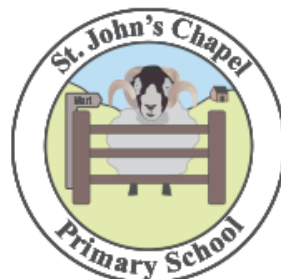# Remote Learning Policy

Upper Durham Dales Federation

Forest of Teesdale Primary School

Rookhope Primary School

St John's Chapel Primary School

Wearhead Primary School

Approved by:	UDDF Curriculum Committee	**Date:** 27/01/2021
Last reviewed on:	02-03-2021	
Next review due by:	Spring term 2022	

1. Aims

This remote learning policy for staff aims to:

> Ensure consistency in the approach to remote learning for pupils
> 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 will be available between 8:30 am and 4pm

(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 providing remote learning, teachers are responsible for:

> Setting work:

- o Providing work for the children who would normally be in their class (lesson where these are taught by subject specialists) In the event that a member of staff is unable to provide remote learning for pupils, another teacher will provide cover on a short-term basis. Any change of key teacher will be made in consultation with the Headteacher.

- o Teachers should provide the following amounts of learning for pupils:

  EYFS: up to 3 hours per day

  Key Stage 1: 3 hours a day

  Key Stage 2: 4 hours a day

- o Work should ideally be set by the previous day or at the latest by 9am of the day it needs to be completed

- o Work should be uploaded to the pupil's Teams accounts or emailed directly to and from parents/carers for youngest children. Class Dojo (Wearhead only) will continue to be used in the short term whilst equipment is upgraded and staff become familiar with Teams as a remote teaching tool.

- o Liaison with other teachers, including those teaching in other schools in the federation, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work

> Providing feedback on work:

- o Pupils are expected to return their paper based packs to school once a week and to upload activities to Teams and Dojo.

- o Teachers will give children verbal feedback in the same online session or the next session. Written feedback is given using comments on the children's completed work. Wearhead staff feedback to children through Dojo.

> Keeping in touch with pupils who are not in school and their parents/carers:

- o For the KS2 pupils at St John's Chapel, Forest of Teesdale and Rookhope, the children are expected to turn up to Teams meetings arranged by their teacher. If the children do not attend a session, the teacher will email the parents and ask the reason why their child wasn't on the session. Phone calls are made to families where necessary.

- o Teachers send a daily email with activities for the children in KS1 and EYFS and deliver some online sessions throughout the week. If the families do not attend online sessions, follow up emails or telephone calls are made.

- o School expectations are that emails from parents and pupils are answered the same day where possible. However, there's no obligation for staff to answer emails sent after the working day has finished.

- o In the first instance, complaints or concerns will be addressed by the child's teacher and a record of the discuss and outcomes will be made on the family communication records. If the issue is not resolved it will be referred to the Executive Head Teacher.

- o The barriers to access to remote learning are lack of access to technology and the internet. Where possible, children will be loaned school equipment and if necessary, pupils who can't access online learning will be provided with paper based work packs.

- o If work isn't completed, the teacher will discuss this with KS2 pupils or parents in the case of younger pupils. Teachers will email parents to follow up and phone calls will be made if necessary. Any instances when work isn't returned are logged on the family communication records.

> Attending virtual meetings with staff, parents and pupils:

- o Pupils and staff are expected to be dressed in their daytime clothing.

- o Pupils are expected to be in a communal area of their home e.g. kitchen and within earshot of another family member. Staff should be aware of the need to maintain personal privacy of their home setting and if necessary will use a background effect. Children are encouraged to use the chat function where possible and to use the hands up button if they need to speak. The children are expected to have their microphones on mute when asked.

- o Any instances of poor behaviour or inappropriate comments during online sessions will be addressed immediately during the online session and followed up by the Executive Headteacher as necessary.

- o Teachers in school will still provide remote learning to their classes and will organise the routines for critical worker and vulnerable children attending school. Teachers utilise the teaching assistants so that they are able to provide remote learning to their class.

2.2 Teaching assistants

When supporting remote learning, teaching assistants must be available between 8:30 and 3:45pm.

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 supporting remote learning, teaching assistants are responsible for:

> Preparing work packs as directed by the class teacher and delivering as necessary.

> Leading online sessions as directed by the class teacher.

> Attending virtual meetings with teachers, parents and pupils:

- o Pupils and staff are expected to be dressed in their daytime clothing.

- o Pupils are expected to be communal area of their home e.g. kitchen and within earshot of another family member. Staff should be aware of the need to maintain personal privacy of their home setting and if necessary will use a background effect. Children are encouraged to use the chat function where possible and to use the hands up button if they need to speak. The children are expected to have their microphones on mute when asked.

2.3 Subject leads (including SENDCO)

Alongside their teaching responsibilities, subject leads are responsible for:

> Considering whether any aspects of the curriculum need to change to accommodate remote learning and to meet the needs of individual children

> Consider how approaches to remote learning are integrated into the wider curriculum design

> 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 reasonable and age-appropriate

> 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:

Insert details:

> Co-ordinating the remote learning approach across the Federation – Executive Headteacher

> Understanding how approaches to remote learning are integrated into the wider curriculum design

> Monitoring the effectiveness of remote learning – explain how this will be done, such as through regular meetings with teachers and subject leaders, reviewing work set or using 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:

- Ensuring that safeguarding policies and procedures include guidance on managing safeguarding while online learning.

2.6 IT staff / Computing lead

IT staff are responsible for:

> Fixing issues with systems used to set and collect work

> Helping staff and parents with any technical issues they may experience

> 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

> Complete work to the deadline set by teachers

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

> Alert teachers if they are unable 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 and timely when making any complaints or concerns known to staff

2.8 Governing body

The governing body is responsible for:

> Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible and is integrated into the wider curriculum design

> 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:

> Issues in setting work –relevant subject lead or SENDCO

> Issues with behaviour –relevant teacher or Executive head teacher

> Issues with IT – ICT service desk/Computing leader

> Issues with their own workload or wellbeing – Executive Headteacher

> Concerns about data protection –data protection officer, Miss Woods

> Concerns about safeguarding –Executive Headteacher or a named Deputy DSL

4. Data protection

4.1 Accessing personal data

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

> Access via Office 365 work account.

> Where possible staff should use a device provided by the school.

> If staff are using their own devices, they should make sure their devices are password protected and automatically lock after a given period of time.

> Staff will use personal data in line with the acceptable use policy.

4.2 Processing personal data

Staff members may need to collect personal data, such as email addresses and telephone numbers, as part of the remote learning system.

Staff are reminded to collect as little personal data as possible online and to use school communication systems, not personal details or devices.

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 5 minutes.

> 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

See safeguarding policy

6. Monitoring arrangements

This policy will be reviewed annually or more frequently as necessary by the senior leadership team. 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

> ICT and internet acceptable use policy

> Online safety policy