



Liscard Primary School

Remote Teaching and Learning Policy

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| Approved by: | Father Paul Elliott | Date: [September 2020] |
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1. Aims

This remote Teaching and 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 9am – 3:30pm with time for lunch at midday.

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:**
 - Their own class/year group, including if they may need to cover for other classes or individual children.
 - The priority will remain English and Maths with additional topic task drawn from the foundation subjects.
 - A minimum of 2-3 remote face to face sessions per day should take place no longer than 20mins depending on age and stage of children. TAs to support and attend where possible.
 - Google Classroom, and or Class Dojo are our main platforms for remote learning.
 - Teachers should continue to co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work. Laptops with a Chrome Book Build will be made available temporarily for those families without adequate access to technology. Paper packs will be provided in addition or as a last resort.
- › **Providing feedback on work –:**
 - Pupils will be asked to submit all completed work via Dojo or Google Classroom
 - Staff will give feedback both verbally and via GC and CDJ
 - All feedback will be prompt and relevant to celebrate whilst moving learning on.
- › **Keeping in touch with pupils who aren't in school and their parents:**
 - Teachers should communicate with parents and pupils via the school Google classroom and Class Dojo systems. Teachers should seek support from Admin staff (Attendance Officer) to chase up families who are not engaging or responding. If this fails, then SLT and/or Family Support Team will try to engage with the families via other means.
 - Teachers should only communicate with parents and pupils during school hours – 8.30am – 4.30pm unless there is anything urgent that needs to be passed on to SLT.
 - Any complaints or concerns shared by parents and pupils should be handled in the usual way.
 - Failure to complete work or engage in sessions should be handled sensitively. The aim is to encourage and motivate and remove any barriers that may exist ie lack of broadband or parental support. Seek support from SLT if pupils continually fail to engage.

› Attending virtual meetings with staff, parents and pupils –:

- Teachers should dress professionally for all virtual remote sessions as they would in school.
- The location of the delivery should be in a quiet space. They must avoid areas with background noise, or anything else inappropriate in the background.

If teachers also need to be working in school, consideration will be given as to who'll be expected to cover the responsibilities above during this time, or if they'll still need to provide remote learning (and if so, whether there'd be any links between the in-school and remote provision – for example, streaming lessons in school to pupils learning remotely).

2.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available for their normal 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:

› Supporting pupils who aren't in school with learning remotely:

- Pupil's in the year/class they are attached to
- Assisting the class teacher with communications and online lessons and resources preparations.
- TAs like Teachers, if needed, may be involved in Pastoral sessions with pupils to check on wellbeing.

› Attending virtual meetings with teachers, parents and pupils:

- TAs should dress professionally for all virtual remote sessions as they would in school.
- The location of the delivery should be in a quiet space. They must avoid areas with background noise, or anything else inappropriate in the background.

2.3 Year/Subject/Aspect Leads

Alongside their teaching responsibilities, Year/Subject/Aspect Leads are responsible for:

- › They need to consider whether any aspects of the subject curriculum need to change to accommodate remote learning
- › Working with teachers teaching their subject/aspect remotely to make sure all work is set appropriately and consistently
- › Work 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
- › Monitor the remote work set by teachers in their subject and evaluate the impact and identify ways in which support can be offered or resources can be acquired
- › Inform teachers of available resources they can use to teach their subject remotely.

2.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- › Co-ordinate the remote learning approach across the school ensuring the infrastructure is adequate and the resources needed are in place and accessible to all.
- › Ensure online platforms are setup and users can access both at home and in school.
- › Check all hardware is on a renewal schedule and the correct equipment is used to support remote learning
- › Manage all online resources such as Spelling Shed, Sum Dog, Busy Things, Google Apps, Learning by Questions, Education City, and Accelerated Reader etc are set up and users have been allocated to correct courses and have access.

- › Monitor the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- › Monitor the security of remote learning systems, including data protection and safeguarding considerations.

2.5 Designated Safeguarding Lead

The DSL and Safeguarding Team are responsible for:

Keeping Children Safe Online

Please see Safeguarding Policy – all aspects apply to remote learning especially Keeping Children Safe Online. See Appendix in Safeguarding Policy for reference to Covid-19 Response and provision.

2.6 Technical Support 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, parents and staff 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 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

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 – guidance documents will be made available through Google Classroom/Class Dojo
- › Be respectful when expressing concerns 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 the relevant Year Leader, subject lead SLT or SENDCo
- › Issues with behaviour – talk to the relevant Year Leader /SLT/SENDCo

- › Issues with IT – talk to High Impact Technician / Lindsey Moran Deputy Head
- › Issues with their own workload or wellbeing – talk to their Year Leader/SLT
- › Concerns about data protection – talk to SLT and if needed the data protection officer
- › Concerns about safeguarding – talk to the DSL or member of Safeguarding team

4. Data protection

4.1 Accessing personal data

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

- › Use appropriate school managed online platforms eg google classroom, AR, Arbor, CPOMS etc
- › Please use school devices for all remote sessions to ensure any data remains on school property and not on personal devices.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses of pupils or parents 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 (This will happen automatically when connected to school network).

5. Safeguarding

Our Safeguarding Policies with all appropriate addendums can be found on the school website.

6. Monitoring arrangements

This policy will be reviewed at least annually or when necessary by [Lindsey Moran Deputy Head. 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 and coronavirus addendum to our child protection policy if necessary)
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy