

The Blue Tangerine Federation

SPECIALIST AND SPECIAL EDUCATIONAL NEEDS SCHOOLS

POLICIES, GUIDANCE AND PROCEDURES



St Luke's School

Remote Learning Policy

Date Implemented: January 2021

Last Reviewed: January 2021

Review Period: Annually

Staff Responsibility: Jamie Caple, Stephen Hault-Allen

Next Review: September 2021

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, which meets the expectations set out by the DfE
- Set out expectations for all members of the school community with regards to remote learning, in order to most effectively meet our children's needs
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8:45-3:15. 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 by calling the school office before 8:00.

When providing remote learning, teachers are responsible for:

- Setting work for those children who are not being taught on site

Timetables

Create a timetable for the week similar to that taught in school. As much as possible this should reflect the class LTP/MTP, so that knowledge is built incrementally over time. A typical timetable will include

- Daily literacy lesson
- Daily numeracy lesson
- Daily opportunity for socialization (e.g. circle time)
- Daily reading (e.g. 1:1 reading, phonics session or story-telling delivered by TA / Reading Eggs)
- Weekly PSD session
- Weekly PE, Cookery, Animal Care, Horticulture and Topic lessons (delivered by PPA teachers)

Delivery of New Content

Deliver clear explanations and modelling of new content. This will include recorded lessons and live direct teaching time. Where it fits in with existing LTP/MTP's, high quality video lessons produced externally, such as through the Oak National Academy can be used, where the teacher deems that these are appropriate in teaching style and length for their pupils.

Give opportunities for interactivity where possible, including questioning, eliciting and reflective discussion. Typically, this will feature more heavily as part of live lessons, but recorded sessions may also include questions to discuss with a supervising adult, for example.

Setting Activities

Setting differentiated activities that provide scaffolded practice and opportunities to apply new knowledge, via the remote-learning platform. These can include activities using practical resources, written tasks, and use of online activities such as Mathletics and Reading Eggs. Where children are unable to access online resources, teachers should work with parents to provide alternatives, such as printed resources.

Feedback and Assessment

Ensure that children and parents know how to complete and return assigned work. This could be via ClassDojo or another online learning platform. Teachers should monitor returned work, and work with parents where pupils are not engaging. Feedback should be provided on completed work to acknowledge achievements and support further progress. Assessment identifies whether work is pitched correctly, and identifies gaps in learning, which informs future planning.

- Following the school Safeguarding Policy and Keeping Children Safe in Education to ensure that children are kept safe.
- Keeping in touch with pupils who aren't in school and their parents, or arranging for teaching assistants to do so. For further guidance see COVID-19 Contingency Planning Safeguarding Emergency Guidance.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.45-3.15.

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 by calling the school office before 8.00. If possible they should inform their class teacher by email and/or phone call.

When assisting with remote learning and working from home, teaching assistants are responsible for:

- Producing resources to support online learning under the direction of the class teacher
- Delivering teaching / producing videos that support teaching. Where necessary, in the absence of a class teacher, they may be required to introduce new learning and should seek guidance in these instances, of what and how to teach new learning.

- Producing resources to support children who are still coming into school under the direction of the class teacher.
- Attending virtual meetings with staff, parents and pupils:
 - Individual bubbles are expected to attend a variety of virtual meetings each day (e.g. Teams calls with pupils, department meetings, meetings with other professionals).
 - Consider location when taking part in a virtual meeting (e.g. avoid areas with background noise, nothing inappropriate in the background and clothing/appearance will be the same as that required when working on site).
- Taking responsibility for their CPD by completing online courses that will increase their classroom effectiveness. This can reflect their professional dilemma, or an identified need in the classroom. Funding for courses MUST be discussed and agreed with Head of School. Reimbursing of staff will not be possible if agreement is not reached before payments are made.

2.3 Head of Department

Alongside their teaching responsibilities, HoD's are responsible for:

- Considering whether any aspects of the curriculum need to change to accommodate remote learning.
- Working with teachers teaching remotely to make sure all work set is appropriate and consistent.
- Working with other HoD's 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.
- Alerting teachers to resources they can use to teach their subject remotely.
- Monitoring staff wellbeing and acting on any concerns.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as 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:

- Maintaining contact, collating, passing on information and responding to any concerns. See also COVID-19 Contingency Planning Safeguarding Emergency Guidance.
- Ensuring safeguarding measures and procedures remain tight and effective
- Sustaining exploratory challenge where necessary and continuing proactive work with teachers and staff – not being reliant on information coming up from staff even though circumstances of online learning can be challenging to monitor
- Informing colleagues of the safeguarding picture and ensuring any training required is delivered

2.6 IT

School staff are responsible for:

- Raising online safety issues with the DSL and Head of School
- Reporting to get fixed issues with school hardware and software
- Working with our IT providers to set up laptops to be sent home so that children can access remote learning
- Helping other staff with any technical issues they're experiencing/ supporting them to access SITTs where needed/required
- Following any security of remote learning systems information and flagging any data protection breaches to the data protection officer

2.7 Pupils and parents

Staff can expect parents and pupils learning remotely to:

- Be contactable during the school day – although they may not always be in front of a device the entire time as a result of pressures in the families from siblings and parents/carers needing to use shared devices whilst they work from home.

- Alert teachers if children are not able to complete work. While work is being set by class teachers, it is understood that completing work at home may be extremely difficult for a lot of our pupils due to their complex physical, social and educational needs.
- Make the school aware if the child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when providing feedback or making concerns known to staff

2.8 Governing board

The governing board 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. 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 HoD/SLT
- Issues with behaviour – talk to the relevant HoD/SLT
- Issues with IT – inform SITTS via email (help@sd.hertsforlearning.co.uk)
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer (Stephen Houlton-Allen)
- Concerns about safeguarding – talk to the DSL (dsl@bluetangerine.herts.sch.uk or CPOMS, call 07383 435549 if urgent).

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes:

- All staff have access to CPOMS to record concerns about children. This is accessed via a secure password. Staff must ensure they log out after use. Do not allow access to the site to any third party,
- Teachers are able to access parent contact details via ARBOR using a secure password. Do not share any details with third parties and ensure ARBOR is logged off after use.
- Teachers are able to remotely access the school server via LARA. Do not share any details with third parties and ensure LARA is logged off after use.
- Teachers are able to log into class dojo via the internet using a secure password. Do not share any details with third parties and ensure Dojo is logged off after use. Staff are not to install the ClassDojo app on their phones unless they are a parent of a child at the school

Staff may need to contact parents whilst they themselves are at home, using their own personal devices. Staff should ensure they have hidden their own phone number before making calls, and delete parent numbers from the call history immediately after completing the call. It may be necessary to contact parents via other means such as ClassDojo to make them aware that a withheld number will be contacting them.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as such as email addresses and phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions. However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

If using school equipment all staff members will take appropriate steps to ensure their devices remain secure.

5. Safeguarding

Please see COVID-19 Contingency Planning Safeguarding Emergency Guidance for updates regarding safeguarding in relation to remote learning. This policy is available on our website. Please see section 2.5 above.

6. Monitoring arrangements

This policy will be reviewed as and when updates to remote learning are provided by the Government or other regulatory bodies by Jamie Caple. At every review, it will be approved by the Executive Headteacher, Stephen Hault-Allen

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- GDPR Data protection policy and privacy notices
- Child protection policy. See also COVID-19 Contingency Planning Safeguarding Emergency Guidance.
- Teaching and Learning policy
- Feedback policy
- Staff Code of Conduct
- Risk assessments of the school
- IT policy
- Communication guidance