



Garlinge Primary School and Nursery

REMOTE LEARNING POLICY

Garlinge Primary School and Nursery is a place for everyone to succeed and thrive with inclusion at its heart.

Garlinge Primary School and Nursery is a Rights Respecting School. As part of our commitment to the UN Convention on the Rights of a Child, please find below the Articles linked to this policy. Details of the following Articles can be found on the school website:

RRSA Articles linked to policy: 4, 5, 12, 13, 16, 17, 19, 28, 29, 34, 36 and 42

In September 2020, all of our classes returned to full-time education following the Covid-19 closure in March. Although we hope that the majority of our children will now have an uninterrupted experience, there is the possibility that an individual child, a class bubble, or indeed the whole school, will need to self-isolate for a period of time. We have therefore put in place a plan for remote learning so that all children can continue with their education. Remote learning will be shared with families when they are absent due to authorised Covid related absence.

- This meets the expectations set out in the DfE guidance 'Remote Education Support'.
- Stakeholders, including parents and carers, views were sought in the creation of this Remote Learning Policy.
- The school will use the 'Home Learning' tab on its website for remote learning. On this page will be important information for each year group regarding remote learning during absence from school.
- If a child does not have access to a computer/laptop and/or the internet, the school will do all it can to support children and if necessary provide paper packs of learning. Parents will be encouraged to make the school aware of any barriers to accessing remote learning.

We are using a flexible approach and are ensuring regular learning is available during the periods when school is closed or when children cannot attend. It is of great importance to minimise the impact on children's education, however we understand that everyone's circumstances at home will be different. Some families have one child to support while others have several. Some families have one device to share while others may have more – and some things may work differently on different devices. Some parents and carers will have plenty of time to help their children learn, while others will be working from home and may have much less time and some children will be able to work more independently than others or need greater challenge. Due to this we are providing a flexible approach to remote learning. We will offer a variety of weekly learning activities across the curriculum so that pupils can work their way through as much as they are able, at a time that suits them.

Overview

Garlinge Primary School and Nursery's Home Learning will be placed on the school website under the 'Home Learning' tab and located under year group tabs. This learning will include a weekly plan, consisting of a daily lesson in English, Maths and a Foundation subject, based on current learning in class and the curriculum. Daily Zoom teaching will take place and consist of three thirty minute Zoom lesson inputs per day (Year R and KS1 – Maths, English, Story Time and KS2 Maths, English and Topic) that link with the home learning. Those children who do not access the 'live' Zoom lessons will still be able to have an input from the video/ resources on the weekly plan. Timings will be staggered to allow for maximum access from children who may be sharing devices at home.

All resources linked to the lessons and activities will be available in the year group area. Pupils or their parents and carers can send any completed work/photographs to teachers via the class email address where the teacher will send an acknowledgement and provide feedback.

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

2.1 Teachers

When providing remote learning, teachers should be available between 8:30 -3:30.

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 providing remote learning, teachers are responsible for:

- **Setting work:**
 - Teachers will set work for their class, or another class in their year group or department team, if required.
 - In the instance of a single child isolating the teacher will provide a bank of 10 lessons that consolidate previous learning.
 - In the instance of a whole class isolating the teacher will provide 2 weeks of home learning, based on current class learning and the curriculum. They will also provide 3 30 minute zoom lessons daily.
 - Daily learning will consist of a lesson/activity in English, Maths and a Foundation subject. They will lead 3 Zoom lessons per day lasting up to 30 minutes.
 - Work will be uploaded to the school website as soon as possible.
 - Teachers within year groups will liaise and co-ordinate together so that teaching in school and at home are consistent, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.
 - Teachers will provide feedback to pupils through the class email account.

Attending virtual meetings with staff, parents and pupils:

- **Teachers will ensure:**
 - Appropriate security settings are in place for meetings.
 - Access is only granted to the expected users.
 - Screen sharing, file-sharing, annotation and chat are restricted.
 - Participants are held in a virtual waiting room while their identity is confirmed - zoom account must clearly identify pupils by name and renaming during the meeting will not be allowed.
 - They stay in the meeting until everyone has 'logged off'.
 - They will use appropriate language / behaviour throughout the call.

If there are any safeguarding concerns, these will be reported in line with school policy.

- **Providing feedback on work:**
 - Parents, carers and pupils will be able to complete learning at home and send it to the class teacher via the class email address to receive feedback. Teachers will acknowledge work sent to them and provide relevant feedback, providing further support or extension where needed.
 - Where answers are required in home learning, teachers will provide answers to parents so that they can support their children in giving instant feedback.
- **Communication with families:**
 - Teachers are expected to make regular contact with families who are isolating through phone calls home and through the class email address.
 - The expectation is that teachers will be available to answer emails from parents, carers and pupils during working hours only.
 - If teachers have any complaints or concerns shared by parents, carers and pupils they should liaise and pass this on to the relevant staff.

2.2 Teaching Assistants

When assisting with remote learning, Teaching Assistants must be available between 8.45am – 3.00pm.

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 when required, including pupils who work with a 'supporting adult'. Supporting adults will contact their pupils regularly and provide additional activities and support if required.
- Completing any CPD and online training that is requested.

2.3 Assistant Headteachers

Alongside their teaching responsibilities, Assistant Headteachers are responsible for:

- Considering whether any aspects of the subject 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 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 Department through regular meetings with teachers or by reviewing work set.
- Alerting teachers to resources they can use to improve remote learning.

SENCO

- To support with co-ordinating remote learning for children with SEND across the school.
- Ensure welfare checks are made regularly for children with EHCPs and other vulnerable children.
- Liaise with Teaching Assistants to ensure that alternative work has been provided for SEND pupils where necessary.
- Make weekly phone calls home to targeted individual children. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Officer should be informed – refer to Safeguarding section below.

2.4 Senior Leaders

Senior Leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning - through regular meetings with teachers and Department Leaders, reviewing work set and reaching out for feedback from pupils, parents and carers.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.5 Designated Safeguarding Lead

The school has appointed a member of the Senior Leadership Team, Anna Northrop, Head of School, as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day-to-day oversight of safeguarding and child protection systems in school.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The DSL and any deputy DSL's training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

Deputy DSLs are trained to the same standard as the DSL. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

It is the role of the DSL to:

- Act as the central contact point for all staff to discuss any safeguarding concerns.
- Maintain a confidential recording system for safeguarding and child protection concerns.
- Coordinate safeguarding action for individual children:
- In the case of Looked After Children the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
- Liaise with other agencies and professionals in line with Working Together to Safeguard Children (WTSC 2018)
- Ensure that locally established referral procedures are followed as necessary
- Represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
- Manage and monitor the school's role in any multi-agency plan for a child.
- Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within Keeping Children Safe in Education (KCSIE 2020)

2.6 IT Staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff, parents and carers 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, parents and carers with accessing the website or devices.

2.7 Pupils and Parents

Staff can expect pupils, parents and carers to:

- Be contactable during the school day where possible.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they're not able to complete work.

Further support:

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would recommend that each 'school day' maintains structure.
- View the set learning together, and then make appropriate plans to complete the work.
- Should anything be unclear in the work that is set, parents and carers can communicate with class teachers via the class email address.
- Work that children complete at home should be kept safe and can be brought back to school when safe to do so.
- To attempt to make use of the resources shared with them i.e. printing sheets, using relevant mathematical methods etc...
- We would encourage parents and carers to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms, but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents and carers should contact school promptly and alternative solutions may be available. These will be discussed on a case-to-case basis.

Zoom teaching

- An appropriate adult must remain in the same room as the child during Zoom lessons to monitor and ensure they are safe and using it appropriately.
- Children must take part in the lesson in a suitable communal environment and be appropriately dressed (uniform isn't necessary, but they should be fully dressed in appropriate clothing).
- All members of the household must be aware that the meeting is taking place and make sure they are also suitably dressed and use appropriate language and behaviour when nearby or in the background.
- Participants will be held in a virtual waiting room while their identity is confirmed. The Zoom account or device name must clearly identify you by your child's name.
- When joining any Zoom meeting parents may need to briefly be onscreen with your child so we know that they have an appropriate adult nearby. This will also give us a chance to talk with you if we need to.
- Participants may have their audio and video muted during the lesson so that there are no distractions during the lesson.
- You must make sure you and your child have 'logged off' the call correctly once it is finished - before turning off any devices.
- Screenshots, photos or recordings of Zoom meetings must not be made and the links must not be shared with others.
- Participants may be removed from the room if rules are not being followed.

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. 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 class teacher or AHT
- 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 Business Manager
- Concerns about safeguarding – talk to the DSL

4. Data Protection

4.1 Accessing Personal Data

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

- Access the data using SIMS via the school network or on a personal VPN set up by the school IT team for staff to access at home if they are having to self-isolate and work from home.
- Use school provided laptops rather than own personal devices.

4.2 Processing Personal Data

Staff members may need to collect and/or share personal data such as parent and carer phone numbers and 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.

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.
- 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

We will follow the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

We will always have regard for these important safeguarding principles:

- The best interests of children must come first.
- If anyone has a safeguarding concern about any child, they should act on it immediately.
- A designated safeguarding lead (DSL) or deputy should be available at all times.
- It's essential that unsuitable people don't enter the school workforce or gain access to children.
- Children should continue to be protected when they are online.

Please see the Safeguarding Policy, Child Protection Policy and Child Protection Policy Coronavirus Addendum 2021 and Online E-Safety Policy found on the school website for further information.

6. Monitoring arrangements

This policy will be reviewed termly by the Senior Leadership Team. At every review, it will be approved by a member of the Governing Body.

7. Links with other policies

This policy is linked to our:

- Behaviour Policy
- Child Protection policy and Coronavirus Addendum to our Child Protection Policy
- Safeguarding Policy
- GDPR and Data Protection Policy and Privacy Notices
- Home-school Agreement
- Computing (ICT) Policy
- Online Safety (e-Safety) Policy and Acceptable Use Policies

At Garlinge Primary School and Nursery, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, religion & belief, sexual orientation, marital status, pregnancy & maternity, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in the curriculum and school life.