

Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning
- Set out reasonable expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

Roles and responsibilities**Teachers**

When teaching at school as well as organising learning for home learners, teachers will:

- set work that enables all pupils to progress. Work for maths and English should be differentiated for all children, those at home and at school.
- set work each day that reflects the normal school timetable for that day
- upload work by 9am each day
- provide feedback at least once a week to pupils relating to the work they have been asked to submit
- contact pupils not in school at least once a fortnight by phone
- upload a video clip or themselves and/or their TA once a week onto their class page on the school website
- attend staff meetings and training sessions in line with their normal roles (these may be in person or virtually).
- ensure that when attending meetings virtually, they are in a quiet space, dressed appropriately and with an appropriate background.

When teaching from home due to the need to isolate, teachers will:

- be available between 8.45am and 4.30pm for their core teaching day
- attend staff meetings and any designated training remotely, ensuring that when attending meetings virtually, they are in a quiet space, dressed appropriately and with an appropriate background.
- set work that enables all pupils to progress. Work for maths and English should be differentiated for all children, those at home and at school.
- set work each day that reflects the normal school timetable for that day
- upload work by 9am each day
- provide feedback two to three times a week to pupils relating to the work they have been asked to submit
- contact pupils at least once a week by phone
- Upload a video clip or themselves once a week onto their class page on the school website
- Communicate regularly with school, including Mrs. Whitton and the TA who they work with.

Teachers are not expected to email parents at night.

Teaching Assistants

Teaching Assistants should assist with teaching and learning in school when pupils are attending school. This will include working with individual pupils, small groups and the class group. They should continue to work under the direction of the class teacher and/or Head Teacher.

When teaching from home due to the need to isolate, Learning Support Assistants will:

- Be available for their normal working hours, unless agreed otherwise with the Head Teacher.

- Carry out tasks directed by the class teacher and/or Head Teacher
- Record short video clips to support learning at the request of the class teacher/Head Teacher. This may include reading a story or explaining a learning concept.
- Make contact with pupils at the request of the Head Teacher if this is deemed appropriate.
- Upload work and provide feedback for pupils under the direction of the class teacher and/or Head Teacher. (This will usually be children they usually support).
- Attend staff meetings and any designated training remotely, ensuring that when attending meetings virtually, they are in a quiet space, dressed appropriately and with an appropriate background.

Subject Leaders

Alongside their teaching responsibilities, subject leaders 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
- Monitoring the remote work set by teachers in their subject
- Alerting teachers to resources they can use to teach their subject remotely

SENCOs

Alongside their other responsibilities, SENCOs are responsible for:

- Contacting pupils with additional needs to offer advice and support
- Telephone parents/carers of pupils with additional needs to check on their well-being and progress

ICT Leader

Alongside their teaching responsibilities, the ICT Leader is responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through regular communication with teachers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Fixing issues or liaising with ICT Support to resolve any issues relating to ICT
- Helping staff and parents with any technical issues they are 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

The ICT Leader will be given additional time away from teaching duties to carry out these tasks.

Designated Safeguarding Leads

The Designated Safeguarding Leads must ensure that they are trained appropriately for their role including refresher training every two years. They are responsible for:

- Having a working knowledge of local partnership Child Protection/Safeguarding Procedures as they apply to the roles and responsibilities of schools
- Enacting those procedures when cases of abuse are reported
- Ensuring that all staff are aware of their responsibilities in connection with child protection issues and child abuse cases, and that they regularly remind staff of signs and symptoms, how to respond to disclosures and the importance of recording concerns appropriately
- Liaising with DCYPS and other agencies regarding individual cases, and on general issues in connection with child protection
- Ensuring that all written procedures are readily available and are correctly followed in cases of actual and suspected abuse

- Having appropriate in-house forms available to ensure staff document their concerns to add to the DSLs on-going chronology of events
- Being responsible for ensuring that relevant staff training is arranged that places CP within the overall context of safeguarding. New staff and volunteers need inducting into their responsibilities
- Attending strategy meetings where appropriate.
- Ensuring that the school is represented when invited to Initial and Review child protection conferences, and that those representing the school are aware of the procedures and requirements of the conference in terms of timescales for report completion, sharing and providing a single-agency chronology
- In conjunction with the Head Teacher, ensuring that those arrangements emanating from any child protection conference which relate to the school are carried out fully
- Ensuring that information on individual cases is passed to colleagues on a 'need to know' basis.
- Ensuring that child protection information and records are kept securely
- Working with the Head Teacher and other curriculum leaders to integrate safeguarding and child protection themes within the curriculum
- Supporting any staff involved in reporting child abuse cases or in the event of the death of a child (including through natural causes)
- Liaising with receiving schools on transfer to ensure necessary information and documentation is correctly exchanged
- Liaising with the Head Teacher on monitoring and reviewing the policy
- A system of regular monitoring and review of all on-going concerns ensuring effective communication between pastoral and Designated Teacher colleagues

Pupils and Parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Contact the school for help if they need it
- Contact their teacher if they have difficulty completing the work set

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it
- Be respectful when communicating with school

Governing Body

The governing board is responsible for:

- Monitoring the school's approach to the provision of remote learning to ensure high quality education is maintained for those learning both at school and at home
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons
- Ensuring staff can maintain a reasonable work/life balance.

Provision of Meals at Lunchtime

- Lunch may be provided in school for pupils who require it. This may be an adapted menu. Packed lunches may be brought in to school in plastic boxes that can be wiped.
- Pupils who are learning remotely but who are entitled to free school meals may be provided with either a weekly grocery hamper **or** a voucher which can be redeemed at supermarkets, depending on the current arrangement. This arrangement may differ during term times and holidays, depending on local and national arrangements.

Data Protection

Accessing Personal Data

- Staff members will email parents/carers and pupils using the email accounts agreed by parents and carers which will mostly be the account set up for pupils by school and agreed by parents and carers.
- Staff members will contact pupils and parents/carers by phone on the numbers provided to school by parents and carers.

Processing Personal Data

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

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
- Ensuring antivirus and anti-spyware software is installed
- Keeping operating systems up to date – always install the latest updates

If staff require help with any of the above, please speak to Mrs. Whitton or Mrs. Grabham.

Safeguarding

Please see our Finchale Safeguarding Policy

Monitoring Arrangements

This policy will be reviewed every two years by the governing body, or sooner if appropriate.

Equality Statement

- The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.
- This policy has been impact assessed by governors in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Date: 6th March 2024

Review: Spring Term 2026