

# St Jude's C of E Junior School

Learning and Achieving Together with God



# Remote learning policy



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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; different arrangements will be in place depending on whether it is for individual children or whole classes.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.

*Unless stated otherwise, assume this policy refers to a whole class isolating.*

## 2. Roles and responsibilities

### ➤ Headteacher:

- Oversee everything.
- Safeguarding.
- Monitor the security of remote learning systems, including data protection and safeguarding considerations, in conjunction with our IT network manager.
- Parental communication.
- Liaison with DfE and PHE.

### ➤ Deputy Heads:

- Co-ordinate the remote learning approach across the school and monitor its effectiveness by:
  - Working with subject leaders to make sure work set across all subjects is appropriate and consistent.
  - Holding regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.



- Providing technical support and training.
- Covering classes and/or provide PPA cover.
- Monitoring learning of individual children isolating.
- SENDCo - monitoring and supporting SEND provision.
- Oversee curriculum content.
- Work with teachers to make sure all work set is:
  - Appropriate and consistent.
  - Age appropriate.
  - Accessible to all.
  - Challenging at times.
  - Both consolidating skills already learned as well as introducing new concepts.
  - Aligned to the curriculum as if we were in school.
  - A balance between screen time, worksheets and practical activities.
  - A balance of delivery by parents and interactions with teachers.
- Alert teachers to resources they can use to teach their subject remotely e.g oddizzi, digimaps etc.

➤ **Office:**

- Update spreadsheet of children individually isolating.
- Email teachers when there are children that are self-isolating.
- Welfare check phone calls.
- FSM admin, general admin/troubleshooting.
- Organising collection/delivery of work.
- Admin related to absence.

➤ **HSLW:**

- Safeguarding phone calls.
- Support pupils when returning to school.
- Support staff when returning to school.

## 2.1 Teachers

➤ Teachers will:

- Provide 3 face-to-face contact points each day.
- Teach well planned and differentiated lessons.
- Assess and give feedback, either individual or whole class.

When providing remote learning, teachers must be available between:

Year 3 and 4	Year 5 and 6
○ 9:00-9:30 register and first task (Eng/maths)	○ 9:30-10:00 register and first task (Eng/maths)
○ 10:45-11:15 second task (Eng/maths)	○ 11:15-11:45 second task (Eng/maths)
○ 1:00 -1:30 afternoon task	○ 1:30 -2:00 afternoon task



If a teacher is unable to work for any reason during this time, for example due to sickness or caring for a dependent who is ill, they should report this using the normal absence procedure: tell the Headteacher and deputies and other teacher(s) in their year group. If one teacher within the year group is unwell, the other teachers may be asked to teach both classes, but will be only expected to mark their own.

When providing remote learning, teachers are responsible for:

- Setting work -
  - This will be collaborative across the year group.
  - We will stick as close to the normal timetable as possible (English, maths and afternoon task daily).
  - They will produce teaching slides to talk through + independent task.
  - Provide extension and 'something easier' tasks for English and maths, and wider curriculum where appropriate.
  - All work for the day should be uploaded to Teams by morning registration and saved in the folder so the office can email out where needed.
  - Where individual children are isolating, upload work daily to Teams.
- Providing feedback on work –
  - Mark work uploaded to Teams or emailed to them.
  - This could be a general comment, with more specific whole class OR specific feedback to individual children.
  - For morning sessions this should be prior to next session of that subject.
  - For afternoon work, before next week's session.
- Keeping in touch with pupils who aren't in school and their parents –
  - 3 meetings as above. Keep register and email deputies and office staff a list of pupils who have not attended after 3 days.
  - Respond to questions on Teams by the end of the day (by next meeting where possible).
  - Respond to emails by end of next day.
  - Teachers are not expected to respond to any correspondence outside of working hours but may do if they choose to.
  - Any complaints/difficult queries/safeguarding concerns should be passed on to deputies and headteacher.
  - Consequences may be put in place for poor/distracting behaviour in Teams meetings or inappropriate use of chat function.
- Attending virtual meetings with staff, parents and pupils –
  - Staff must be appropriately dressed and be in an appropriate location or use a background.
  - Children and pets should not be around where possible.
- Curriculum
  - Keep up-to-date the Medium-Term Plan for their year group, move things around accordingly and highlight which areas were taught remotely.

## 2.2 Teaching assistants

Teaching assistants:

- Support the teacher in taking register and teaching.



- Support teachers with answering questions and marking where appropriate.
- Lead spelling and guided reading groups.
- Attend virtual meetings with teachers, parents and pupils.

When assisting with remote learning, teaching assistants must be available for teaching sessions as above. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent who is ill, they should report this using the normal absence procedure: tell the Headteacher and deputies and other teacher(s) in their year group.

### 2.3 Designated safeguarding lead

The DSL is responsible for:

- Ensuring that all staff are adhering to the *staff code of conduct* and the *acceptable use of internet policy* and the *child protection policy* (including the Covid appendix).
- Following all usual procedures should a safeguarding concern be raised.

### 2.4 IT staff

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.

### 2.5 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.
- Attend meetings suitably dressed and behave appropriately during them.

Staff can expect parents of pupils learning remotely to:

- Support their children to complete all of the learning.
- Read all communications that come out from the school to ensure they are fully aware and up to date with news.
- Liaise with school staff and seek support on behalf of their child when needed, with class teacher via email.
- Ensure courtesy and politeness to any member of staff within any communication.

### 2.6 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 leaders 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 Deputy Head/ SENDCo.
- Issues with behaviour – talk to the Deputy Head/ SENDCo.
- Issues with IT – talk to IT support.
- Issues with their own workload or wellbeing – Deputy Heads or Headteacher.
- Concerns about data protection – talk to the data protection officer (CE).
- Concerns about safeguarding – talk to the Headteacher (DSL).

### 4. Data protection

#### 4.1 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. Staff are reminded to collect and/or share as little personal data as possible online.

#### 4.2 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.
- Not sharing the device among family or friends, if possible.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest updates.

### 5. 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.
- Home-school agreement.
- ICT and internet acceptable use policy.
- Online safety policy.

## Appendix 1 Local Area Restrictions

This document explains what the actions will be at St Jude's C of E Junior School for each of the tiers set out by the government.

Tier	Guidance	What happens	Remote Learning Package	Assumptions
Tier 1	School remains open	Minimal visitors on site. Those who do come into school will have read and agreed our Visitor Covid-19 Policy. No staff gatherings greater than 15 – all must be conducted seated 2m apart.	N/A	All staff in teaching lessons as normal. Teachers will upload work onto Microsoft Teams for those pupils who are isolating.
Tier 2	School remains open	Essential visitors only. Those who do come into school will have read and agreed our Visitor Covid-19 Policy. No staff gatherings greater than 15 – all must be conducted seated 2m apart.	N/A	All staff in teaching lessons as normal. Teachers will upload work onto Microsoft Teams for those individuals isolating.
Tier 3	School remains open – with allocated year groups only	Essential visitors only. Those who do come into school will have read and agreed our Visitor Covid-19 Policy. No staff gatherings.	Remote learning offer for some pupils (see Remote Learning policy)	All staff teaching lessons as normal, either in school or remotely unless too unwell to teach. (see below) Teachers will upload work onto Microsoft Teams for those isolating.
Tier 4	All mainstream schools, childminders, colleges closed to all but vulnerable and critical worker children who are allowed on-site full time. Remote education to be provided for all other students.	All children except key worker children and vulnerable children learn from home. Bubbles of 10 are created – 2 members of staff allocated per bubble	Remote learning offer for all children. Those at home follow the Remote Learning Policy. Keyworker and vulnerable children follow remote learning using the school iPads/laptops	Staff will send their children to school as they are critical workers.



## Teacher and Student Absence

Situation	Detail	What happens	Assumptions
Staff absence due to isolation (not sick, no children at home)	14-days isolation if someone in their household or someone they have been in close contact with has tested positive for Covid-19.	Teacher to plan learning for every lesson following the usual timetable. Some face to face contact via Microsoft Teams into the classroom (at least once a day). Where possible, teachers get feedback about how the children have responded to the lessons to help plan ready for the next day. HLTA/TA/SLT/Supply teach the class in school.	The member of staff is not sick and therefore they can continue working from home.
Staff absence due to isolation (not sick, children at home)	14-days isolation if someone in their household or someone they have been in close contact with has tested positive for Covid-19.	Teacher to plan learning for every lesson following the usual timetable. Some face to face contact via Microsoft Teams into the classroom (at least once a day). Where possible, teachers get feedback about how the children have responded to the lessons to help plan ready for the next day. HLTA/TA/SLT/Supply teach the class in school.	The member of staff is not sick and therefore they can continue working but they have children around who need their attention during the school day therefore their time is restricted in some way.
Staff absence due to child's isolation	Could be up to 14-days.	Teacher to plan learning for every lesson following the usual timetable. Some face to face contact via Microsoft Teams into the classroom (at least once a day). Where possible, teachers get feedback about how the children have responded to the lessons to help plan ready for the next day. HLTA/TA/SLT/Supply teach the class in school.	The member of staff may not need to be off work every day and may be able to come in at points.
Staff/ pupil absence due to sickness	At least 10-days if Covid-19 related but could be more, depending on individual's health.	Staff/pupils not to work until they feel able. HLTA/TA/SLT/Supply teach the class in school. Parallel class plans and resources lessons.	



<p>Pupil absence due to isolation</p>	<p>14-days isolation if someone in their household or someone they have been in close contact with has tested positive for Covid-19.</p>	<p>Office to ask if learning is required. Office to let individual teachers know. Teachers to upload work onto Teams each morning. Parents are responsible for sending it back to the teachers for feedback. Pupil to join parallel class online if it is isolating.</p>	<p>They are not part of a larger group / bubble in school that has been forced to isolate.</p>
<p>A bubble or multiple bubbles sent home to isolate</p> <p>OR</p> <p>The whole school is shut for 14-days of isolation due to a local outbreak (but the local area guidance hasn't changed)</p>	<p>14-days isolation for the entire bubble due to a local outbreak.</p>	<p><b>See Remote Learning Policy</b></p> <ul style="list-style-type: none"> <li>○ Provide 3 face-to-face contact points each day.</li> <li>○ Teach well planned and differentiated lessons.</li> <li>○ Assess and give feedback, either individual or whole class.</li> </ul> <p>Pupils complete <b>learning and upload their assignments onto Teams.</b> <b>Feedback</b> - staff (including TAs) will acknowledge everything that is submitted.</p> <p>TAs will support the class teacher by commenting on learning and providing next steps. TAs will join Teams calls.</p> <p>Registers are taken by class teachers. SLT to monitor those children not accessing Microsoft Teams. Phone calls regarding this will be made. Weekly welfare checks for vulnerable pupils.</p>	<p>Pupils are well enough to engage with learning.</p> <p>Pupil has access to a device on which to learn and an adequate Wi-Fi signal.</p>
<p>A bubble or multiple bubbles sent home to isolate and the class teacher is unable to remotely teach.</p>	<p>Teacher is unwell, whether with Covid-19 or another illness.</p>	<p>Where possible, SLT will cover the x3 Teams meetings and provide feedback. Parallel teachers will prepare the learning. SLT will upload assignments, provide feedback and monitor the chat. When this is not possible, the parallel teacher will teach both classes but SLT will provide feedback.</p>	