



# Nursery Hill Primary

## Remote Learning Policy 2021/2022

**Approved by:**

**Date:**

**Last reviewed on:**

**Next review due:**

## **Rationale**

During these unprecedented times, there has been a challenge to provide continuous learning that has not been disrupted by close closure. In the event of a school closure, it is incumbent upon schools to ensure the attainment gap is not widened between different groups of people. Nursery Hill is committed to providing continuity of education to its learners and will do so through a process of remote learning.

Remote learning is when learners, in agreement with the school, have a period of absence however can work at home, at least to some extent. Remote learning would also include instances when, following the infectious disease outbreak, learners are self-isolating at home but are not suffering with relevant symptoms.

The purpose of this policy is to provide a framework for the safe and effective use of ICT for remote teaching and learning not only during the school closure but also as tools for learning beyond school. The policy covers both the ongoing education of pupils who cannot be in school but are able to continue with their education when the school remains fully open and those wanting to use resources as a means to augment their learning.

The policy is intended for staff supporting schools that are facing closures and quarantines due to Covid-19 (Coronavirus) outbreak. It contains guidelines for online and blended learning.

**The policy is embryonic and will be adjusted according to the needs of the school.**

**Nursery Hill will take into consideration a deeper analysis of the following:**

- A need to incorporate learners wellbeing into curriculum planning
- Engaging vulnerable pupils through the understanding of motivational theories and cognitive science
- Developing a seamless approach from online to in-person instruction
- Providing more opportunities for teachers to work together building professional learning communities that work as well remotely as in person
- Analysing the curriculum and identifying the highest priority objectives to focus on as a result of classroom assessments.

## 1. Aims

This remote learning policy for staff 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
- Provide appropriate guidelines for data protection
- Inform parents of systems and protocols

## 2. Roles and responsibilities

Name	Roles	
Jennie Clarke	Head of School	DSL Staff absence reporting
Jane Brown	Teaching Assistant	DSL

### 2.1 Teachers

When providing remote learning, teachers must be available between 9am and 4.30pm. If some but not all pupils are learning from home, teachers are responsible for delivering remote learning alongside teaching children still in school.

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.

If you are unwell, please contact school from 7am and no later than 7.30am. If your absence continues, please inform school by 2.30pm stating whether you will be in the following day.

When providing remote learning, teachers are responsible for:

- Setting work:
  - Teachers must provide work for their class and any additional pupils self-isolating at the same time.
  - Four pieces of work should be set each day: English, Mathematics, Reading and an additional foundation subject.
  - This work needs to be set by 9am each morning.
  - Work will be uploaded to our remote learning platform, Class Dojo, or via Microsoft Teams or email.
  - Pupils who cannot access work remotely, parents/ carers should collect a copy of the child's work on Monday by 12.30pm and return the previous weeks learning.
- Providing feedback on work: -
  - Completed work will be accessed through Class Dojo/ Microsoft Teams
  - Feedback will be shared using the written comment function on Class Dojo/ Microsoft Teams
  - For pupils submitting work via email, feedback will be emailed back.
  - Pupils should receive ongoing feedback throughout the school day.
- Keeping in touch with pupils who are not in school and their parents/ carers:

- Teachers will make weekly phone calls to pupils and recorded on the call log. Head of School must be alerted to any pupils who are not responding or submitting work.
- Teachers will keep school informed of any pupils that they cannot contact, and the Head of School will support with initiating contact to resolve any problems or concerns the family are having with the remote learning.
- Teachers will be contactable during the school's normal working hours and will not respond to emails outside of this time.
- Teachers will inform Head of School of complaints or concerns shared by parents/ carers and pupils, following the school's Complaints Policy.
- Any safeguarding concerns will be followed up through the school's normal procedures.
- In the instance of incomplete work or a failure to submit, teachers in the first instance should contact parents/ carers directly and Head of School notified. If the issue continues, Head of School may contact parents/ carers to discuss the barriers to home learning.
- Any behavioural concerns will be followed up through the school's normal procedures. Parents/ carers will be part of the conversation.
- Attending virtual meetings with staff, parents/ carers and pupils:
  - The school's dress code will apply if staff are required to work from home
  - Staff are asked to attend virtual meetings with the following considered, avoiding areas with background noise and inappropriate distractions in the background.
  - Professional behaviours are expected at all times in line with teacher standards
  - Be punctual, log on and be in the waiting room early to ensure the interactive session can start on time.
  - When using MS Teams, a blurred background or image will be used
  - Teachers will ensure that the location for teaching and learning is appropriate
- Blended model (where pupils are attending and some joining remotely)
  - Staff will be given a designated time to upload and monitor the remote platform.
  - Staff have access to email and Office365, Microsoft Teams, and Class Dojo has been set up.
  - Staff will receive training to make them familiar with the main functions of Microsoft Teams.
  - Staff will make weekly phone calls to families and record this in the support log.

## 2.2 Teaching Assistants

When assisting with remote learning, Teaching Assistants must be available for their contracted hours.

If some but not all pupils are learning from home, Teaching Assistants are responsible for assisting teachers with the delivery of remote learning alongside teaching children still in school.

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.

When assisting with remote learning, Teaching Assistants are responsible for:

- Supporting pupils who are not in school with learning remotely

- TA's will be designated specific groups to work with remotely using the training they have had to best effect.
- Support will be given through the remote learning platform (this may include marking a specific group's work)
- Ensuring that the teacher has shared the sequence of learning and the objectives that must be achieved
- Attending virtual meetings with teachers, parents/ carers and pupils:
  - School expectations for dress applies
  - Staff are asked to attend virtual meetings with the following considered, avoiding areas with background noise and nothing inappropriate in the background
  - Be punctual, log on and be in the waiting room early to ensure the interactive session can start on time
  - Professional behaviours at all times in line with teacher standards

### **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
- Alerting Teachers to resources they can use to teach their subject remotely

### **2.4 Senior Leaders**

Alongside their teaching responsibilities, Senior Leaders are responsible for:

- Co-ordinating the remote learning approach across the school to ensure consistency
- Training staff on the pedagogy of online learning and use of digital assessments
- Monitoring the effectiveness of remote learning through monitoring Class Dojo/ Microsoft Teams, meetings with teachers and subject leaders, reviewing work set and gathering feedback from pupils and parents/ carers
- Monitoring pupil and parental engagement including wellbeing
- Behaviour support
- Continue to work collaboratively as a team using virtual meetings to add and review the teaching and learning taking place, both in and out of the school.

## **2.5 Designated Safeguarding Lead**

The DSL is responsible for:

- The DSL or deputy DSL will be available on site at all times the school is open. In the event that this is not possible (every effort will be made to ensure that such occasions are rare), the DSL or deputy DSL will be readily accessible via telephone or online video contact, e.g. when working from home.
- All staff will be provided with contact details in order to be able to contact a DSL without any difficulty and will be informed about which members of the DSL team are available on each day that the school is open.
- The DSL team will meet weekly to discuss the welfare and status of each child on the register/ database of vulnerable children. The DSL team will liaise with CASS, Social Services, Family Support Workers and other key safeguarding partners as normal, whether working in school or working remotely. When working from home, DSLs will be accessible via access to their school email account and mobile telephones.
- The DSL team will continue to attend – either in person or virtually – child protection conferences; core group meetings; strategy meetings; child in need meetings; and early help meetings.

## **2.6 Computing Lead**

Alongside their teaching responsibilities, the Computing Lead is responsible for:

- Fixing issues with systems used to set and collect work
- CPD for staff on remote learning software and equipment
- Helping staff and parents/ carers with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the Head of School
- Assisting the SLT to support the school, pupils and parents/ carers with accessing the internet or devices for remote learning
- Assisting pupils and parents/ carers with accessing the internet or devices
- Liaising with the LA when the need arises

## **2.7 Pupils and parents/carers**

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by Teachers
- Seek help if needed from Teachers or Teaching Assistants
- To behave appropriately and within school rules when using the learning platform
- Pupils should only use technology at home with the permission of their parent or guardian
- Pupils should try to maintain some structure to their day
- Check Class Dojo/ Microsoft Teams to see any new posts or any new assignments for each subject

- Complete the work that has been set and save it to their portfolio for a member of staff to mark
- Use Class Dojo/ Microsoft Teams to communicate with their teachers and ask questions if they do not understand a task or require help
- Alert Teachers if they are not able to complete work
- Ensure passwords are kept safe and secure and not reveal it to anyone
- Be responsible for their behaviour and actions when online.
- Be dressed and ready to learn, in an appropriate location.
- If a pupil comes across offensive material, they should report it immediately to their teacher or parent. Pupils must not record or take photos of classmates or teacher during video conferencing sessions, nor share lessons publicly.
- Pupils should understand that these rules are designed to help keep them safe online and that if they are not followed, school sanctions will be applied, and parents/ carers contacted.

Staff can expect parents/ carers with children learning remotely to:

- Report to the school any incidents of sickness in line with school procedure that impacts on their ability to complete remote learning.
- Seek help from the school should they need it.
- Be respectful when making any complaints or concerns known to staff.
- Ensure their child/ren is supervised.
- Ensure the location for online learning is appropriate.

## **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
- Ensuring wellbeing of staff with the help of SLT they need to ensure that strategies are in place for teachers who may have:
  - Experienced fatigue and stress due to the rapid professional development they experiences when facilitating online learning, creative scheduling, and exposure to a wide variety of app, solutions, and technical challenges.
  - Not had time to evaluate pupils work. They may need more time for catching up.
  - Governors need to ask pertinent questions about leaders and staff wellbeing.

### **3. Who to contact**

#### **3.1 Staff**

Staff should follow the normal school procedures if they have any questions or concerns whilst working remotely. This may include

- Safeguarding
- Technical issues
- Workload
- Illness

### **4. Data protection**

#### **4.1 Accessing personal data**

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

- When accessing personal data, all staff members will use our secure cloud service (OneDrive/ SharePoint) or the school IT network
- Staff can use their own personal computers, tablets, laptops, or mobile phones to access the data.

There are several areas in online learning where privacy and data protection must be considered.

- Just as with personal information, video imaging of minors needs permission from parents/ carers or guardians for all age groups. With learners under the age of 11, video conferencing should happen with said guardians present. Learners can also chat in groups regardless of age, though one-on-one conferencing with pupils are best for feedback on individually assigned activities and general wellness.
- As much as possible, video conferencing should be set up to eliminate backgrounds that provide information on learners' personal lives and locations. A simple white or light-coloured background is best.
- Personal names should be avoided in chat invites and titles. For, the pupil and guardian should be informed if the conference will be recorded.

#### **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 will not 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)
- 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**

We will follow the statutory safeguarding guidance, Keeping Children Safe in Education. Updated September 2020

We will always have regard for these important safeguarding principles:

- The best interest of the children must come first
- If anyone has a safeguarding concern about any child, they should act on it immediately
- A designed safeguarding lead (DSL) or deputy should be available at all times.
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online.

## **6. Monitoring arrangements**

This policy will be reviewed periodically and updated in line with Government guidance by the Senior Leadership Team. At every review, it will be approved by the Governors.

## **7. Links with other policies**

This policy should be read in conjunction with our:

- Behaviour Policy
- Child Protection Policy
- Data Protection Policy
- Computing (ICT) Policy
- Online Safety Policy