

# All Saints' CEVCP School

## Remote Learning Policy 2020/21



*Inspire Challenge Succeed*

“At our Church of England School our vision is that all children leave All Saints’ as confident, resilient and reflective individuals, with a lifelong love of learning and a curiosity and respect for the world around them.”

*“In everything, treat others the same way that you want them to treat you” – Matthew 7:12*

Review Frequency	Annual	Approval Level Required	Full GB
Approved By:	Full GB	Approval Date:	
Signed:		Print Name:	Stephen Larner Chair of Governors

### 1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the school’s approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Reflect the school’s commitment to the UN Conventions of the rights of the child specifically article 28, 29 and 31.

### 2. Roles and responsibilities

#### 2.1 Teachers

Remote learning will be provided to pupils who are in self-isolation as a result of a family member having symptoms or a confirmed case of COVID or the closure of a class bubble as a result of a positive test result for someone within the bubble.

Where a pupil is self-isolating as a result of a family member having symptoms or a confirmed case of COVID, the class teacher will email home the whole class learning slides and activities that children within class that day are completing or comparable activities. Where a teacher is self-isolating because a family member is displaying symptoms and is awaiting a test or if someone in their family has a confirmed case of COVID but the teacher

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is not unwell themselves, teachers will be expected to plan and set learning for their class in their absence from school, which will be covered by another member of staff or a supply teacher.

Where a class bubble is closed due to a positive case of COVID and as a result the class teacher is self isolating, teachers must be available between 9am and 3pm.

Teachers are responsible for:

- **Setting work:**
  - Creating a weekly timetable of work for their class. This must include subjects from across the curriculum.
  - Set differentiated work where applicable according to the needs of the children in the class.
  - Creating a daily film for parents and children to access which details the learning for each day along with strategies and methods that children will need to complete their learning.
  - Teachers will use White Rose Maths online resources for mathematics along with Times tables Rockstars and will cross-reference their English, science and wider curriculum plans to Oak Academy where applicable.
  - Teacher's films, work and information should be sent to parents via Parentmail.
  - Teachers will hold live Zoom sessions for whole class activities, guided reading sessions and small group/ 1:1 support to explain strategies and to address any queries or misconceptions.
  
- **Providing feedback on work:**
  - Pupils and parents can send any completed work to teachers via teacher emails or by hand.
  - Teachers will email back feedback individual or whole class feedback where appropriate
  - Teachers should respond to any emails from parents/children within 48 hrs
  
- **Keeping in touch with pupils and parents during the closure of a class bubble:**
  - Touching base Parentmails will be sent by the headteacher to give updates and signpost to additional pastoral resources for parents
  - Emails received by class teachers from parents and pupils are to be checked between 9am and 3pm, Mon- Fri. Emails must be replied to within 48hrs. Only send replies between these times.
  - If any concerning issues arise from parents, these should be dealt with by the class teacher in consultation with the headteacher. The Headteacher should be BCC'd in the communication.
  - Class teachers, the headteacher/ SENCo or SEN LSA will make contact with parents of children with special educational needs in order to ensure that support and advice are in place.

- Contact should be polite and encouraging. Any concerns about pupil or parent well being should be forwarded to a member of SLT who may choose to contact the parents directly.

## **2.2 Teaching assistants**

During a class bubble closure resulting in self isolation, teaching assistants must be available during their normal working hours, Mon to Fri. During this time they are expected to check work emails and be available when called upon to undertake online training, preparation of resources or in some cases liaise with parents of SEND pupils. 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.

During lockdown teaching assistants will lead and run our childcare facility using the remote learning programme set by class teachers.

Class teachers will set up childcare each morning to ensure that remote learning and associated resources are ready. Teachers will provide advice and support where needed.

## **2.3 Subject leads**

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Reviewing subject action plans in light of remote learning to identify any resources and support that can be provided to teachers when planning work for remote learning

## **2.4 Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning and gaining feedback from staff
- Providing support to staff where needed
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## **2.5 Designated safeguarding lead**

The DSL is responsible for:

Maintaining contact, collating, passing on information and responding to any concerns.

**See the COVID-19 amendments to the Child Protection Policy**

## **2.6 Pupils and parents**

Staff can expect pupils to:

- Undertake the remote learning work that has been provided by the class teacher
- Seek help if they need it, from teachers or teaching assistants

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- Alert teachers if they're not able to complete work

Staff can expect parents to:

- Seek help from the school if they need it
- Support their child with their learning, using the daily films and resources provided by the school
- Be respectful when making any complaints or concerns known to staff

## **2.7 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 systems are appropriately secure, for both data protection and safeguarding reasons

## **3. 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/SENCO/SLT
- Issues with behaviour – talk to the SENCO/SLT
- Issues with IT – liaise with JC Comtech technician
- Issues with their own workload or wellbeing – talk to the headteacher
- Concerns about data protection – talk to the data protection officer (via School Business Manager)
- Concerns about safeguarding – talk to the DSL

All staff can be contacted via the school email addresses

## **4. Data protection**

### **4.1 Accessing personal data**

When accessing personal data, all staff members will:

- All staff will email the DSL to record any parent contact or concerns about children.
- Teachers are able to access parent contact details via the school office
- The HT and SBM have the ability to locate personal details of families when required through securely accessing SIMs. SLT are not to share their access permissions with other members of staff.
- School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils.
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## 4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers 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.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

## 4.3 Keeping devices secure

These tips are based on our article on [GDPR and remote learning](#). Talk to your data protection officer for more help, and your IT staff if you want to include details on how to put these measures in place.

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

Please see the following for updates concerning safeguarding in relation to home learning.

**COVID-19 amendments to the Child Protection Policy this also details reference to remote learning curriculum and risks online.**

This policy is available on our website.

## 6. Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the government by Clare Lamb (Headteacher) in consultation with SLT and teachers.

## 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
- Online safety policy