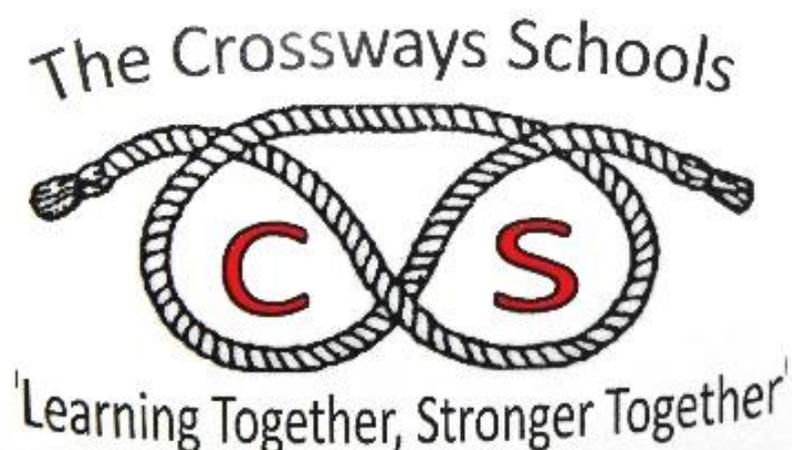


The Crossways Schools Remote Learning Policy



Approved by:

FGB

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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

Roles and responsibilities

TEACHERS:

When providing remote learning and working from home, teachers are expected to be available between usual directed 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 normal absence procedures. FLT will support teachers with seeking flexible working arrangements with regards to working from home as required, where possible.

When providing remote learning, teachers are responsible for:

- Setting work in the event of a lockdown (local or national) or if the whole class is self-isolating:
 - Teachers will set work for all children in their class, providing differentiated learning opportunities and ensuring the needs of all children are met.
 - Work will be set for each school day which includes: daily maths and literacy tasks, regular planned opportunities for practising times tables and handwriting, daily reading tasks including reading comprehension activities, plus learning from at least one other area of the national curriculum.
Planning will ensure that all NC foundation subjects have been covered each week.
 - Remote learning will include video lessons; teachers may use the resources from the Oak Academy (or other similar resources) to provide children with teacher input. All resources will be reviewed by staff prior to use.
 - Work needs to be set by 3pm the day before, where possible.
 - Work will be uploaded in Google Classroom/Evidence Me. Each class teacher will be responsible for setting learning for their class in each of the subjects as outlined above. Teachers will provide details for children on when the work needs to be completed by and how to submit it. An overview of the weekly/daily learning will also be posted on the class page of the website along with any relevant teaching materials.
 - Teachers should liaise with their partner class to ensure consistency across the year/subject.
 - Paper packs of materials should also be made available to enable pupils with limited access to devices to still be able to complete the work. Arrangements for checking in with these families will be put in place e.g. weekly email or telephone support.
- Setting work in the event of individual pupils self-isolating due to a family member with symptoms (confirmed or otherwise):
 - Teachers will ensure that children are provided with work to complete at home. Initially, as Teachers will be in class teaching the rest of the class, this might include: Reading/Writing/Maths activities, spelling, handwriting, TT Rockstars, activities related to topic work.
 - From the second full school day of self-isolating, work will be set that is more closely aligned to the teaching and learning in class.
 - Work will be posted on Google Classroom/Evidence Me (or sent home if the family do not have internet access and suitable devices).
 - Home learning will also include use of Oak Academy resources and videos, or similar. Teachers may also record their own videos to provide teacher input.
 - As teachers will be continuing to teach in class, limited additional support or feedback will be possible whilst a child is self-isolating if it is an isolated incident within the class, however parents can access teachers directly via the year group email addresses as required.
- Providing feedback on work :

- Teachers are expected to provide feedback to pupils on their submitted work in the event of a local/national lockdown or the whole class self-isolating. Not all work will need to be submitted as some activities may culminate in one final piece of submitted work and therefore not all work will receive feedback.
 - Teachers will provide feedback to pupils on submitted pieces of work. This may be individual, or a comment that relates to the class with shared key successes and areas for improvement.
- Keeping in touch with families where pupils aren't in school in the event of a local/national lockdown, or the whole class self-isolating (not for isolated incident of individual families/children isolating):
- Teachers will make regular contact with families. This might include responding to work via Google Classroom/Evidence Me, answering/sending emails, phone calls (phone calls will only be made if teachers are in school, and on school devices, in line with school policy).
 - Teachers are only expected to answer emails during school working hours. There is no expectation for staff members to respond to emails outside of their working hours.
 - Teachers should refer any formal complaints or safeguarding concerns shared by parents to the FLT. Teachers will respond to any immediate informal concerns or questions parents may have.
 - Teachers will monitor pupil progress and engagement in the home learning each day, following up with parents any children who are not completing or submitting work.
- Attending virtual parent meetings (where applicable) or live sessions with parents and pupils:
- Teachers will ensure that they follow the usual school dress code for any virtual meetings.
 - Teachers must ensure that they are held in confidential locations (not overheard) and use a plain background (or one from Teams).
 - Teachers must not have meetings with just children, parents must always be present. If a parent leaves for any reason, the meeting must be ended immediately and teachers must report the issue to the DSL.

TEACHING ASSISTANTS:

When assisting with remote learning and working from home, teaching assistants are expected to be available between usual directed 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 normal absence procedures. FLT will support teaching assistants with seeking flexible working arrangements with regards to working from home as required, where possible.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely:
 - Working with the class teacher to ensure that the needs of all the children in the class are met. This may include planning bespoke resources for individual children that can be emailed to families directly.
- Supporting pupils who do not have internet access at home by:
 - Producing paper packs of learning resources that can be collected by families.
 - Supporting the class teachers with carrying out regular communications with families at home.

Teaching assistants will also continue to work in school to provide key worker support.

SUBJECT LEADERS:

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 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 – this will include regularly carrying out planning scrutiny and discussions with teachers
- Alerting teachers to resources they can use to teach their subject remotely

SENIOR LEADERS:

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – this will be led by Federation DHT
- Monitoring the effectiveness of remote learning – including 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

INCLUSION LEAD:

The Inclusion Lead is responsible for:

- Considering whether any aspects of the curriculum need to change to accommodate remote learning to meet the needs of SEND/PP/EAL pupils
- Working with teachers to make sure all work set is appropriate and is accessible
- Monitoring the remote work set by teachers for their class – this will include regularly carrying out planning scrutiny and discussions with teachers
- Alerting teachers to resources they can use to teach their subject remotely
- Regularly communicating with families of SEND/PP/EAL children to provide support as required to ensure SEND children are able to access the remote learning

DESIGNATED SAFEGUARDING LEAD:

The DSL is responsible for:

- Providing advice and guidance for teachers regarding how to maintain contact with families, providing example overviews for conversations and clear guidelines of acceptable conversations and how to manage any difficulties that may arise
- Monitoring contact made with all families across the schools, identifying vulnerable families and any children at risk
- Working with teachers to ensure contact is made regularly and providing additional support and advice to staff or families as necessary
- Identifying any families that require additional support
- Liaising with other agencies as appropriate
- Providing regular advice and guidance to staff on their responsibilities with regards to GDPR and data protection
- Liaising with the school admin team to ensure FSM vouchers are distributed in line with government policy.

ADMIN TEAM:

The Admin Team are responsible for:

- Contacting IT support to fix issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing by signposting to relevant support
- 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.

PUPILS AND PARENTS:

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers

- Seek help if they need it, from teachers or teaching assistants. This will be achieved by the parent contacting the member of staff. Pupils will not contact staff members directly, nor vice versa.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Alert teachers if their children are not able to complete work
- 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.

Who to contact

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

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

- Issues in setting work – talk to the relevant subject lead or INCo
- Issues with behaviour – talk to the DHT
- Issues with IT – talk to Admin Team
- 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 or DDSL

Data protection

Accessing personal data

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

- Access Google Classroom/Evidence Me using school devices only

Processing personal data

Staff members may need to collect and/or share personal data such as 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.

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
- Keeping operating systems up to date – always install the latest updates
- Following South Glos IT policy with regards to use of school devices

Safeguarding

Staff will follow the School Safeguarding policy and Covid19 addendum together with KCSIE 2020. In line with the delivery of any 'live' sessions with children, the following guidance will be followed by staff, pupils and parents. This information should be read alongside the 'Crossways' Live Video Session Protocol':

For parents/children

- **Sessions are NOT to be recorded by parents or pupils (on any device).**
- **Learn how to mute and unmute, including video screens so that your child can be involved in the meeting.**
- **Be conscious of background environments and others in the room. Please ensure the session is carried out in an appropriate place with a neutral background and also not in bedrooms.**
- **Staff, parents and pupils will wear suitable clothing, as should anyone else in the household.**
- **To support the sessions, please can a parent be present**
- **Language must be professional and appropriate, including any family members in the background.**
- **Please note if you are late for the session, you can still join in during your allocated slot. Please bear in mind that sessions will not go over the given time allocated, as this will have an impact on other sessions.**

For staff

- Sessions are NOT to be recorded by parents or pupils (on any device).
- All children must be on mute during the session unless it is their turn to talk.
- Ensure to wear suitable (professional) clothing, and expect the same of participants (or anyone else who is present at the child's end). Remove them from the meeting if this is an issue.
- The school computer used by you should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
- Make sure you are the only person present in your room and are not overheard.
- Parents should be present during the meeting.
- Language must be professional and appropriate, and expect the same from the children/parents in the meeting.
- Mute/remove participants from the meeting if safeguarding issue or rules are not adhered to and record appropriately/report to FLT.
- Sessions must be held on school devices (no personal devices)

Monitoring arrangements

Policy and practice will be reviewed regularly by FLT.

Links with other policies

This policy is linked to our:

- Behaviour 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
- Inclusion Policy for SEND