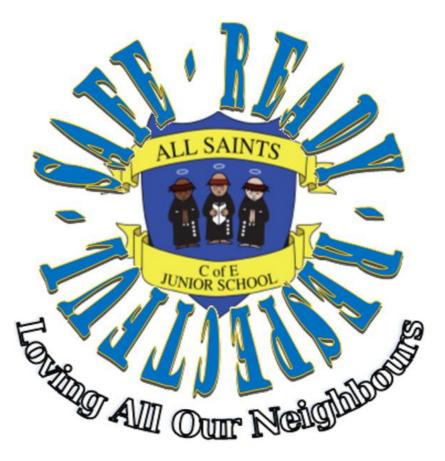# *All Saints CE Junior School*

REMOTE LEARNING POLICY
DECEMBER 2021

John 13:34
"A new command I give you: Love one another.
As I have loved you, so you must love one another."

Approved by:	FGB	**Date:**	December 2021
Last reviewed on:	28th November 2020		
Next review due by:	September 2022 (or upon significant change in DfE policy if sooner)		

CORONAVIRUS (COVID-19)

The provision of remote learning became a requirement for all schools to provide because of the coronavirus pandemic of 2020. When families were in lockdown or ordered to isolate/quarantine, schools were instructed to provide pupils with lessons and teaching materials to undertake at home and this policy is our response to and interpretation of the various forms of guidance published during 2020 by the DfE and others.

The Guidance
This policy is based on guidance published by RBWM, The Key and the DfE. DfE guidance is frequently revised – the latest information can be found here:
https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings

DfE Coronavirus Helpline
The Department for Education coronavirus (COVID-19) helpline is available to answer questions about coronavirus (COVID-19) relating to education settings and children's social care.

Options 1 or 2 for specific advice on the action to take to respond to a positive case of coronavirus (COVID-19): this option connects a dedicated team of NHS Business Services Authority advisors who will work through a risk assessment to identify close contacts and will inform action to be taken based on the latest public health advice.

Options 3 or 4 for any other questions about coronavirus (COVID-19) relating to education settings and children's social care.

Phone: **0800 046 8687**
Opening hours: Monday to Friday from 8am to 6pm
Saturday and Sunday from 10am to 6pm

Contents

Useful contacts:

- Designated Safeguarding Lead (DSL): Richard D Rhodes (Headteacher) 01628 622596

- Deputy Designated Safeguarding Lead (DDSL): John Mckrell (Assistant Headteacher & Pastoral Leader)

- Deputy Designated Safeguarding Lead (DDSL): Jo Fahy (SENDCO & Inclusion Leader)

- Deputy Designated Safeguarding Lead (DDSL): Hannah Hales (School Business Manager & Welfare Leader)

- RBWM Single Point of Access (SPA) and Local Safeguarding Children Board (LSCB): https://rbwm.afcinfo.org.uk/pages/local-offer/information-and-advice/social-care/single-point-of-access-spa-and

Recommended links:

https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely

https://neu.org.uk/advice/coronavirus-distance-teaching-and-learning-secondary-teachers

https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19

1. Aims

This remote learning policy for aims to:

- Uphold the school's vision and values of *"Loving All Our Neighbours"* by providing the whole school community with clarity regarding how remote learning will function in event of members of the school community isolating.

- Ensure consistency in the school's approach to promote inclusive remote learning alongside the associated welfare, pastoral and equality issues that underpin it.

- Set out expectations for all members of our school community with regards to remote learning, including that **lessons from classrooms will never be live streamed by the school due to a variety of safeguarding, technical and logistical issues. Parents, carers or pupils should understand that any invitation by any member of the school community to a live-streamed event is without the school's sanction and extreme caution should be applied in accepting any such invitation.**

- Provide appropriate guidelines for data protection and safeguarding.

2. Roles and responsibilities

2.1 Class Teachers & Year Group Leaders

Class Teachers should aim to contact and respond to parent/carer/pupil interactions between 8.30am and 3.45pm (core directed hours) Monday-Friday, wherever possible. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, Class Teachers report this by contacting the School Asset Manager, who will key the relevant absence details to iTrent.

When a whole bubble is isolating, Class Teachers are responsible for:

Keying a Virtual Attendance Record

- The daily involvement of pupils should be monitored using the ClassDojo attendance function, marking them as "present" when work is submitted to the Portfolio and "absent" for each day of no activity.

Setting work with Relevant Support & Explanation

- Work should be set for the whole class with appropriate differentiation for the more able and those with SEND.

- There must be English and Mathematics set every day with two other subjects and a reflection, following the daily timetable.

- Alongside an expectation that children read every day, and complete the purposeful practice work consisting of either handwriting, arithmetic, spelling and grammar.

- Any work set will be provided with relevant support and explanation, whether in writing or as pre-recorded video or sound files – **the school does not advocate or provide live-streaming of lessons** due to the safeguarding, technical and logistical issues involved in trying to bring disparate groups of people together at set times.

- This work needs to be set by 6.45pm on, at the latest, the working day before it becomes due.

- The work should be uploaded to ClassDojo with documents in PDF format so they can be read on all platforms.

- Class Teachers must coordinate with other teachers in their Year Group to ensure consistency across the year.

- Where pupils have limited access to devices and/or the internet, teachers across a Year Group should co-ordinate with the School Office for work to be printed and sent to the pupil's home address.

Providing feedback on work

- Pupils will upload completed work to their Portfolio for feedback

- Class Teachers will review the work, praising and giving "even better if" next steps by commenting on core work and approving it for parents to see on the child's Portfolio.
- Feedback should be timely and within one working day of it being posted into the Portfolio.

When an individual child or small group is isolating, the class teacher is responsible for:

Monitoring Attendance

- Class Teachers will monitor attendance, by checking that work has been completed and uploaded daily onto the online platform.
- Class Teachers will flag non engagement with School Office Staff on a daily basis.

Setting work with Relevant Support & Explanation

- For the first 48 hours, standard work will be uploaded to individual portfolios. This will include English, Mathematics and purposeful practice.
- After 48 hours, there must be English, Mathematics and purposeful practice set every day with two other subjects and a reflection, following the class daily timetable. This work must be in line with current class lessons and be differentiated to the individual child's needs.
- Any work set will be provided with relevant support and explanation, whether in writing or as pre-recorded video or sound files – **the school does not advocate or provide live-streaming of lessons from the classroom** due to the safeguarding, technical and logistical issues involved in trying to bring disparate groups of people together at set times.
- This work needs to be set by 6.45pm, at the latest, on the working day before it becomes due.
- The work should be uploaded to ClassDojo with documents in PDF format so they can be read on all platforms.
- Class Teachers must coordinate with other teachers in their Year Group to ensure consistency across the year.
- Where pupils have limited access to devices and/or the internet, teachers across a Year Group should co-ordinate with the School Office for work to be printed and sent to the pupil's home address.

Providing feedback on work

- Pupils will upload completed work to their Portfolio for feedback
- Class Teachers will review the work and give feedback by either commenting with praise and 'even better if' steps on their work, or, they message parents with a review of all work from the day.
- Feedback should be timely and within one working day of it being posted into the Portfolio.

If a class teacher is isolating and able to work, he/she is responsible for:

Daily Lessons

- Providing the full timetable from home.
- Teaching and modelling lessons, as well as assessing pupils over the course of the day.
- Providing relevant support staff with all lesson resources before the end of the previous working day.

All class teachers are responsible for:

Teaching from home

- Having a computer with working webcam and microphone.
- Ensuring that they have suitable whiteboards, pens and suitable stationary available at home.

Keeping in touch with pupils and parent

- Class Teachers – and Support Staff under their direction – are expected to maintain regular contact with isolating families through the exchange of messages with parents and children on ClassDojo and, where individual family circumstances warrant it, by telephone (ensuring 141 is dialled if using a personal device to call, thereby withholding own numbers) or through work email accounts. Personal email and social media must not be used, and care must be taken not to share personal information – such as phone numbers – with families.
- Direct messages on ClassDojo, from parents and pupils, should be answered within 24 hours; emails are to be answered inside our normal service standard: 3 working days.
- Complaints or concerns shared by parents and pupils should be answered with guidance from a Senior Leader. Where the complaint is serious, it must be forwarded to the most appropriate School Leader. In all cases, the complaint should be acknowledged, and an explanation given as to what is happening about it (i.e., referral to a School Leader for advice).
- Safeguarding concerns should be referred to the DSL or a DDSL; if a concern is about the Acting Headteacher's conduct, the matter must go to the Chair of Governors. Families who are not engaging on ClassDojo after a period of chasing (3 working days) are considered a safeguarding risk and must be flagged on MyConcern.
- If a child displays online behavioural issues, the Class Teacher must apply their discretion to the circumstances. Inappropriate netiquette should be addressed directly with the child and, in some circumstances, it will be necessary to use the direct messaging function on ClassDojo to tell the parents directly. If the behaviour has safeguarding elements, it must be reported on MyConcern for a DSL/DDSL to review and determine next steps.
- Failing to complete work should be monitored. If it persists, bring it to the attention of parents and, where there is no improvement, report to a Senior Leader – via MyConcern – for further consideration.

Recorded ClassDojo support material & attending virtual meetings with staff, parents and pupils:

- Assess any risks and take appropriate actions to minimise harm arising from an individual watching a recorded video or listening to a sound file as support material for lessons via ClassDojo.
- Dress code is smart-casual if parents or pupils are involved or watching, otherwise casual clothing between colleagues is acceptable.
- When joining virtual meetings, avoid areas with background noise, ensure there is nothing inappropriate in the background, avoid glare on the screen/camera and use a neutral backdrop if possible.
- Nothing personal or inappropriate should be seen or heard in the background.

Contacting children at home:

- Staff are reminded that they remain bound by the school's Code of Conduct and must behave appropriately in all interactions if children and parents/carers.
- Staff members may hear something worrying during a telephone conversation or a child or parent may disclose abuse during the call, via email or in their Portfolio work. Under these circumstances, the staff member must observe the usual protocols when a disclosure is made and must take any concern to a DSL/DDSL as soon as possible.
- ClassDojo aside, use parents' or carers' email addresses or phone numbers to communicate with children, unless this poses a safeguarding risk. Never dial a child's personal device. Use school accounts to communicate via email or online platforms, not personal accounts.
- Make sure any phone calls are made from a blocked number (141) so teacher's personal contact details are not visible.
- Encourage the parent to put the call on speakerphone so that what is discussed can be monitored.
- All conversations must be recorded and the parent must be told at the outset this is the case and must give verbal consent. Where this is withheld, the conversation must be terminated.
- If staff members are accessing families' contact details at home, ensure they comply with the Data Protection Act 2018.

Phase Leaders are responsible for:

- o Ensuring a consistent approach to all Class Teacher responsibilities across the Year Group.
- o Supporting Class Teachers with the direction of Teaching Assistants (see 2.2); agreeing reasonable tasks for TAs to undertake remotely and communicating these expectations to Class Teachers and school leaders.
- o supporting TAs through virtual 1:1 meetings.
- o Liaising with all phase group staff to assist with equitable distribution of tasks across the team
- o Monitoring the remote learning provisions across the phase by looking over the phase group class pages on Class Dojo to ensure that they are in line with the policy

In the event of a whole school shutdown, where Class Teachers and Year Group Leaders are in school, on the rota system to work with vulnerable or Key Worker children, they should liaise with other colleagues who are also in to determine times when they can access ClassDojo, their email and the telephone.

2.2 Classroom Support Staff (TAs & HLTAs)

Classroom Support Staff must be available for work throughout their contracted hours. 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 same procedures as for Class Teachers in 2.1.

Classroom Support Staff are responsible for:

Supporting pupils with learning remotely

- o At the direction of the Class Teacher(s) or SENDCo, they will support specific children (groups or individuals) and their families.
- o Assisting pupils and parents with accessing the internet or devices.
- o They should provide support through direct messaging on ClassDojo, telephone calls or school email. Phone calls should be recorded, in line with procedures stated in 2.1.

Attending virtual meetings with staff, parents and pupils:

- o Dress code is smart-casual if parents or pupils are involved, otherwise casual clothing between colleagues is acceptable.
- o When joining virtual meetings, avoid areas with background noise, ensure there is nothing inappropriate in the background, avoid glare on the screen/camera and use a neutral backdrop if possible.
- o Nothing personal or inappropriate should be seen or heard in the background.

2.3 Subject Leaders

Alongside their teaching responsibilities, as outlined above, Subject Leaders are responsible for:

- Assisting school colleagues by advising on any aspects of their subject curriculum and how it can be adapted to accommodate remote learning.
- Working with teachers teaching their subject to make sure that the work set is appropriate and consistent.
- Co-ordinating with other Subject Leaders, Year Group Leaders and Senior Leaders to make sure work set across subjects is appropriate and consistent, and that any information requests or deadlines are being set appropriately for colleagues, taking into account the impact remote working can have upon individuals.
- Monitoring the quality of work set with teachers, the work produced by pupils and any data obtained in their subject by appropriate liaison with colleagues using Microsoft Teams and email.
- Alerting colleagues to resources they can use to teach their subject.

2.4 Senior Leaders

Alongside any teaching responsibilities and their usual duties, Senior Leaders are responsible for:

- Promoting the welfare of staff, pupils and families.

- o Helping all staff to fulfil their contractual obligation to deliver lessons remotely.
- Coordinating the remote learning approach across the school:
  - o **SENDCo/Inclusion Leader:** monitoring the provision for SEND and disadvantaged children; championing equality issues impacting on different groups of children; co-ordinating risk assessments of vulnerable children for school places during the partial shutdown and supporting HLTAs through virtual 1:1 meetings.
  - o **School Asset Manager and Finance Officer:** maintaining and processing attendance records of isolating children; maintaining financial records for the costs associated with any partial shutdowns; maintaining cost control during any partial shutdowns; pursuing teacher concerns around disengaged children and families, liaising with parents and outside agencies as relevant; liaising with IT Support to ensure issues with IT systems are fixed; reviewing the security of systems and flagging any data protection breaches to the data protection officer; ensuring School Office and catering operations remain effective during any partial shutdowns and supporting Admin & Site staff through virtual 1:1 meetings
  - o **Acting Headteacher:** maintaining rotas for in-school duty; overviewing safeguarding referrals and other staff concerns over pupil/family welfare and co-ordinating a standard approach for response and support. liaising between the DfE, RBWM, AfC, Governors and staff to ensure a consistent approach is maintained across all areas of school operation, both in school and virtually; maintaining clear and positive communications across multiple channels employed by the school; ensuring compliance with this and other policies, adjusted appropriately to meet the circumstances of the pandemic; helping staff and parents with any technical issues they experience with ClassDojo and supporting Senior and Whole School Leaders through virtual 1:1 meetings.
- Monitoring the effectiveness of remote learning – through regular virtual meetings with individual Class Teachers and Subject Leaders or Whole School Leadership meetings, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data issues (GDPR) and safeguarding considerations.

2.5 Designated Safeguarding Lead (DSL)

The DSL is responsible for upholding the Child Protection and Safeguarding Policy, including any temporary annex or amendment to it arising out of pandemic.

2.6 School Office Staff

School office staff are responsible for:

- Communicating with the parents to establish that a child is isolating, remind them that work will be uploaded to the children's portfolios and find out whether the child is well enough to complete the work.
- Email the Class Teacher by 10am with the list of children who are isolating.
- Following up on isolating children who have not engaged with school work daily, as flagged by Class Teacher.

2.7 Pupils and Parents/Carers

Staff can expect pupils to:

- Interact with the Class Teacher daily by uploading completed work to their Portfolio on ClassDojo and acting upon any advice received.
- Respond to messages from school staff within one working day.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from their parents/carers, Class Teachers or Teaching Assistants.
- Alert teachers if they are not able to complete work, whether due to a lack of understanding or other circumstances.
- Be prepared to talk to teachers by telephone.

- Communicate any concerns they have to a person they trust.

Staff can expect parents/carers to:

- Access their ClassDojo parental accounts regularly to keep abreast of communications from school and guidance sent to their children. It is suggested that this is at least once a week.

- Respond to attempts by the school to contact them by any medium.

- Facilitate telephone conversations between staff and pupils (ideally monitoring conversations by having them on speakerphone).

- Support the school by encouraging their child(ren) to engage positively with the work set, keeping to a regular daily routine.

- Support their child(ren) where possible and to get further help from Class Teachers or Teaching Assistants.

- Make the school aware if their child is isolating and well, or sick and unable to complete work.

- Liaise with school to arrange hard copies of work where there is not the ability to print the work or access it online at home.

- Seek help from the school if they need it – the quickest response is most likely by direct-messaging the Headteacher via ClassDojo.

- Be respectful when making any complaints or concerns known to staff.

2.8 Governing Board

The Governing Board is responsible for:

- Monitoring the school's approach to providing pastoral care, remote learning and fiscal standards remains as high quality and as controlled as possible.

- Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons.

3. Who to Contact

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

- Issues in setting work – talk to the relevant Phase Leaders, Subject Leader or SENDCo.

- Issues with behaviour – talk to the relevant person per the Behaviour Policy and, where appropriate, contact the parent/carer.

- Issues with ClassDojo – talk to the Acting Headteacher.

- Issues with their own workload or wellbeing – talk to their line manager (see section 2 regarding which Leader will undertake 1:1s).

- Issues over HR concerns – talk to the School Asset Manager.

- Concerns about data protection – talk to either the School Finance Officer, School Asset Manager or Headteacher in the first instance before onward referral to the data protection officer.

- Concerns about safeguarding – talk to the DSL (Acting Headteacher) or DDSL (any other member of Senior Leadership).

4. Data Protection

4.1 Accessing Personal Data

When accessing personal data, all staff members will:

- Access remote learning platforms by logging into secure cloud services or portals using accounts linked to their official work email addresses.
- Where school has provided devices, such as laptops, staff must use these rather than their own personal devices.

- If using a personal device, staff must ensure they comply with the terms of section 4.3 below.

4.2 Sharing Personal Data

Staff members may need to collect and/or share personal data, such as the email addresses of parents/carers, as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping Devices and Data Secure

All staff members will take appropriate steps to ensure any device they do schoolwork on remains 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).

- Avoid using the same password for various Cloud-based applications.

- 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.

5. Safeguarding

Staff must be vigilant for safeguarding issues brought to their attention: they may hear something worrying during a telephone conversation or a child or parent may disclose abuse during the call, via email or in their Portfolio work.

The staff member must observe the usual protocols when a disclosure is made and must take any concern to a DSL/DDSL as soon as possible.

The Safeguarding and Child Protection Policy, including any temporary annex or amendment to it arising out of pandemic, can be found on the school website.

6. Monitoring Arrangements

This policy will be reviewed annually at the start of the academic year or in the event of circumstances arising which warrant a review by the Headteacher. At every review, it will be approved by the full Governing Board.

7. Links with Other Policies

This policy is linked to our:

- Behaviour Policy
- Safeguarding & Child Protection Policy and the coronavirus annex to our it
- Data Protection Policy and Privacy Notices
- IT and Internet Acceptable Use Policy
- Online Safety Policy