Barrow CEVC Primary School

Inspire, Create, Discover, Together

Remote Learning Policy	
Originated by:	Lucy Smith
Reviewed by:	
Review date:	September 2020
Distributed to:	All staff & governors
Distribution date:	October 2020
Adopted at Governors' Meeting	16th October 2020
Signature of Chair of Governors:	
Next review date	Summer 2021

Contents

〉 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 between their normal contracted hours.

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.

When providing remote learning, teachers are responsible for:

Setting work –

- o Class teachers to provide work for the class they teach and are responsible for.

- o English and Maths to be set daily and one other foundation subject.

- o Work is usually set by 8am each day, detailing work for that day.

- o Work to be uploaded onto Google Classroom platform.

- o Work will be matched to the school's planned curriculum; this will be the case for both whole-class bubble closures or for individuals self-isolating.

Providing feedback on work –

- o Children to submit work using the 'Turn In' button on the 'Classwork' tab.

- o Teachers and TAs to provide feedback throughout the week on tasks.

- o One piece of work will have detailed feedback per week. The teacher will inform the children which piece this will be on the 'Stream'.

- o Work will only be looked at/fed back to on the day.

- o Teachers will not look back on previous days work.

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

- o Teachers to make phone calls to families/children at home- about once a month. These calls are to be made from school.

- o Any complaints or concerns to be reported to SLT and/or DSL.

Virtual meetings with staff, parents or children, staff to be dressed appropriately and professionally in an appropriate work space from home or in school. Ensuring minimal noise and ensuring nothing inappropriate on view in the background.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their contracted working hours. 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.

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

Daily communication with their class teacher to agree which pieces of work to feedback on and set.

Attending virtual meetings with teachers, parents and pupils –

- o   Dress code as above for teaching staff.
- o   Locations (e.g. avoid areas with background noise, nothing inappropriate in the 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

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

Monitoring the effectiveness of remote learning – this will be done through regular weekly meetings with teachers, 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- schools IT coordinator.

2.5 Designated safeguarding lead

The DSL is responsible for:

Refer to Safeguarding Policy.

2.6 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

Assisting pupils and parents with accessing the internet or devices

2.7 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 all uploaded work set by teachers for that day

Seek help if they need it, from teachers or teaching assistants

Alert teachers if they're not able to complete work

Our expectation is that children learning at home complete all work set however we are mindful that each families' circumstances are different, so we would therefore encourage you to complete as much of the remote learning as you possibly can with a minimum of at least 1 piece of work a day 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 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

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 SLT/ SENCO

Issues with behaviour – talk to SLT

Issues with IT – talk to IT staff

Issues with their own workload or wellbeing – talk to HT

Concerns about data protection – talk to HT

Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

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

Access data on the schools Google Drive or a server.

Any pupil data to be kept in school and staff to come into school to access this.

Use school laptops and I-pads given to them for work purposes

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as [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 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.

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

Keeping operating systems up to date – always install the latest updates

❯ 5. Safeguarding

An addendum to the Safeguarding Policy has been made to reflect challenges and procedures related to safeguarding when staff and children are working remotely.

Google Classroom is a secure online platform which has been put into place with the support of the schools IT consultant and is compliant with all GDPR and online safety regulations.
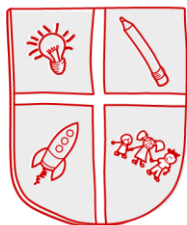
❯ 6. Monitoring arrangements

This policy will be reviewed annually by SLT. At every review, it will be approved by the full governing body.

❯ 7. Links with other policies

This policy is linked to our:
- Behaviour policy
- Safeguarding Policy
- Data protection policy and privacy notices
- Home-school agreement
- Online Safety Policy and acceptable use agreements

EQUALITY IMPACT ASSESSMENT

Part A :- SCREENING EIA
General Information
1. Title of the policy or practice being assessed:
Remote Learning Policy
2. Aim(s) of the policy or practice being assessed:

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

3. Type of policy or practice being assessed:

Existing	Proposed
	✓

4. Name of person responsible:

For the policy or practice	For completing this EIA
Mrs Lucy Smith	Mrs Helen Ashe

5. Which members of our school community are affected/likely to be affected by the policy or practice?

Pupils	Staff	Parents and carers	Governors	School volunteers	Visitors to the school	Other –
✓	✓	✓	✓			

6. Does or could this policy have a negative impact on any of the following?

Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation
X	X	X	X	X	X	X	X

Undertake a full EIA if any answer is 'yes' or 'not sure'.

7. Does or could this policy help promote equality for any of the following?

Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation
X	X	X	X	X	X	X	X

Undertake a full EIA if any answer is 'no' or 'not sure'.

Any adverse impacts are explored in Part B :- the Full Impact Assessment below.