Discovery Federation

Remote Learning Policy

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1. Aims

This remote learning policy for staff aims to:
> Ensure consistency in the approach to remote learning for pupils who aren't in school
> 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

> Head Teacher to set policy and ensure effective channels of communication between stakeholders
> School Operations Managers to support communication with parents
> SENCOs to support with remote risk assessments for EHCP children and support with online learning for SEND children

2.1 Teachers

When providing remote learning, teachers must be available between 9:00 a.m. and 3:30 p.m.
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 ringing the Head Teacher or the School Office as soon as possible on the first morning of your absence.

When providing remote learning, teachers are responsible for:
> Setting work –:
  o For all children in your class including those with SEND in line with their support plans.
  o Work provided will be in line with normal school timetables to include English, maths and foundation subjects
  o Work will be set on a weekly basis following our initial two-week cycle and forwarded to families by 8:30 a.m. on a Monday morning ready for the week ahead.
  o Work should be uploaded onto the school website into the Covid 19 section until we have Teams up and running when we will add further details. Anyone needing support with this should speak to Mrs Templeton or Mrs Robson.
  o All staff will attend weekly Teams meetings with other staff and work within the current schools long term plan 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 Until Teams is up and running parents will be asked to email work back to staff for feedback or children can share work in zoom sessions. Where online learning platforms are used staff will evaluate pupil's responses on these.
  o Staff can provide written feedback via email and oral feedback within catch up sessions at the beginning and end of each day.
  o Children should have some level of feedback on a daily basis.

> Keeping in touch with pupils who aren't in school and their parents – :
  o Staff are expected to have a daily check-in session with all children in their class until teams is up and running this can be done via zoom. Staff can also email via parent's email addresses until Teams is up and running or make contact via telephone. Examples of work can also be uploaded to websites and Facebook pages.
  o Staff should post a positive comment in relation to their class daily whether this is an example of good work or celebration of a child's achievements.
  o Staff are not expected to answer parent's emails outside of their core availability of 9:00 a.m. and 3:30 p.m.
  o Any complaints or concerns shared by parents and pupils –or any safeguarding concerns, should be referred to the relevant member of the SLT.
  o Any behavioural issues should be logged on CPOMS and raised with a member of the SLT who will make contact with the child and parent.

> Attending virtual meetings with staff, parents and pupils – :
  o All school policies are expected to be adhered to.
  o All are expected to maintain the schools dress code.
  o They are required to be in a location where they avoid areas with background noise, there should be nothing inappropriate in the background.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9:00 a.m. and 3:00p.m.
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 assisting with remote learning, teaching assistants are responsible for:
> Supporting pupils who aren't in school with learning remotely –
  o By engaging with them via teams on a lesson by lesson basis or via telephone and email until Teams is up and running.
  o Support will be provided through supporting home learning tasks
  o Delivering interventions remotely where possible

o   Staff will support children by rephrasing and modelling learning activities.
- Attending virtual meetings with teachers, parents and pupils – cover details like:
  o   All school policies must be adhered to.
  o   All are expected to maintain the schools dress code.
  o   They are required to be in a location where they avoid areas with background noise, there should be nothing inappropriate in the background.

If teaching assistants are working in school children will be allocated between those TA's working remotely.

2.3 Subject leads
We've used the term 'subject lead' here to refer to anyone co-ordinating subject provision across school.   The SENCO will be given responsibility for co-ordinating remote learning for children with SEND across school.
Alongside their teaching responsibilities, subject leads 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
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – via looking at timetables, examples of tasks set for children and through remote discussions with groups of children.
- 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:
- Co-ordinating the remote learning approach across the school – in consultation with the Head Teacher and Governors
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing work set or reaching out for 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:
➢   Monitoring the security of remote learning platforms
➢   Advising of any safeguarding concerns in relation to remote learning
➢   Ensuring all staff are aware of their responsibilities in relation to safeguarding policies and procedures
➢   Monitor CPOMS across the day.

2.6 IT staff
IT staff are responsible for:
- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're 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

2.7 Pupils and parents
Staff can expect pupils learning remotely to:
- Do their best to complete work set
- Follow normal school rules and procedures particularly during group calls and zoom meetings.
- Be contactable during the school day – although recognise they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:
- Engage with school in terms of their child's learning and where possible support home learning
- Ensure their child completes tasks set in conjunction with support from school
- 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

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

3. Remote Learning Plan

Year Group	Individual Absent	Whole Pod Isolating
Nursery	Grid with learning links for that week as being covered in group times linked to: • Pre phonics activity • Communication and language activity • Physical development activity • Activity linked to personal, social and emotional development • Literacy activity • Understanding the world activity • Maths activity • Expressive arts and design activity	Grid with learning links for two weeks to include two of each of the activities linked to: • Pre phonics activity • Communication and language activity • Physical development activity • Activity linked to personal, social and emotional development • Literacy activity • Understanding the world activity • Maths activity • Expressive arts and design activity
Reception	Grid with learning links for that week as being covered in group times linked to: • Phonics activity - https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/featured?view_as=public plus worksheet • Communication and language activity • Physical development activity • Activity linked to personal, social and emotional development • Literacy activity - https://teachers.thenational.academy/subjects/literacy/key-stages/early-years-foundation-stage • Understanding the world activity • Maths activity -https://classroom.thenational.academy/subjects-by-key-stage/early-years-foundation-stage/subjects/maths • Expressive arts and design activity	Grid with learning links for two weeks to include two of each of the activities linked to: • Pre phonics activity • Communication and language activity • Physical development activity • Activity linked to personal, social and emotional development • Literacy activity • Understanding the world activity • Maths activity • Expressive arts and design activity Use links as for individual children. For layout look at this website as guidance: https://www.islingtoncs.org/sites/default/files/Reception%20Home%20Learning%20Week%201.pdf
Year 1	Staff will produce their usual weekly timetable and links to story mapping to be carried out within class that week. Youtube letters and sounds channel and white rose lessons and worksheets. Foundation subjects linked to what is to be covered in class will also need to be detailed for parents to complete at home. A Physical copy of these will need to be printed and copied.	Staff will produce two weekly timetables with the following: Writing – link to Oak academy SOW and worksheets for Year 1 Reading – to include daily phonics and spelling again linked to you tube letters and sounds channel Maths – linked to White Rose scheme of work with daily lessons and worksheets printed Science – linked to Cycle A Autumn 1 activities ICT – Purple Mash Physical – linked to Activ 30 Foundation subjects – grid of activities and worksheets linked to Cycle A Autumn 1 subjects to be covered See example https://www.islingtoncs.org/sites/default/files/files/Year%201%20Week%201%20Planning.pdf

Year 2	Staff will produce their usual weekly timetable and linked to story planning objectives to be carried out that week. Youtube letters and sounds channel and white rose lessons and worksheets. Foundation subjects linked to what is to be covered in class will also need to be detailed for parents to complete at home. A Physical copy of these will need to be printed and copied.	Staff will produce two weekly timetables with the following: Writing – link to Oak academy SOW and worksheets for Year 2 Reading – to include daily phonics and spelling again linked to you tube letters and sounds channel Maths – linked to White Rose scheme of work with daily lessons and worksheets printed Science – linked to Cycle A Autumn 1 activities ICT – Purple Mash Physical – linked to Activ 30 Foundation subjects – grid of activities and worksheets linked to Cycle A Autumn 1 subjects to be covered See examples https://www.islingtoncs.org/sites/default/files/files/Year%202%20Week%201%20planning.pdf
Year 3/4	Staff will produce their usual weekly timetable and links objectives to Oak Academy, and white rose lessons and worksheets. Foundation subjects linked to what is to be covered in class will also need to be detailed for parents to complete at home. A Physical copy of these will need to be printed and copied.	Staff will produce two weekly timetables with the following: Writing – link to Oak academy SOW and worksheets for Year 3 and 4 Reading – to include daily spelling linked to Age related words Maths – linked to White Rose scheme of work with daily lessons and worksheets printed Science – linked to Cycle A Autumn 1 activities ICT – Purple Mash Physical – linked to Activ 30 Foundation subjects – grid of activities and worksheets linked to Cycle A Autumn 1 subjects to be covered See examples https://www.islingtoncs.org/sites/default/files/files/Year%203%20Week%201%20Planning.pdf
Year 5/6	Staff will produce their usual weekly timetable and links objectives to Oak Academy, and white rose lessons and worksheets. Foundation subjects linked to what is to be covered in class will also need to be detailed for parents to complete at home. A Physical copy of these will need to be printed and copied.	Staff will produce two weekly timetables with the following: Writing – link to Oak academy SOW and worksheets for Year 5 and 6 Reading – to include daily spelling linked to Age related words Maths – linked to White Rose scheme of work with daily lessons and worksheets printed Science – linked to Cycle A Autumn 1 activities ICT – Purple Mash Physical – linked to Activ 30 Foundation subjects – grid of activities and worksheets linked to Cycle A Autumn 1 subjects to be covered See examples https://www.islingtoncs.org/sites/default/files/files/Year%206%20week%201%20planning.pdf

4. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:
- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to the Head Teacher
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

5. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes:
- All teachers and members of the senior leadership team have access to CPOMS which is cloud-based and linked to the school's SIMS data held on site. This requires dual factor authentication in order to access records which all teachers have to add an extra security measure when logging in. Devices are also timed out after a period of inactivity. All personal data, SEND information and safeguarding information can be accessed off-site using the dual factor authentication. At Moorside, teachers and SLT have access to school-owned and encrypted laptops as an additional security measure.
- All staff have access to Office 365 Accounts which can be accessed from any device. Dual factor authentication is installed for staff who have access to sensitive information into their email inboxes e.g. SEND information or Encompass Alerts.
- Any other personal data that staff hold to support remote learning is securely stored on an encrypted memory stick.
- Photographs of children completing work in class may be securely stored on iPads and taken home for assessment purposes or communicated to staff from parents/carers during remote learning. Staff have all received, read and understood Acceptable Use Policies to ensure their understanding of processing this type of data.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses, home addresses and telephone numbers 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.

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. (This is in place for all teachers and SLT at Moorside.) Where this has not been possible, ALL personal and sensitive information of children must be stored securely on encrypted memory sticks.
- 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

6. Safeguarding

See the Covid 19 addendum to our child protection and safeguarding policy.

7. Monitoring arrangements

This policy will be reviewed termly by Mrs H L Templeton Head Teacher. At every review, it will be approved by Curriculum Committee.

8. Links with other policies

This policy is linked to our:
- Respect and positive relationships policy
- Antibullying policy
- Curriculum Policy
- Teaching and Learning Policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy