Christ The King Federation

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Remote Learning Policy

FEDERATION MISSION STATEMENT
Christ The King Federation is a community called by God to work collaboratively for the common good; providing an environment that nurtures and inspires pupils to realise their potential, as we journey together.

This federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment

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Contents

1. Aims

This remote learning policy for staff aims to:

> Ensure consistency in the approach to remote and blended learning for pupils who aren't in school.

> Set out expectations for all members of the school community with regards to remote and blended learning.

> Provide appropriate guidelines for data protection.

> Review existing practices and to take into account the changing circumstances in which the education system is operating currently, in order to address a public health emergency that requires significant limitations to be placed on any activities that take place outside the home.

> Help teachers and school leaders to ensure that remote education is undertaken in a way that is safe, sustainable for the workforce and secures the best possible educational experiences for our pupils.

> Reflect the fact that remote education and blended learning evidence is emerging and that practice is evolving.

2. Roles and responsibilities

We've covered the people who will typically have a role in remote learning.

2.1 Teachers

When providing remote learning, teachers must be available between 8.45am and 5.00pm. 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.

When providing remote learning, teachers are responsible for:

Setting work:

- For their whole class that provides a balance of online work and work away from screens.
- Teachers should consider the most appropriate resources for remote and blended learning, including external resources which have been designed to support remote education e.g: Oak Academy
- Setting three to five sessions daily, amounting to approximately 3 hours of learning in KS1 and 4 hours in kS2.

- Ensure effective and appropriate differentiation of resources for core subjects.
- When possible and to ensure consistency, work is to be uploaded to the remote learning platform (Google Classroom) by 8pm the day before.
- Liaising with teachers and support staff working with pupils who are attending school to ensure consistency across the year group in the level of work accessed.
- Ensuring all pupils with limited access to devices can still complete the work.
- Providing learning packs for those children and families who have limited access to devices and printing facilities.
- Providing regular feedback to staff to establish what works well and to identify barriers and areas where improvements need to be made.

Providing feedback on work:

- Pupils who are at all able to submit work for marking, should aim to upload at least one piece a day on the Google Classroom Platform.
- Teachers are to access pupils completed work on Google Classroom for marking and provide appropriate feedback. Preferably daily, although some flexibility may be necessary.
- In order to share feedback with pupils, teachers are to respond to marking through comments on Google Classroom through private feeds and ensure pupils know how to access these.
- Once work is completed, marking and feedback should be shared with pupils within a reasonable amount of time.
- The focus of assessment of remote learning should be on formative assessment, providing feedback to pupils in order to support future learning.

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

- Teachers' and support staff are expected to make regular weekly contact with families. This will be through phone calls and emails, using school emails only.
- Regular contact/communications are to be made with pupils using Google Classroom as the main source.
- Teachers are to liaise with support staff making contact with families to share relevant detail to support pupils and parents.

- It is expected that teachers will respond to emails from parents and pupils between 8.45am and 5pm. Answering emails outside of working hours should be avoided.
- When teachers' are working in school, Parents/Carers should be informed via a message on Google Classroom or email stating they will be in school and will be checking emails or replying to posts less frequently between the hours of 8.45am and 5pm.
- Any complaints or concerns shared by parents and pupils, should be followed up by the class teacher. If the issue is not resolved then the concern shared with the Acting Head of School and advice acted on. Any safeguarding concerns should be responded to through the correct procedures. Refer to the section below.
- Behavioural issues should be addressed through the schools behaviour policy with the support of parents.
- Pupils failing to engage in the learning or complete work need to be contacted by TA's through welfare checks, class teachers or SENCo, as is seemed appropriate, to look at reasons for this and determine possible solutions. If this is not resolved, contacted by a member of SLT to try to resolve the problem.
- Attending virtual meetings with staff, parents and pupils where appropriate smart dress code should be followed and two staff members should be present.
- Teachers are to consider the locations/setting for virtual meetings (e.g. avoid bedrooms, areas with background noise and there should be nothing inappropriate in the background)
- When teachers are working in school supporting keyworker children, they will continue to provide remote learning, delivering the same curriculum so there are links between the in-school and remote provision. This could be streaming prerecorded lessons in school to pupils learning remotely.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available within their normal working hours.

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 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:

- Supporting pupils of key workers attending school with accessing and delivery of the remote learning.
- Collating resources provided by the class teacher, saved onto the server, for collection by families from the school office.

Attending virtual meetings with teachers, parents and pupils:

- Appropriate dress code is to be followed
- Teaching Assistants are to consider the locations/setting for virtual meetings (e.g. avoid bedrooms, areas with background noise and there should be nothing inappropriate in the background)
- Teaching Assistants are expected to support the class teacher by making regular weekly contact with families. This will be through phone calls and emails, using school emails only.
- Teaching Assistants are to liaise with class teachers on outcomes of any contact with families and make notes of the conversations taken place. These welfare notes are to be recorded on the contact sheets provided and located securely on the school server.

2.3 Subject Leaders

Alongside their teaching responsibilities, and as the need arises, subject leads are responsible for:

- ➢ Identifying whether any aspects of the subject curriculum needs to change to accommodate remote learning.
- ➢ Working with and supporting teachers teaching their subject remotely to make sure 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.
- ➢ Engaging in meetings or discussions with teachers to review work set and consider whether support is needed to make this accessible to all learners.
- ➢ Alerting teachers to resources they can use to teach their subject remotely.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- ➢ Co-ordinating the remote learning approach across the school – Acting Head of School.
- ➢ Monitoring the effectiveness of remote learning through regular meetings and discussions with teachers and subject leaders, reviewing work set, and reviewing feedback from pupils and parents.

- Acting Head of School to sample work by having access to class pages on Google Classroom.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Ensuring that teachers and school leaders receive training and continuing professional development (CPD) to help them plan for and deliver remote education effectively.
- Overseeing the Welfare Check Records/Weekly returns for any concerns and wellbeing issues – previously alerted by TA's and Teachers.

2.5 SENCO

Alongside any teaching responsibilities, the SENCO is responsible for:

- Supporting the co-ordinating of remote and blended learning for children with SEND across the school.
- Keeping in regular contact with the families of vulnerable children and those with an EHCP to support with remote learning.
- Lead, train and oversee support staff in the delivery of remote intervention programmes for SEND pupils through Teams Meetings.

2.6 Designated safeguarding

lead The DSL is responsible

for:

- Setting out measures for keeping the school community safe; see Child Protection Policy 2019 and the Child Protection Policy during School Closures.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.7 IT Staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents with any technical issues they're experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the School Business Manager (SBM) or Executive Headteacher (Senior Responsible Officer - SRO).
- Assisting pupils and parents with accessing the internet or devices.

2.8 Pupils and parents

Staff can expect pupils learning remotely to:

➢ Be contactable during the school day, giving consideration to the fact they should 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 support staff.
➢ Alert teachers if they' are not able to complete work.

Staff can expect parents with children learning remotely to:

➢ Make the school aware if their child is sick or otherwise can't complete work.
➢ Support the learning and delivery of the work set by the class teacher.
➢ Assist with the access and understanding of work set, the use of devices and uploading of work and meeting deadlines, wherever possible.
➢ Seek help from the school if they need it and be provided with resources to support areas they may be struggling with.
➢ Be respectful when making any complaints or concerns known to staff.

2.9 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 relevant Senior Leader.
➢ Issues with IT – talk to the SBM or Computertalk.
➢ Issues with their own workload or wellbeing – talk to the Acting Head of School or Executive Headteacher.
➢ Concerns about Data Protection – talk to the SBM or SRO.
➢ Concerns about safeguarding – talk to the DSL (SGM or CP).

4. Data Protection

4.1 Accessing personal data

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

- Use a school laptop where possible and login to their desktops remotely.
- Have read, agreed and signed terms and conditions of the following policies:
- Data Protection Policy
- Acceptable Use of Resources and Assets Policy
- Statutory Requests for Information Policy
- Data handling Security Policy
- Security Incidents Policy
- Have access to the contact details of pupils via their Year Group email account.
- Only use their Year Group email address for correspondence (other than the normal school admin contact email address).
- Not download contact details of pupils onto their own personal devices.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as personal contact numbers 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. Personal emails of staff should never be used or shared with parents or pupils - dedicated year group admin email addresses must always be used.

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

Our Child Protection Policy has been updated to reflect the current situation, an addendum entitled: Child Protection Policy during School Closure has been included.

6. Monitoring arrangements

The Online Safety Co-ordinators will review this policy regularly during emerging developments . At every review, it will be approved by the Curriculum Committee and the full Governing body.

7. Links with other policies and guidance

This policy is linked to our:

- ➤ Behaviour Policy
- ➤ Behaviour Policy Addendum (Covid-19)
- ➤ Child Protection Policy
- ➤ Child Protection Policy during School Closure
- ➤ Data Protection Policy and Privacy Notices
- ➤ Home-School Agreement
- ➤ ICT and Internet Acceptable Use Policy
- ➤ Risk Assessment for using video services and live streaming
- ➤ Remote Learning Code of Conduct for Pupils
- ➤ Remote Learning Code of Conduct for Staff/Educators
- ➤ Online Safety Policy