



Halebank Church of England Primary School

Remote Learning Policy

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

Teachers

- When providing remote learning, teachers are available between 8.30 am and 4.00 pm and are based at home for the majority of the week.
- If teachers are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should make the headteacher aware of this by following the usual absence reporting procedure (telephone call).
- When providing remote learning, teachers are responsible for setting daily work in reading, phonics/spelling English and mathematics, in addition to one other area of the curriculum. Please see model timetables (Appendix 1).
- Work is submitted by teachers on the class [Learning Platform](#) no later than 9.00 am each day, so that it can be accessed through pupils' individual home pages/dashboards.
- Pupils' work is accessed on a daily basis by the teachers and regular feedback is offered using the tools available on the [Learning Platform](#). This is completed at the end of the school day (a submission deadline is provided to pupils on their homepages); work submitted after this time is not expected to be checked, unless an arrangement has been made with a family to accommodate their specific needs (e.g. shift patterns, limited access to a device).
- Daily teaching videos are uploaded by teachers to the school's [YouTube channel](#) to support the learning process; these are featured in each homework task set.
- Home learning packs (including a timetable, resources and activity sheets) are prepared for each unit of work; typically these run for 10 days and are made available for collection by parents/carers. Packs are planned and prepared by the teachers with support from the teaching assistants.
- Teachers monitor their class email accounts on a daily basis and use these to communicate with parents/carers; telephone calls to pupils' parents/carers may also be made to offer support and to encourage engagement with remote learning.
- Teachers monitor the engagement of pupils through the week and offer regular praise and encouragement to acknowledge pupils' efforts; where pupils are submitting little or no work, teachers report this information to the headteacher.
- Teachers timetable their working day to align with their 'normal' hours as much as possible; the school does not expect teachers to respond to emails or make phone calls home outside of their directed hours.
- Teachers participate in a virtual meeting twice a week for a routine 'check in' with each other and the headteacher; this is used to report on personal wellbeing and workload issues, and to share successes, challenges, highlights and concerns.
- Complaints made to teachers by parents/carers are forwarded to and dealt with by the headteacher.

Teaching assistants

- When assisting with remote learning, teaching assistants must be available between 8.30 am and 3.30 pm and are based in school for the majority of the week.
- If teaching assistants are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should make the headteacher aware of this by following the usual absence reporting procedure (telephone call).
- When assisting with remote learning, teaching assistants are responsible for supervising and supporting the learning of vulnerable pupils and those whose parents are 'critical workers'.
- Teaching assistants are based in their usual 'bubble' (infant, lower KS2 or upper KS2) alongside another colleague whenever this is possible.
- Teaching assistants support the teaching team with the preparation and distribution of home learning packs.

Subject Leaders (including the SENDCo)

Alongside their teaching responsibilities, Subject Leaders are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with colleagues teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other Subject Leaders and the Senior Leadership Team 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

Senior Leaders

Alongside their teaching responsibilities, Senior Leaders are responsible for:

- Coordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through regular meetings with teachers/Subject Leaders, reviewing work set and reaching out for feedback from pupils and parents/carers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Helping staff and parents/carers with any technical issues they are 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, devices and resources (including the DfE laptop scheme and provision of FSM vouchers)

Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL)

The DSL and DDSL are responsible for:

- Identifying pupils who are vulnerable and providing school places as required
- Reporting the attendance of vulnerable pupils to HBC's Virtual School (by 12.00 pm every Monday) and following this up where there are concerns regarding wellbeing, attendance or engagement
- Ensuring that the school engages fully with any Child Protection or Child in Need plans that are in place to support pupils and their families
- Continuing to monitor the school's recording system (CPOMS) when staff report any concerns about pupils and their families
- Providing advice and support to families having difficulties, particularly those having additional or specific needs

Pupils

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 to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are not able to complete work

Parents/Carers

Staff can expect parents/carers with children learning remotely to:

- Make the school aware if their child is unwell 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

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 staff members:

- Issues in setting work – talk to the relevant Subject Leader, deputy headteacher (JB) or SENDCo (LD)
- Issues with IT – talk to the headteacher (RH)
- Issues with their own workload or wellbeing – talk to either the headteacher (RH) or the deputy headteacher (JB)
- Concerns about data protection – talk to the headteacher (RH)
- Concerns about safeguarding – talk to the DSL (RH) or DDSL (LE)

4. Data Protection

When accessing personal data for remote learning purposes, all staff members may use the Learning Platform, CPOMS or SIMS. Staff should make use of school devices, such as their laptops and/or iPads, to access pupil data rather than their own personal devices. Staff members may need to collect and/or share personal data such as addresses and email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online.

5. Keeping Devices Secure

All staff members 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

6. Safeguarding and Positive Behaviour

Staff should refer to the school's Child Protection and Positive Behaviour policies (Covid-19 addendum) which have been updated to reflect changes since the start of the pandemic.

Date: Jan 2021

Review: Jan 2022

Appendix 1: Remote Learning Timetables