Remote learning contingency policy

Kidmore End CE Primary School

Contents

1. Aims

This remote learning contingency policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school due to Covid 19 closure or other exceptional circumstances
- Set 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 8.45am and 3.30pm. 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 by telephoning the School Office on 0118 357 3149 or reporting to Linda/Teresa.

When providing remote learning, teachers are responsible for:

Setting work:

- o Work specific to each class will be uploaded onto Google Classroom, with some generic suggestions for home learning remaining on the school website home learning page and class pages, which can be used for individuals who are self-isolating.
- o Work will be set as far as possible by 3.30pm on the previous day. Expectations will be clarified in the daily class meeting via Google Meets.
- o Pupils should expect 2-3 activities/tasks per day (1x Maths, 1x English and 1x topic/theme) which the teacher will provide feedback on. Additional activities such as Spelling Shed/TT Rockstars, handwriting and challenge activities may be given.

- o Maths learning will be based on White Rose, the scheme of work we use in school.
- o Topic activities may be set over a longer period of time rather than every day depending on the activity. They may include signposting to Oak Academy video lessons or to materials from BBC Bitesize which are in line with our school curriculum.
- o A daily story time video will be posted for each class/key stage.
- o Paper-based alternatives will be available on request and for the small number of pupils who do not have suitable access to device or internet connection, although we also have the facility to lend devices in some cases. Staff in the School Office will make arrangements for delivery of materials where needed.
- o Teachers will be working in teams to ensure consistency and support in developing use of the platform. This will also allow cover work in case of teacher illness.

Providing feedback on work:
- o Work should be posted to Google Classroom as far as possible in response to assignments. Teachers will then provide feedback and return assignments. In some cases parents may want to share home learning via email directly with the teacher. Feedback may also be given to the whole class in the daily meeting, where there are common learning points to be addressed.

Keeping in touch with pupils who aren't in school and their parents:
- o In cases of a class bubble isolation, there will be a daily class meeting held on Google Meet through the classroom – these will be staggered to accommodate siblings sharing devices.
- o Emails will be answered in line with our school communications policy. Teachers are not expected to respond to emails in the evenings, at weekends or during school holidays. Cover arrangements will be made if a teacher is unwell.
- o Complaints and concerns should be shared with the leadership team if appropriate.
- o Where children/families are not engaging with home learning, email contact should be made with parents to ascertain reasons why, and to see if additional support can be provided. This should be followed up with a phonecall, which may be made by a member of the leadership team.
- o Parent communication should go through Parentmail PMX.

Attending virtual meetings with staff, parents and pupils:
- o Staff, pupils and parents attending virtual meetings should be appropriately dressed.
- o Staff should host meetings in a neutral environment as far as possible, being mindful of the background. Pupils should be supervised during meetings, with an adult close by throughout.
- o A code of conduct will be given to all families, built around our school expectations of Be Safe, Be Respectful and Be Ready to Learn.

In case of school closure to most pupils, where partial opening is maintained for children of essential workers, time will be made in the school day for teachers working in school to prepare home learning and to host class meetings. This may be achieved by use of rotas and by involving support staff in delivering childcare for essential workers.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.45am and 12.15pm. If unable to work for any reason during this time, for example due to sickness or caring for a dependent, this should be reported using the normal absence procedure. Teaching assistants may also be working in school, where partial opening is maintained for children of essential workers.

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

Supporting pupils who aren't in school with learning remotely:
- o Teachers will identify individuals who may need additional support as well as key areas for support.
- o Individualised support should be provided via email (or paper-based materials) to pupils, rather than via Google Classrooms.

Attending virtual meetings with teachers, parents and pupils:
- o As far as possible, teaching assistants should join their class for the daily meeting.

2.3 Subject leads/SENCo

Alongside their teaching responsibilities, subject leads/SENCo are responsible for:
- o Alerting teachers to high quality resources they can use to teach their subject remotely
- o Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent
- o Considering further development of remote learning within their subject

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:
- o Co-ordinating the remote learning approach across the school – this will be led by the Headteacher
- o Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents
- o Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for:
- o Ensuring that regular contact is maintained with all families
- o Setting up communication for vulnerable families to ensure regular offers of support
- o Being a point of contact for all staff, parents and pupils to raise concerns/issues
- o Ensuring appropriate action is taken in light of these concerns, including liaison with other agencies
- o Monitoring remote learning protocols to ensure that safeguarding is robust.

2.6 IT staff

IT staff are responsible for:
- o Ensuring the systems are in place to ensure effective remote learning
- o Helping staff and parents with any technical issues they're experiencing
- o Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- o Assisting pupils and parents with accessing the internet or devices including provision of devices on loan

Oxford Diocesan Schools Trust (ODST)

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2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- o Follow the school expectations of being safe, respectful and ready to learn when using Google Classroom or Google Meets
- o Be contactable during the school day – although they are not expected to be in front of a device the entire time
- o Complete work to the deadline set by teachers
- o Seek help if they need it, from teachers or teaching assistants
- o Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- o Make the school aware if their child is unwell or otherwise can't complete work
- o Supervise their children whilst in class meetings and ensure their behaviour is in line with the Code of Conduct when using Google Classroom
- o Seek help from the school if they need it – there are a number of useful links on the Home Learning page of the school website.
- o Be respectful when making any complaints or concerns known to staff

2.8 Local Governing Body

The governing board is responsible for:

- o Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- o Support staff and school leaders in ensuring the resources necessary for high quality remote learning, including time for teachers to work on development
- o 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 with setting work on Google Classroom:	Rebecca, Linda or Michelle
Issues with behaviour:	Brenda, Rachel or Linda
Issues with IT:	Teresa or Matt
Issues with their own workload or wellbeing:	Brenda, Rachel or Linda
Concerns about data protection:	Our DPO is Mike Bingham at ODST dpo.odst@oxford.anglican.org
Concerns about safeguarding:	Linda, Rachel, Brenda or Alison

4. Data protection

4.1 Accessing and processing personal data

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

- o Ensure that data is kept securely and not taken out of school unless absolutely necessary.
- o Use school laptops to access any personal data, which have appropriate encryption

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

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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:

- o 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)
- o 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 (school laptops are encrypted)
- o Making sure the device locks if left inactive for a period of time
- o Not sharing the device among family or friends
- o Installing antivirus and anti-spyware software (this will be maintained by IT staff)

5. Safeguarding

Safeguarding concerns should be referred to Linda Hull, Designated Safeguarding Lead – head@kidmore-end.co.uk. You can also refer to the ODST Child Protection and Safeguarding Policy – particularly Appendix H.

6. Monitoring arrangements

This policy will be reviewed every six months during 2020-21. At every review, it will be approved by the Curriculum Committee of the Governing Body.

APPENDIX ONE
Google Classroom Code of Conduct

Google Classroom allows your teachers to support your learning and gives you the opportunity to share learning with others in your class. Each classroom is private to the people the teacher has invited, which may include other teachers in school. It's still very important to remember our school expectations when using the classroom:

Be Safe

- Keep your password private so that others can't log in as you.
- If you see something in the classroom that upsets or scares you, close your computer and talk to an adult
- Don't share photographs of other people (even your own family)
- Don't share content from social media (i.e. Tik Tok) – these sites have age limits for a reason!
- During class meetings, an adult should be close by to supervise.

Be Respectful

- Remember this is a classroom – use appropriate language
- If you're commenting on someone else's work or ideas, remember to be kind and supportive. If you wouldn't say it in front of Mrs Hull, don't say it in Google Classroom!
- It's fine to disagree, but make sure you do it respectfully.
- Be punctual for class meetings, and appropriately dressed (no pyjamas!)

Be Ready to Learn

- Try your best – if you have a problem with an assignment then send a message to your teacher
- Contribute to discussions – share your ideas and thoughts
- Read/listen to your teacher's feedback – can you use their ideas in your next piece of work?

Remember, if anything worries you speak to a parent, teacher or other trusted adult as soon as possible.

APPENDIX TWO
Core resources used to support remote learning

Passwords are the same for Google Classroom, TT Rockstars, Mathletics and Spelling Shed.

SUBJECT	WEBLINK
MATHS	https://whiterosemaths.com/homelearning/ Children will be guided to the correct week's lessons, including videos and questions. Worksheets will be uploaded to Google Classroom https://ttrockstars.com/ Practice this key skill – who can be a TT rockstars champion? https://www.mathletics.com/uk/ Teachers will suggest areas to work on. https://nrich.maths.org/14600 A great site if you like a challenge!
ENGLISH	https://home.oxfordowl.co.uk/reading/free-ebooks/ Read as much as you can at home – reading is NEVER a waste of time! Children are to read their own reading book or download a free e-book from Oxford Owl. https://www.pobble365.com/ Reading and writing activities are provided based on the picture of the day provided. Your teacher might choose a particular picture to set you a challenge https://www.spellingshed.com/en-gb/ Log in and see what your teacher has set for you. Weekly spellings will be published on Google Classroom for those children in KS2 using the strategies learnt in class. https://www.phonicsplay.co.uk/parents Children may be set games and activities – some are available free on the Phonics play website.
FOUNDATION SUBJECTS	https://www.bbc.co.uk/bitesize/this-terms-topics OR https://classroom.thenational.academy/ Your teacher will guide you whether to use BBC Bite Size OR the Oak Academy for specific activities. In the Oak National Academy 'classroom' each hour long lesson is delivered by a teacher, with a pre-recorded video as well as quizzes, worksheets and creative activities. It's easy to use, with no login or password, and you can access the lessons on any device - pupils only need materials they can find at home. https://www.coramlifeeducation.org.uk/scarf/home-learning-unit-1 Activities from our PHSE scheme of work, adapted for home. This link will be updated each term and shared on Google Classroom.

There are many more useful links on the Home Learning Page of the School Website.