



*Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 1*

## Remote Learning Policy

### 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

- ELSA – to make regular contact with the ELSA group, with a focus on wellbeing and mental health, providing resources and doorstep support.
- SENCO - to make regular contact with the SEND (and EHA) cohort, with a focus on differentiation, wellbeing, personal interventions and Risk Assessments for EHCP pupils. Reviews will be held via Zoom.

#### 2.1 Teachers

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: calling the Head Teacher.

When providing remote learning, teachers are responsible for:

- Setting work:
  - For the class; or for a paired class in addition if the other teacher is unwell
  - Enough for 4 hours of learning per day, including English, Maths, PE / Outdoor learning and A.N.Other, using the 'Bingo Grid' for foundation subjects
  - Work should be set the day before
  - Work should be uploaded to Class Dojo / Tapestry (Reception)
  - Children with limited / no access to devices will be provided paper copies once a week and should return them to the quarantine box once completed
- Providing feedback on work:
  - Work will be uploaded to Class Dojo and looked at by teachers
  - Teachers will feedback on Class Dojo by posing questions using the comments option
  - Work will be uploaded by 7pm on the set day. Feedback should be given the following day by 1pm for the children to act upon.
- Keeping in touch with pupils who aren't in school and their parents:
  - We use Class Dojo to communicate with parents and children
  - Teachers set 'quiet hours' on class dojo between 6pm and 8am
  - Any complaints should be forwarded to the Head Teacher's email [head@pattishallschool.co.uk](mailto:head@pattishallschool.co.uk)
  - If a child has not completed work, they have 24 hours to catch up. If they still fail to complete the work, the teacher should make a phone call home to discuss the barriers and formulate a plan. If this doesn't work, home visits with paper copies may be required. The Head Teacher should be informed after a week has been missed.
- Attending virtual meetings with staff, parents and pupils:
  - Dress code: in line with the school Code of Conduct
  - Locations: avoid areas with background noise, and try to ensure a plain neutral background

If the teacher is in school covering a Critical Worker Bubble or part of their class, the work set for their class should be uploaded to Class Dojo during Collective Worship on the days of non-attendance.

They can choose to have an iPad set up with Zoom for those who cannot attend so that they can see the lesson, film their lesson to post later or record short explanations to post on Dojo.

*NB: streaming live can be risky as if another child in school is struggling to regulate, those parents supervising at home will be privy to another child's potential distress. If a teacher chooses to live stream, the camera should be directed at them only, not the rest of the class.*

#### 2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.45am and 3.15pm (or their normal working hours if part-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.



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

- Supporting pupils who aren't in school with learning remotely:
  - They should support the children with whom they usually work
  - They should provide support by making weekly contact (home visit, zoom or phone call) to check in with the work set.
  - They should work with the class teacher to plan and differentiate for the children they usually work.
  - Whilst the teacher is teaching live or filming their inputs, they can assist by monitoring Dojo.
- Attending virtual meetings with staff, parents and pupils:
- Dress code: in line with the school Code of Conduct
- Locations: avoid areas with background noise, and try to ensure a plain neutral background

### **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, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject by exploring each Dojo year group.
- 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 – if you've assigned one member of staff to lead on this, highlight them here
- Monitoring the effectiveness of remote learning through Class Dojo
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

### **2.5 Designated safeguarding lead (Taken from our existing policies)**

DSL (Emma) and DDSL (Steph, Jo, Hannah)

In addition to the role of all staff and the senior management team the DSL will:

- Refer cases to social care, and the police where appropriate, in a timely manner avoiding any delay that could place the child at more risk.
- Assist the Governing Body in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance
- Attend appropriate training and demonstrate evidence of continuing professional development to carry out the role.
- Ensure every member of staff knows who the DSL and the Deputy are, have an awareness of the DSL role and know how to contact them.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns about a child to the DSL and concerns about an adult to the Headteacher.
- Ensure whole school training occurs regularly with at least annual updates so that staff and volunteers can fulfil their responsibilities knowledgeably.
- Ensure any members of staff joining the school outside of the agreed training schedule receive induction prior to commencement of their duties
- Keep records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk
- Ensure that safeguarding records are transferred accordingly (separate from pupil files) and in a timely fashion when a child transfers school
- Ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, their information is passed to the new school immediately and that the child's social worker



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is informed. Consideration is given to a transition meeting prior to moving if the case is complex or on-going.

- Be aware of the training opportunities and briefings provided by NSCB to ensure staff are aware of the latest local guidance on safeguarding
- Develop, implement and review procedures in the school that enable the identification and reporting of all cases, or suspected cases, of abuse
- Meet any other expectations set out for DSLs in KCSiE 2020

CV19 Addendum:

- DSLs will make regular contact with those children on a CiN, CP or EHA Plan, with a focus on wellbeing and mental health, as well as meeting the needs of the plan in place.
- Reviews will be held via Zoom.
- If we are to reopen to provide childcare for critical workers we aim to have a trained DSL or deputy DSL on site wherever possible.
- Details of all important contacts are listed in the 'Important contacts' section at the start of the CP CV19 addendum.
- If our DSL (or deputy) is unavailable, we will share a DSL with Little Dragons Day Nursery and Bugbrooke Primary. Their DSL can be contacted by: 01327 830202 (Little Dragons) 01604 830610 (Bugbrooke).
- We will keep all school staff and volunteers informed by email and WhatsApp as to who will be the DSL (or deputy) on any given day, and how to contact them.
- We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.
- On occasions where there is no DSL or deputy on site, a member of staff will take responsibility for coordinating safeguarding. The member of staff will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can: Identify the most vulnerable children in school; update and manage access to child protection files, where necessary; liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments.

## 2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although we recognise that they may not always be in front of a device
- 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

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
- 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. The remote curriculum: a guide for parents

## 3.1 What will my child be taught?

- We aim to provide remote learning with immediate effect should a class or the school need to close.
- There should be at least 4 lessons set per day, always including Maths and English.
- The children will be taught the curriculum they would be taught in school, with some exceptions where activities, requiring specific skill or expertise, may be too difficult to deliver at home; for example French and Music.

## 3.2 How will my child be taught?

- Teachers will use a combination of live teaching, recorded inputs, posted instructions and the National Oak Academy to deliver the curriculum.



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- All communication and instructions will be set on Class Dojo via the Class Story and portfolios
- Collective Worship will be posted on the School Story of Class Dojo

### **3.3 How will my child access remote learning?**

- We will use Zoom, Class Dojo and Tapestry (Reception) to deliver online learning.
- For families who prefer not to engage with technology or who do not engage with home learning, paper copies can be delivered and collected once a week.
- For families without devices, we will provide a laptop or an iPad. Children in Year 3 or above who are eligible for free school meals will have access to DfE laptops.

### **3.4 What are the expectations for engagement and how should I support?**

- All children MUST attend registration on Zoom every day
- It is expected that all children will complete all tasks set each day and evidence of this should be uploaded daily to Class Dojo
- There will be drop in Zooms for the children to join to ask questions and mark their work
- We ask parents to try and engage with the input to the lessons and support the children as necessary with practical tasks or if they are stuck – try to ask questions to guide their thinking, rather than giving the answer or modelling too much.

### **3.5 How will you check that my child is engaging with the work?**

- There will be daily Zoom lessons
- Class Dojo will be monitored daily
- House calls and Zoom visits can be used to help motivate pupils if necessary
- Key work will be responded to with feedback on Class Dojo

### **3.6 How will you assess my child's work?**

- Through feedback in Class Dojo
- Through 1.1 Zoom calls where necessary
- Through pre and post assessments – these should be completed independently
- Through feedback from you as parents

## **4. Additional Support for children with additional needs**

- We will invite all children on our SEND register into school to continue their usual schooling with their usual support
- Interventions and learning plans will continue as they do in 'normal times'
- Those who choose not to attend will be given 1.1 Zoom sessions with their LSA throughout the week in keeping with their usual timetable
- Children who require extra stretch and challenge will be set differentiated work and receive additional Zoom sessions 1.1 or in small groups

## **5. Remote learning for children self-isolating**

- Our remote learning contingency plan and delivery is the same for individuals as it is for part of the class or the whole class

## **6. 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 Jo [senco@pattishallschool.co.uk](mailto:senco@pattishallschool.co.uk)
- Issues with behaviour – talk to Emma [head@pattishallschool.co.uk](mailto:head@pattishallschool.co.uk)
- Issues with IT – talk to Jo [joanna.green@pattishallschool.co.uk](mailto:joanna.green@pattishallschool.co.uk)
- Issues with their own workload or wellbeing – talk to Emma or line manager
- Concerns about data protection – talk to Emma or Clare [office@pattishallschool.co.uk](mailto:office@pattishallschool.co.uk)
- Concerns about safeguarding – talk to the DSL Team [dsl@pattishallschool.co.uk](mailto:dsl@pattishallschool.co.uk)

## **7. Data protection**

### **7.1 Accessing personal data**

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

- Access families via Class Dojo, or through ParentMail (sent via the office)



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- School Chromebooks should be used for remote learning. Not personal devices.
- Staff should dial 141 before making calls from their home phones.

## 7.2 Processing personal data

Staff members may need to collect and/or share personal data such as emails or telephone as part of the remote learning system. However, this should be minimal as we are using Class Dojo.

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. Any emails addresses or telephone numbers should be erased after use, or kept securely until no longer needed.

## 7.3 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 or only using Cloud based software: Office 365
- 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 (EasiPC)
- Keeping operating systems up to date – always install the latest updates

## 8. Safeguarding

Our Safeguarding Policy and Child Protection Addendum is available on the school website. We will ensure regular contact with all pupils: daily via Class Dojo, weekly via phone, monthly via home visit – where appropriate or necessary.

## 9. Monitoring arrangements

This policy will be reviewed every 6 weeks throughout a period of teaching remotely.

## 10. Links with other policies

This policy is linked to our:

- Nurturing Positive Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- Acceptable use policy
- Online safety policy