



## **Neatishead, Salhouse & Fleggburgh Federation**

### **Neatishead Remote Learning Policy**

*Our schools aim to be happy and safe places where everyone shares a love of learning. Our Christian core values of respect, responsibility, courage, trust, perseverance and compassion underpin all we do.*

**'Soar on Wings'**

<b>Formally adopted by the Governing Board</b>	
<b>On:-</b>	<b>October 2020</b>
<b>Chair of Governors</b>	<b>J Gay</b>
<b>Date for review</b>	<b>Every term</b>
<b>Responsibility</b>	<b>Executive Headteacher</b>

**Our school is the secure base from which we ‘soar on wings’ to realise our ambitions.**

**Through valuing one another and the world in which we live, we flourish.**

**Through providing rich opportunities, we can imagine fulfilling futures.**

**Through a shared love of learning, we transform lives.**

Neatishead C of E Primary School  
**Remote Learning Policy for Staff**

### 1. Aims

This remote learning policy for **staff** aims to:

- Clarify expectations and safeguards for staff working remotely
- Ensure consistency in the school's approach to remote learning for pupils who aren't in school either due to local or national lock down control measures meaning **one or more whole classes are learning from home.**
- Provide appropriate guidelines for data protection
- Make staff aware of the need for flexible planning especially prioritising the mental health and wellbeing of pupils.

This policy will need to be adaptable to meet the expectations of national guidance and law.

### 2. Roles and responsibilities

Role	Responsibilities
<b>Executive Headteacher</b>	<ul style="list-style-type: none"><li>• Oversight of the remote learning approach across the school</li><li>• Updating policy in line with new guidance and law</li><li>• Communicate approach to parents</li><li>• Monitoring the quality of remote learning across the school</li><li>• Supporting access to remote learning for families</li><li>• Monitoring emails and feedback from parents and staff and responding appropriately</li><li>• Monitoring the information on the website for quality and accuracy</li><li>• Lead a monthly PAFS meeting with SENCo</li><li>• Ensuring remote learning is effectively resourced</li></ul>
<b>Teachers</b>	<ul style="list-style-type: none"><li>• Setting and assessing home learning for their class including individual home learning packages for those pupils with an EHCP</li><li>• Ensuring children continue to access a broad and balanced curriculum in line with the existing school plans</li><li>• Ensure home learning is communicated to parents in the agreed timeframe</li><li>• Update the class page on the website to reflect and celebrate home learning activities</li><li>• Delegate responsibilities to classroom assistants to support the home learning of individuals within the class.</li></ul>

	<p>Monitor the effectiveness of their work and provide regular feedback</p> <ul style="list-style-type: none"> <li>• Coordinate with peers to offer and receive peer support to ensure best practice</li> <li>• To engage in relevant CPD</li> <li>• To alert the appropriate people if there are concerns about a pupil or family or to support a family to improve access to remote learning</li> <li>• To attend a weekly staff meeting</li> <li>• To lead a weekly contact 'meeting' with classroom assistants</li> <li>• To contribute to the development of policy relating to remote learning</li> </ul>
<b>Classroom Assistants</b>	<ul style="list-style-type: none"> <li>• Support staff working in a 1:1 role should contact their allocated pupil once a week to maintain contact. They should liaise with teacher, SENCo and Head of School when support is needed.</li> <li>• To carry out duties as delegated by the class teacher to support children to gain full access and benefit of home learning</li> <li>• Attend weekly 'meeting' with class teacher</li> <li>• To engage in relevant CPD</li> </ul>
<b>Pupil and Head of School</b>	<ul style="list-style-type: none"> <li>• To attend weekly staff meetings and record and follow up pupil/family concerns referred by teachers. Provide feedback to teachers, SENCo and Headteacher accordingly</li> <li>• Attend monthly PAFS meeting to coordinate the school's response to supporting families to access and benefit from home learning</li> <li>• Make regular contact with families/pupils of concern</li> <li>• Be a point of contact for families needing specific family support</li> <li>• Provide support to teachers on how to make home learning more effective for those families experiencing difficulties</li> <li>• Ensure the efforts of all pupils are being celebrated</li> <li>• Acknowledge pupil birthdays on behalf of the staff of the school</li> <li>• Engage with relevant CPD</li> <li>• To contribute to the development of policy relating to remote learning</li> </ul>
<b>SENCo</b>	<ul style="list-style-type: none"> <li>• Work in partnership with pupils, parents, staff and professionals to ensure the needs of those children on the SEND register are being met</li> <li>• Liaise with teachers and PFS Lead to identify emerging need</li> </ul>

	<ul style="list-style-type: none"> <li>• Coordinate the APDR cycle</li> <li>• Support teachers with strategies to engage pupils, with specific needs</li> <li>• Attend monthly PAFS meeting to coordinate the school's response to supporting families to access and benefit from home learning</li> <li>• Be a point of contact for families needing specific SEND support</li> <li>• Engage with relevant CPD</li> <li>• To contribute to the development of policy relating to remote learning</li> <li>• Ensure SEND information on the website is updated and useful to families</li> </ul>
<b>School Secretary</b>	<ul style="list-style-type: none"> <li>• To coordinate with ICT Solutions to ensure staff can carry out their responsibilities</li> <li>• To ensure staff are daily aware of those children needing to self isolate</li> <li>• To coordinate the ordering and collection of ICT devices in line with the government scheme to improve access to ICT for years 3-6</li> </ul>
<b>Subject Leads</b>	<ul style="list-style-type: none"> <li>• To be fully conversant with the progress matrices for their subject as published on the website</li> <li>• To contribute to future curriculum planning for remote learning</li> <li>• Monitor coverage and quality of subject area across the school</li> <li>• Support teachers to set and adapt activities in your subject area</li> <li>• Celebrate your subject via the website</li> </ul>
<b>Governors</b>	<ul style="list-style-type: none"> <li>• Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible through the Quality of Education Committee</li> <li>• Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons</li> <li>• Ensure parent satisfaction via the work of the Ethos Committee</li> <li>• Monitor the well being of staff via the Finance Committee</li> <li>• Monitor the resourcing of remote learning via the Finance Committee</li> <li>• Monitor the website via the Ethos Committee</li> <li>• Ensure the school's Christian vision and values are being promoted through the work of staff via the Ethos Committee</li> </ul>
<b>HR Lead</b>	<ul style="list-style-type: none"> <li>• To provide cover for absent colleagues</li> </ul>

	<ul style="list-style-type: none"> <li>• To support the putting together of staff rotas during partial reopening of schools</li> <li>• To support staff with HR matters</li> <li>• To maintain HR monitoring and reporting systems</li> </ul>
<b>DSL</b>	<ul style="list-style-type: none"> <li>• Ensure all staff are aware of their Duty of Care as outlined in the school's safeguarding policy. The updated version is on the school website.</li> <li>• Liaise weekly with the alternate designated safeguarding lead</li> <li>• Provide staff and parents with current safeguarding guidance</li> <li>• Update teachers weekly on safeguarding matters /gather weekly updates from teachers</li> <li>• Attend regular PAFS Teams meetings to remain fully aware of safeguarding concerns and meeting needs of individual children and their families</li> <li>• Maintain all safeguarding systems and records to meet safeguarding needs liaising with staff, parents, pupils and agencies</li> <li>• Make regular welfare calls to families based on priority need</li> </ul>
<b>ICT Solutions</b>	<ul style="list-style-type: none"> <li>• Ensure issues with systems used to set and collect work are fixed</li> <li>• Ensure staff and parents are helped with any technical issues they're experiencing</li> <li>• Ensure security of remote learning systems are monitored and any data protection breaches flagged up to the data protection officer via the school secretary</li> <li>• Support staff with online safety control measures</li> <li>• Liaise with the school secretary on matters relating to ICT</li> </ul>

### 3.1 Timetable

When providing **remote learning in the event of a local or national lockdown** when the whole class is learning from home, teachers and support staff must be available within school working hours or in line with their individual contracted hours.

If 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. Cover arrangements will be made and parents and colleagues will be informed as appropriate.

Individual staff are responsible for ensuring they work to a timetable and routine that supports their wellbeing and ability to manage workload.

Individual staff are responsible for ensuring they take at least a 20 minute break during the day.

### 3.2 Routine

Pupils and parents will be supported to establish a consistent routine to learning which mirrors being in the classroom and has full regard for the fact that some families will have children in different year groups. Teachers will update the website by Monday morning each week with a suggested timetable which is consistent across the classes.

## 4 Communicating home learning activities

### 4.1 Years R,1,2 and 3

- **Tapestry will be the main platform used**
- Teachers upload learning activities onto Tapestry at the beginning of each week in time for 9 am start Monday
- Teachers to comment at least every 48 hours
- Teachers or classroom assistants as delegated by the teacher to check in individually with families via Tapestry at least fortnightly
- Year R/1/2/3 Parents will upload pupil's learning on Tapestry. Teachers or Classroom Assistant if delegated to by the teacher to give feedback and suggested next steps

### 4.2 Years 4 5 6

- Teacher to use 365 and Doodle as the main platform.
- The website will be used to celebrate achievements
- Teacher will provide printed packs for those pupils unable to access learning through ICT. Packs will be updated fortnightly. These packs will mirror work being communicated via 365.

## 5 Communication General

- Parents will have access to office@ and head@ emails so that they can make contact outside of teacher's hours. Emails will be responded to within 24 hours
- If safeguarding concerns arise, teachers should complete the electronic safeguarding concern form and forward to Julie Church **and** Laura Davies, If a child is at immediate risk of harm, contact LD JC by phone. If unable to make contact phone Childrens Services direct on 0344 800 8021.
- If parents have reason to complain, they should make contact with JC on head@ Teachers can make parents aware of the Complaints Policy which is on the website or can be emailed to them by the school office
- Concerns about pupils not completing work, should be raised at the weekly staff meeting and an action plan will be put together and coordinated by the PAFS team
- When attending Zoom or Teams meetings or making video content, staff should dress professionally and ensure the background is appropriate

## 6 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 set by teachers within the suggested timescale
- Seek help if they need it, from teachers or classroom 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
- Be respectful when making any complaints or concerns known to staff

## 7. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

Issue	Contact
Setting appropriate work	SENCo Subject Lead Federation Peers
Behaviour or well being of pupils	HoS SENCo Headteacher
ICT	ICT Solutions via School Secretary
Workload/Wellbeing	Head Staff Governor
Data Protection	School Secretary
Safeguarding	DSL ADSL
Reporting absence	School Secretary
CPD	Headteacher

## 8. Data protection

### 8.1 Accessing personal data

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

- Access data from known sources eg Pupil Asset
- where possible only access data using school devices. Where this is not possible, staff must be particularly vigilant about logging out of personal data systems so that personal data is not accidentally/unintentionally shared



## **8.2 Processing personal data**

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

## **8.3 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

## **9. Safeguarding**

The Federation Child protection Policy can be found on the school website

## **10. Monitoring arrangements**

This policy will be reviewed termly by Julie Church and the teaching team. At every review, it will be approved by the Quality of Education Committee of the school governing body.

## **11. Links with other policies**

This policy is linked to our:

- Behaviour and Exclusions policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

## 12. Self isolating pupils

Where individual pupils are absent due to needing to self isolate but the teacher is working in the classroom, the following will apply

- The school secretary will ascertain whether the child is well enough to learn from home and communicate with the teacher daily
- Teachers will provide work for self isolating pupils only when the pupil is well enough to work from home
- All staff will be mindful of the difficult circumstances that individual families may be experiencing and be flexible in their approach
- The teacher will decide the best approach to communicate home learning taking in account the family circumstances and their own workload
- Work set should follow work being completed by children in the classroom
- If a new aspect of work is being introduced by the teacher in the classroom, the teacher should direct parents to relevant material on platforms such as Oak Academy <https://www.thenational.academy/> or BBC Bitesize <https://www.bbc.co.uk/bitesize>
- Teachers will mark children's work when they return to school
- Children returning to school following self isolation will have 1:1 time with a member of staff to identify and fill gaps in learning due to their short absence
- The HoS can be asked to make a welfare call to the family

## 13. Partial Closure for Keyworkers

If there was a local or national lockdown where schools were partially open to support key worker children and vulnerable children, teachers and support staff might expect to be on a rota where they have to attend school on certain days. Staff are not be expected to provide a full service as outlined in this policy to those remotely learning at home and to those learning in the classroom. If this situation arises, the teachers and support staff concerned will meet with the Headteacher to plan a sustainable way of working. The Headteacher will communicate any adjustments to parents.

## 14. Useful links

### A. Educational

<https://www.thenational.academy/>

<https://www.bbc.co.uk/bitesize>

<https://whiterosemaths.com/>

<https://nrich.maths.org/>

<https://www.discoveryeducation.co.uk/>

**Put in all digital platforms used**

**B. Government /local guidance**

**<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>**

**<https://www.gov.uk/government/publications/remote-education-good-practice>**

<https://www.gov.uk/guidance/remote-education-webinars>

<https://www.lgfl.net/online-safety/default.aspx>

file:///C:/Users/Salhouse/Downloads/Online%20Learning%20toolkit%20(1).pdf