Bounds Green School

Remote Learning Policy

Staff Lead	**Liz Luka**
Governor Responsible	**Mark Chapman / Olivia Brown / Pat Berryman**
Status	**Statutory**
Policy last Ratified	**NA**
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Approved/Signed	

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1. Aims

This remote learning policy for staff aims to:

- Ensure a consistent approach to remote learning for individuals, small groups of children and bubbles isolating
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

This policy applies to circumstances where:

- A - The School is anticipated to be closed for a period longer than 1 day
- B - Where a whole class, or year group has been asked to self-isolate by the school, the expectation is home learning is provided by the class teacher; expectations outlined below
- C– A student/s has been asked to self-isolate by the school or NHS

2. Roles and responsibilities

When providing remote learning in scenarios A and B, teachers must be available between 8:30am - 4:00pm

If teachers 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 providing remote learning for their classes, teachers will use Google Classroom and the associated Google add-ons (Slides, Docs, and Forms) and any other platforms as outlined in the guidance.

In scenarios A and B, teachers are responsible for:

- Ensuring learning reflects a planned, well-sequenced and balanced curriculum so that knowledge and skills are continually being developed.
- Providing clear explanations of new content that is given through high-quality videos or written/audio description.
- Checking work regularly and assessing how the children are progressing.
- Responding to questions seeking clarifications and use feedback to inform planning.
- Ensuring the learning is in line with key stage guidelines.

In scenarios A and B, remote learning provision over a one-week period will consist of:

- Weekly assembly
- Class teacher Story time
- Daily live sessions (except for days when teachers are in school)
- 4 days provision of Daily Reading, Writing, Spellings, Phonics (EYFS and KS1), Timetables and Maths - see KS specific timings below
- 2 subjects from the wider curriculum a week
- PSHE, Spanish, Music, PE, and Art generic enrichment activities
- Where appropriate, work will be differentiated
- SEND team will support CTs in providing bespoke packs for specific children

In scenario C remote learning provision will consist of:

- Learning activities from the generic bank of activities
- PPA subject banks of assignments
- Other activities reflecting the current learning, where possible, for the range of subjects

Please note the provision will differ from that set out in scenarios A and B as teachers will still be in school fulfilling their daily class teaching commitments. The amount of work provided may not be as much. Work will be **uploaded by the end of day 2**.

Key Stage Specific for Scenarios A and B

Year 5 and 6 will suggest daily activities lasting up to 4 hours for Reading and Spellings, Writing, Maths and 4 wider curriculum subjects over the 2-week period.

Year 3 and 4 will suggest daily activities lasting up to 4 hours for Reading and Spelling, Writing, Maths with 4 wider curriculum subjects over the 2-week period.

Year 1 and 2 will suggest daily activities lasting up to 2 hours for Reading and Spelling, Writing, Maths with 4 wider curriculum subjects over the 2-week period. Although, children will access the learning through google classroom the preferred platform will be Purple Mash.

Teaching staff will:

- Upload assignments to Google Classroom with clear instructions set out by the teacher through a recorded video at the beginning of the week supported by assignment instructions **by beginning of day 2 of isolation**
- Provide input for each area through a blend of video recorded explanation from the teacher and other appropriate sites
- Ensure learning is a balance of online and offline
- If children cannot access Google Classroom, a printed pack that is closely linked with their current learning will be sent to them. This applies to scenarios A, B and C.
- Lead live Google Meet sessions daily
- If a teacher is unfit for work, the school will endeavour to provide remote learning for the bubble, facilitated by the year group team. In this scenario, response to remote learning may not be possible
- Engage in PPA through virtual media
- Ensure printing is not a requirement in order for the children to complete their work
- Learning resources must be checked for errors and misconceptions before uploading

Providing feedback on work for years 1 - 6:

- Teachers will acknowledge any work received with a short message/comment.
- Detailed feedback for one Maths task and one English task will be provided each week and one other subject over two weeks if there is a cross-curricular writing element.
- Children can then respond to the feedback – this may be via email if a Purple Mash activity has been set or through the Google Classroom.

Remote learning EYFS provision for bubbles isolating (Scenarios A and B)

The school website will be the platform for setting remote learning. The team will:

- Record one story a week, one by the CT and one by the NNEB for each class – 6 stories accessible to the year group.
- Record videos teaching phonics with follow up activities when appropriate.
- Give guidance on and setting of reading tasks.
- Create video recordings setting activities such as cooking or gardening.
- continue parental engagement and feedback using Evidence me, uploading of observations, and sharing of activities.
- One live zoom meet with each Key Worker group
- For EYFS, feedback will be through Evidence Me.

Keeping in touch with children and parents – except in scenario C

- Teachers must be available to communicate with parents and/or children between 9.00am and 4:00pm.
- Teachers will use their class email address to communicate with parents regarding general queries related to learning set, either on or offline.
- Teachers are not expected to answer emails outside working hours.
- Teachers will phone children once a week if an individual child or small group are on isolation.
- If the class bubble or whole school is isolating, the teacher will invite children to daily Google Meets, those who do not join will receive a phone call. EY children will receive a phone call from their key worker.
- Identified vulnerable children will be contacted as necessary by the SEN team.
- Any parent queries should be addressed with the class teacher.
- If a child is not accessing Google Classroom/completing any work and has not requested an 'offline' pack, teachers should follow up with a phone call and if necessary, alert SLT.
- If teachers have any safeguarding concerns or queries, they will continue to follow the safeguarding procedures and inform the DSOs immediately.
- If a child posts inappropriate/unkind messages on Google Classroom, teachers will ensure the message is deleted from the classroom and that the child is reminded about appropriate online behaviour and the consequences.

- If a child continues to behave inappropriately online, a member of SLT must be informed.

Virtual meetings/recordings

- Teachers need to be available for virtual staff meetings and/or briefings when requested by the Head teacher during their working hours.
- Any pre-recordings that are uploaded must be audible i.e. minimal background noise, and background environments must be checked for their appropriateness.
- All staff should be aware of their presentation and dress appropriately.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for the hours they are contracted to work.

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:

- Producing home learning packs for children who may need them in line with guidance from the CT.
- Attending virtual meetings with members of SLT, teachers and parents if required to (refer to section 2.1 under the heading 'Virtual meetings/recordings).
- Attending school to supervise and support key worker bubbles of children in the event of a full lockdown.
- Support individual children isolating if possible through calls and creating work.

2.3 Subject leads

In addition to teaching responsibilities, subject leads are responsible for:

- Providing teachers with quality resources to support the planning and delivery of their subject remotely.
- Arranging/attending a virtual meeting with SLT or year groups.
- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning and informing SLT.
- Support teachers with any queries in how to provide quality provision.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.

2.4 Senior leaders – see contacts below

Senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning through regular year group evaluation and reviewing the children's engagement with Google Classroom through regular printed reports from the IT team which monitors the frequency of children's access to Google Classroom.
- Monitoring the security of remote learning systems, including data protection, online behaviour and safeguarding considerations.
- Follow through any safeguarding issues as part of the DSL role.

- Assisting pupils and parents with accessing the internet or devices.

2.5 Designated safeguarding lead

The DSL is responsible for any safeguarding issues. CP Policy 19.8, Online Safety p 31-33, in particular p.33

2.6 IT staff

SBS staff are responsible for:

- Fixing issues with systems used for the smooth running of remote learning.
- Helping staff with any technical issues they are experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the Data Protection school staff contacts, who will then contact Judicium Education (who acts as the school's Data Protection Officer).

2.6b Admin Staff

The Admin Team are responsible for:

- Assisting families with log in information (e.g. Purple Mash, Google Classroom etc)
- Copying and posting printed packs to pupils, where required.
- Uploading work and videos onto the school's website.
- Sending regular communications via email/text (using Schoolcomms) regarding remote learning on behalf of teachers/SLT.
- Sending class/group messages via email/text (using Schoolcomms) regarding remote learning on behalf of teachers.
- Checking Admin email and forwarding any relevant emails to class teachers/SLT.

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although they may not always be in front of a device the entire time.
- Seek help if they need it.
- Participate in online and offline learning and activities set by their teachers to the best of their ability.

Staff can expect parents with children learning remotely to:

- Encourage children to access online learning and associated activities or complete work set by the teacher each day.
- Alert teachers if their children are not able to complete work.
- Support the school values.
- Foster an open pathway of communication between the school and home where appropriate.
- Make the school aware if their child is sick or otherwise cannot complete work.
- Seek help from the school if they need it.
- Pick up and return laptops if allocated.

2.8 Governing board

The governing body is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.

3. Who to contact

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

Area	**Person/s responsible**
DSL	Will Wawn
DSOs	Will Wawn, Helen Chrysafi-Bartrip, Marcus Read and Liz Luka
Issues regarding behavior and safety	Helen Chrysafi-Bartrip
Issues regarding to SEND and Vulnerable children	Marcus Read
Issues regarding setting work	Liz Luka and Jess King
Issues with remote learning and IT	Liz Luka and Faye Papini
Issues with their own workload or wellbeing	talk to a member of SLT
Concerns about safeguarding	talk to DSL/DSO's
Concerns about data protection	talk to the data protection officer

4. Data protection

4.1 Accessing personal data

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

- Use their school allocated laptop
- Will access data via the secure IT network within school

4.2 Processing personal data

- Staff members may need to collect and/or share personal data such as parent email addresses as part of the remote learning system. 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.
- Teachers should not send out group emails via the class emails. If a group/class email is required, this must be sent via schoolcomms by the admin team.

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)
- 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 (SBS will oversee this)
- Keeping operating systems up to date – always install the latest updates (SBS will assist)
- Bring in laptop to school regularly so that it can be checked by SBS

5. Safeguarding – see school policy

6. Monitoring arrangements

This policy will be reviewed annually by Liz Luka. At every review, it will be approved by the te teaching and learning committee.

7. Links with other policies

This policy is linked to our:

- Behaviour policy 2020
- Child protection and Safeguarding policy 2020
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy
- Anti-Bullying policy
- Google Classroom ‘How to’ Guide video and letter