

# Remote Learning Policy

BHIS and BHJS



|  |  |                                       |
|--|--|---------------------------------------|
| <b>Signed (chair):</b>                               | <b>Name: K Harris/ T Serle</b>               | <b>Date:</b>                          |
| <b>Signed (Head):</b>                                | <b>Name: S Humphries/ D Whinham</b>          | <b>Date:</b>                          |
| <b>Reviewed by:</b><br>A Hodge and J Jenkins         | <b>Reviewed on:</b><br><b>September 2020</b> | <b>Note of Revisions:</b><br>n/a      |
| <b>Ratified by:</b><br><b>Full Governing Body on</b> |  | <b>Next Review:</b><br>September 2021 |

## Equality Impact Assessment (EIA) Part 1: EIA Screening

|                                   |                    |                  |                |
|-----------------------------------|--------------------|------------------|----------------|
| Policies, Procedures or Practices | Remote Learning    | Date             | September 2020 |
| EIA CARRIED OUT BY:               | A Hodge/ J Jenkins | EIA APPROVED BY: | FGB            |

Groups that may be affected:

| Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)     | Existing or potential adverse impact | Existing or potential for positive impact |
|---|--------------------------------------|---|
| Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)                         |                                      |   |
| Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication). |                                      | x   |
| Gender Reassignment (transsexual)   |                                      |   |
| Marriage and civil partnership  |                                      |   |
| Pregnancy and maternity   |                                      |   |
| Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)                                |                                      | x   |
| Religion or belief (practices of worship, religious or cultural observance, including non-belief)   |                                      | x   |
| Gender (male, female)   |                                      |   |
| Sexual orientation (gay, lesbian, bisexual; actual or perceived)  |                                      |   |

Any adverse impacts are explored in a Full Impact Assessment

## Contents

|                                     |   |
|-------------------------------------|---|
| 1. Aims .....                       | 3 |
| 2. Roles and responsibilities ..... | 3 |
| 3. Who to contact.....              | 5 |
| 4. Data protection .....            | 5 |
| 5. Safeguarding .....               | 6 |
| 6. Monitoring arrangements.....     | 6 |
| 7. Links with other policies.....   | 6 |

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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
- Ensure pupils unable to attend school remain fully included within the school community.
- Continue to ensure that every child receives the best education the school can provide them.
- Ensure that remote education is integrated into the curriculum so that the school curriculum continues at home, alongside classroom teaching, or in the case of a local lockdown that core learning continues in line with the curriculum.

### 2. Roles and responsibilities

#### 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.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- If the class teacher is unwell and unable to lead remote learning, then the Senior Leadership will arrange cover. If this is the case, home learning provision and systems may need to be adapted (for example, it might not be possible for a school staff member to be available to be between 9 and 3 as below).

#### Designated safeguarding Lead

The DSL is responsible for: Safeguarding concerns, including those related to Remote Learning

Please refer to Child Protection and Safeguarding Policy.

#### Teachers

When providing remote learning, teachers will be available between 9 am and 3pm on their working days (unless ill or taking a key workers' pod in the event of a local/ national lockdown).

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 an individual is self-isolating and the rest of the class are in school, work will be provided but may need to be adapted to reflect the capacity of teaching staff in that situation (and the teacher would not be available between 9 and 3 as above).

When providing remote learning, teachers are responsible for:

➤ **Setting work:**

- Teachers will provide learning for their current class or an individual within 24hrs of isolation. The amount of work they need to provide is daily Maths and English (including SPAG) lessons plus 3 or 4 lessons for foundation subjects each week. Daily phonics lessons will be planned for KS1 at BHIS.
- Teachers will use resources provide by the Oak National Academy, White Rose Maths and BBC Bitesize, as well as other resources identified by school curriculum leaders.
- The work will be set weekly.
- Teachers will save weekly learning packs on the school teachers' drive (T).
- The work will be uploaded to 'Google Classroom' by the end of Friday.
- Teachers will post a daily message to their pod.

➤ **Providing feedback on work:**

- Pupils will upload work to 'Google Classroom'. All work submitted will be acknowledged by the class teacher. Feedback will be given for English and Maths on an individual, group or whole class basis. Feedback will be age appropriate.

➤ **Keeping in touch with pupils who aren't in school and their parents:**

- In the case of a national or local lockdown, teachers will schedule class meetings (Teams) at BHJS and fortnightly calls at BHIS. Any concerns should be recorded on CPOMS (BHJS) or the Safeguarding system at BHIS and the DSL alerted. In the event of a self/class bubble isolation, communication will be via 'Google Classroom'. If there has been no communication from either a parent or child via 'Google Classroom' by the end of week 1 of lockdown/self-isolation period starting, teacher or SLT member will call parents/pupils.
- Vulnerable pupils will be called weekly - this will be done by SENCO (EHCP/ identified SEND)/ FLW/ mentor/ SLT.
- Emails received from parents and pupils are to be checked daily, Mon- Fri. Teachers should respond to pupil/parent emails within 48 hours (Mon-Fri).

## **Teaching assistants**

When assisting with remote learning, teaching assistants must be available for their usual working hours.

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 discussed with the SENCO.
- Will liaise with class teachers to support planning and resourcing differentiated learning.

## **Subject leads**

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for monitoring the work set by teachers in their subject and assess curriculum coverage in the case of a longer lockdown.

## Pupils and parents

Staff can expect pupils to:

- Be contactable during the hours of the school day 9am – 3pm – although they may not always be in front of a device
- Seek help from teachers if they need it
- Alert teachers if they're not able to complete work

Staff can expect parents to:

- Seek help from the school if they need it.
- Be respectful when making concerns known to staff
- Inform the school if a paper copy of the pack is required – we can do this where there are three (or more) children in the family; where a child has an EHCP, is EAL or is pupil premium.

## 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 the relevant subject lead or SENCO
- Issues with behaviour – talk to the Head teacher/Deputy Head teacher
- Issues with IT – contact CSET IT.
- Issues with their own workload or wellbeing – talk to the Head teacher/Deputy Head teacher
- Concerns about data protection – talk to the Head teacher/Deputy Head teacher
- Concerns about safeguarding – talk to the DSL or DDSL (and/or follow Safeguarding policy if this is not appropriate)

## 4. Data protection

### Accessing personal data

When accessing personal data, all staff members will:

- At BHJS, all staff have access to CPOMS to record any concerns about children; this is accessed via a secure password.
- Teachers are able to access parent contact details via Arbor (BHJS), SIMs (BHIS) or eduspot (BHJS/ BHIS) using a secure password.
- School laptops and iPads should be used when accessing any personal information on pupils.

### 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?? CSET?
- 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

## 5.Safeguarding

Please refer to Child Protection and Safeguarding Policy.

## 6. Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the government by T Serle/ K Harris. At every review, it will be approved by SLT.

## 7. 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
- ICT and internet acceptable use policy
- Online safety policy