

Remote Learning Policy

Crawley Down Village C of E School



Approved by:	Full Governing Body	Date: 10 th February 2021
Next review due by:	When Required	

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

2.1 Teachers

When providing remote learning, teachers must be available during their normal school hours to communicate with the children and parents. (unless there are other identified issues which mean this is unable to happen – in this case the teacher must liaise with their Phase Leader).

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.

If this is the case the Phase Leader will organise for work to be set.

Class teachers prepare packs of work for children who can't access learning online. These should be available in the school office.

When providing remote learning, teachers are responsible for:

- Setting work. Work should be set to take pupils approximately 4 hours a day to complete (KS2), 3 hours a day to complete (KS1) and less than 3 hours to complete (EYFS)
- Setting work daily between 8.00am and 8.30am, with flexibility & clarity on completion/categories, due date & time must be used, with other longer term tasks set as appropriate
- Using Google Classroom (EvidenceMe – EYFS) with any other work signposted from there (Google Classroom as the hub for White Rose and any other websites)
- Minimum 3 lesson videos per day (recorded by the teacher) including class book/story
- 1 Google Meet Interactive session for the whole class – meeting emotional / social needs within the class
- Screen Free Friday afternoon to encourage practical / creative activities away from a screen
- Additional Google Meet sessions provided by the teachers working at home as 'check ins' for pupils who need additional support with any aspects of the their learning
- Continuing to follow medium term plans – with the same expectations as teachers in school in terms of communication, (virtual) meeting attendance etc.

- Maintaining safeguarding responsibilities – reporting/communicating any concerns via CPOMS. RAG rating pupils outcomes/engagement weekly. Amber to be followed up by teacher, red by Headteacher.
- Providing individual and/or collective feedback & support, as appropriate, on any work set (in line with the school's Feedback Policy – See Appendix 3) in a timely manner (within 24 hours) for work that is submitted on time

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

- If work is not being completed (no evidence of child accessing work) it is desirable that class teacher contacts parent for welfare call. If not able to, Phase Leader does so. If teacher unwell Phase Leader picks up welfare aspect, with no expectation of work being completed during a period of pupil sickness.
- This will also apply to emails/messages from parents – to Phase Leaders (parents know if that is the case in advance)
- Attending time-important virtual meetings (i.e. PEP) with staff, parents and pupils maintaining all appropriate professional standards
- If individual pupils needed to access learning from home this would be using the weekly isolation learning set by year teams. Class teachers will provide some feedback / interaction with the child but this will be less than if the whole class was off (minimum weekly).

2.2 Learning Support Assistants

During lockdown, where only children of critical workers and vulnerable children attend, LSAs to facilitate the learning of these pupils using the work that has been set on Google Classroom by the class teachers.

2.3 Subject Leads

Subject Leaders to provide guidance, support & ideas (including signposting to resources) for what remote learning 'looks like' in their respective subjects. Informally monitor reality so that aware of impact on curriculum offer. Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.

2.4 Senior Leaders

Contact with staff not in school (+ overview of any pupil issues)

- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with phase leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for:

See January 2021 addendum to Safeguarding and Child Protection Policy.

2.6 JSPC

JSPC staff are responsible for:

- Fixing issues with systems used to set and collect work
- Supporting staff 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

2.7 Pupils and Parents

Staff can expect pupils learning remotely to:

- Engage daily with the work set
- Complete work to the deadline set by teachers – any work not completed by the end of the period of home learning may need to be completed on return to school
- 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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

2.8 Governing Body

The Quality of Education Committee are responsible for monitoring the quality of remote learning:

- Monitor the school's approach to providing remote learning to ensure education remains as high quality as possible, confirming that provision meets the DfE's expectations
- Ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons
- Identify any barriers that school is facing around planning and implementing remote education

3. Who To Contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work or behaviour, and permission to use videos created – talk to year group partner or Phase Leader
- Issues with IT – log a call with JSPC
- Issues with their own workload or wellbeing – talk to their line manager

- Concerns about data protection – contact Wendy Thouless.
- Concerns about safeguarding – talk to the DSL or Deputy DSLs

4. Data protection

4.1 Accessing personal data

If required to provide remote learning under this policy staff will be provided with suitable technology to be able to do so

4.2 Processing Personal Data

Follow procedures in Data Protection Policy

4.3 Keeping Devices Secure

School-provided devices must only be used for the purposes outlined in this policy by the named person, and returned promptly after the period of remote learning

Staff should ensure they've read & understood the Data Protection Policy

Staff will also have completed a Workstation Risk Assessment

5. Safeguarding

See: Child Protection Policy

6. Monitoring arrangements

This policy will be reviewed after each period of remote learning.

7. Links With Other Policies

This policy is linked to our:

- Behaviour Policy
- Child Protection Policy
- Data protection Policy and privacy notices
- Home-school agreement
- ICT and Internet Acceptable Use Policy
- Health & Safety Policy
- Google Meet Protocols

Appendices

Appendix 1 – Remote Learning Monitoring Tool

Appendix 2 – Remote Learning Feedback Guidance

Appendix 1

Remote Learning Monitoring Tool Timeline of contact for use by Phase Leader to monitor remote learning (<i>adapted to specifics of each period of remote learning</i>) <i>(1-7 cyclical based on Phase Leader's decision)</i>
1. Check that teachers are meeting expectations set out in the Remote Learning policy: • Spot-check the assignments teachers have set & the children's comments 2. Check that teachers are making regular contact with self-isolating pupils, as set out in the Remote Learning Policy 3. Where relevant, check across year groups to make sure our remote learning offer is consistent

4. Well-being check on member(s) of staff 5. Check in with teachers to see if self-isolating pupils are accessing learning

6. Ask teachers to communicate with self-isolating pupils to find out how they found the remote learning, if they were able to access tasks, and which lessons they most enjoyed • Teachers should also check in on pupils' emotional wellbeing 7. Ask teachers to feed back on these points when you next check in with them

8. Return to school well-being conversations with staff & pupils 9. Confirm with teacher pupils needing to catch-up learning on return to school – decide on potential use of Catch-up Premium to support any lost learning



Remote Learning Feedback Guidance

Crawley Down Village C of E School is committed to providing staff with a healthy work life balance. We understand that remote learning places increased pressures on teacher workload, so the following guidance is intended to support staff in managing this.

Remote Learning School Feedback Expectations

- All work will be acknowledged
- One piece of English, Maths and topic work (in rotation) will be deep marked each week (a piece of positive feedback related to the learning objective and a way forward or misconception addressed.)

Feedback tools

We encourage staff to make use of feedback tools that will lessen their workload. These include:

- Using video to film whole class/group feedback
- Use of the 'Flood fill' tool in Google classroom for the quick acknowledgement of work (ensure this work is briefly scanned first, in case any issues need addressing)
- Using Mote to record sound clip oral feedback
- The use of live documents and feedback in the moment
- For times when it is appropriate, children answering work on their stream/assignment comments (where enabled)
- Video with pauses for self-marking
- Use of quizzes

January 2021