupils' home learning will receive a phone call once per week (spread across the week), regardless of communication via purple mash or tapestry. Pupils not responding daily through purple mash or tapestry to be contacted 2-3 times per week by phone.

➤ Attending virtual meetings with staff, parents and pupils: **to be reviewed following set up of Microsoft 365.**

- Dress code
- Locations

## 2.2 Support Staff

When assisting with remote learning or completing training, support staff must be available during 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 who is self-isolating, they should report this using the normal absence procedure. Any other requests for dependent leave should be made using the normal school procedure

Teaching assistants to complete provided CPD or support the class teacher with the making of resources for classroom learning.

There may be whole school requests of admin tasks which are delegated to Support Staff.

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

- Supporting pupils who aren't in school with learning remotely: **to be reviewed following Microsoft 365**
  - Which pupils they'll need to support
  - How they should provide support
- Attending virtual meetings with teachers, parents and pupils: **to be reviewed following Microsoft 365**
  - Dress code
  - Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

## 2.3 Subject leads including SENDCo

The term 'subject lead' refers to anyone co-ordinating a curriculum team across our school.

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 – Nicola Harradine
- Monitoring the effectiveness of remote learning; through requesting regular feedback teachers and subject leaders, reviewing work set and collating feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## 2.5 Safeguarding

The DSL will:

- Monitor concerns logged through myconcern and action as per policy
- Share online safety information with parents to support them when they are supervising of pupils
- Ensure phone calls are made to vulnerable families as per the Safeguarding Policy

## 2.6 IT staff (Site officer)

IT staff are responsible for:

- › Fixing issues with systems used to set and collect work
- › Helping staff and parents 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 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 through Purple Mash, Tapestry or by emailing the office on [admin@pastonridings.peterborough.sch.uk](mailto:admin@pastonridings.peterborough.sch.uk)

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 by phoning school or logging a concern on Purple Mash or tapestry
- › Be respectful when making any complaints or concerns known to staff

## 2.8 Governing body

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 SENDCO
- › Issues with behaviour – talk to the relevant team leader
- › Issues with IT – talk to Ian Jinks
- › Issues with their own workload or wellbeing – talk to their line manager
- › Concerns about data protection – talk to Joanna Cook, Headteacher who will seek advice from our data protection officer
- › Concerns about safeguarding – talk to the DSL Nicola Harradine or another Designated person

## 4. Data protection

### 4.1 Accessing personal data

When accessing personal data for remote learning purposes::

- › Teachers will use scholarpack to access information about individual pupils
- › All staff will use devices provided by school to access information about pupils; school allocated laptops or iPads

## 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 and if left unattended
- › 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

All staff are responsible for the safeguarding of all pupils by:

- › Continuing to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Safeguarding and Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.
- › Being aware of the potential risks that go along with online learning.
- › Recognising that school is a protective factor for children and young people, and lockdowns or self isolating, can affect the mental health of pupils and their parents/carers. Teachers at Paston Ridings Primary School need to be aware of this in setting expectations of pupils' work where they are at home.
- › Ensuring any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

## 6. Monitoring arrangements

This policy will be reviewed in November 2020, then in January 2021 or following a change to Government legislation, at every review, it will be approved Governing body.

## 7. Links with other policies

This policy is linked to our:

- › Behaviour policy
- › Safeguarding policy and coronavirus addendum to our safeguarding policy
- › Data protection policy and privacy notices
- › Home-school agreement
- › ICT and internet acceptable use policy
- › Online safety policy
- › All adults Code of Conduct