

# Leading Learning Trust – Remote Learning Policy

**This policy applies to Selwyn and to Portway Primary School. It has been developed as part of a raft of strategies to support our children during the Covid-19 pandemic.**

<b>Date reviewed:</b>	November 2021
<b>Reviewed by:</b>	Leadership team
<b>Next review planned for:</b>	October 2022
<b>Policy ratified by CEO (as per Scheme of Delegation):</b>	December 2021



**Leading  
Learning Trust**



## Contents

<b>1. OVERVIEW OF THE POLICY MANAGEMENT PROCESS</b>	<b>2</b>
1.1. Document history	3
1.2. Review and approval	3
<b>2. THE POLICY</b>	<b>4</b>
2.1. Introduction and aims	4
2.2. Replicating the classroom remotely	4
2.3. Interactive platform	5
2.4. Maintaining aspects of school life online	5
2.5. Continuing the planned curriculum	5
2.6. Technology training	5
2.7. Communication	5
2.8. Roles and responsibilities	6
2.8.1. Teachers	6
2.8.2. Teaching Assistants	7
2.8.4. SEND provision	7
2.8.5. Senior Leaders	8
2.8.6. Designated Safeguarding Leads	8
2.8.7. IT Team	8
2.8.8. Pupils and parents	8
2.8.9. The Trust Board	9
2.9. Attending virtual meetings with teachers, parents and pupils	9
2.9.1. Staff	9
2.9.2. Parents/Carers	9
2.10. Continuing Professional Development	9
2.11. Who to contact	10
2.12. Data Protection	10
2.12.1. Accessing personal data	10
2.12.2. Processing personal data	10
2.12.3. Keeping devices secure	10
2.13. Safeguarding including online safety	11
2.14. Pupil and Staff Wellbeing	11
2.15. Links with other policies	12



## 1. OVERVIEW OF THE POLICY MANAGEMENT PROCESS

### 1.1. Document history

Date	Document title	Version
Nov 2020	Initial draft of the policy released and approved by the CEO, applicable across the Leading Learning Trust	1.0
Nov 2021	Reviewed by the CEO; minor changes made.	1.1

### 1.2. Review and approval

The Leading Learning Trust trustees have overall responsibility for the policy.

The CEO is responsible for the operation of the policy within the schools, as well as for the maintenance of a record of concerns raised in accordance with this policy and the outcomes.

This policy is reviewed every year by the School Leadership Team, and is then ratified by the CEO.



## **2. THE POLICY**

### **2.1. Introduction and 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; and
- Provide appropriate guidelines for data protection.

Most pupils returned to school full time at the start of the autumn term 2020. Despite this, there is still a risk of localised outbreaks of coronavirus (COVID-19) or of small numbers of individual pupils being unable to attend school.

Remote education in the Leading Learning Trust has made a significant contribution to enabling students to continue to learn and progress, and to mitigating any widening of the attainment gap for the disadvantaged.

Where a class, group or small number of pupils need to self-isolate, or there are local restrictions requiring pupils to remain at home, the Leading Learning Trust will provide immediate remote education including loaning Chromebooks to children who do not have access to suitable devices at home.

### **2.2. Replicating the classroom remotely**

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determining the effectiveness of live classroom teaching. For example:

- Ensuring pupils receive clear explanations;
- Supporting growth in confidence with new material through scaffolded practice;
- Application of new knowledge and skills; and
- Enabling pupils to receive feedback on how to progress.

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision. Live classrooms enable important interaction between teachers and pupils through, for example, questioning, eliciting and reflective discussion. These complex teacher skills in the live classroom are not always easy to recreate in a remote environment, but where remote education recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support pupil motivation and lead to better progress. The Leading Learning Trust strives to replicate the highest quality teaching and learning opportunities during times when we have to draw on remote provision.



### **2.3. Interactive platform**

Schools in the Leading Learning Trust use Google Classroom for their remote education provision enhanced with applications which allow for easy audio/video recording of teachers teaching, explaining and questioning.

### **2.4. Maintaining aspects of school life online**

Google Classroom is also used for other events such as whole staff briefings and professional development sessions, and for teachers to lead events such as year or whole school assemblies. It is important to us that these aspects of school life are maintained during any period of disruption.

### **2.5. Continuing the planned curriculum**

Continuing to teach all or most of the normal planned curriculum across all key stages in the remote environment is important. Subjects where this is more challenging are those that would normally include significant elements of practical work in the live classroom, for example sciences, music or technology. The school strives to provide access to these curriculum areas through our virtual platforms as well as using other resources from outside providers.

### **2.6. Technology training**

We believe that an important part of contingency planning is ensuring that training is regularly refreshed with teachers, and that appropriate trouble-shooting support for staff, pupils and parents is available where needed. This enables a seamless transfer to the remote environment when needed. School staff are regularly updated with relevant professional development throughout each term.

### **2.7. Communication**

All staff and pupils use school email addresses. This enables schools to set up and streamline communication for example with a whole class. Existing online resources and packages with school or teacher-created resources, can be used, for example: worksheets, tests and quizzes, as well as video or sound recordings of explanations hosted on platforms such as YouTube - or available on a school, remote-access area.

It is important to note that high quality remote teaching is far more than setting work for pupils to complete, although setting tasks to complement sequences of teaching plays an important role. Evidence shows that lengthy or open-ended projects or research activities are in most cases less likely to lead to strong progress or outcomes. Such approaches should generally be avoided in favour of the more interactive, teacher-led approaches to delivering the school's planned curriculum described above.



## 2.8. Roles and responsibilities

### 2.8.1. Teachers

When providing remote learning, teachers must be available between normal school working hours.

If you are unable to work for any reason during this time, for example due to sickness or caring for a dependent, you should report this using the normal absence procedure. When providing remote learning, teachers are responsible for:

*Setting work – cover details such as:*

- Class teachers must provide appropriate learning for all pupils in their class
- Remote learning must be planned and prepared in line with the normal school-based curriculum; all the day's lessons ready by 9am.
- All lessons must have a submission date so teachers can complete their feedback and return it to the pupil. This enables the teacher to assess pupil progress and adapt future planning.
- Teachers should communicate mainly via email or through Google Meets to ensure there is consistency in planning and resourcing for each subject area.
- Lesson slides must include clear modelling and explanations to ensure children understand the concept being taught.
- Appropriate text boxes should be used to allow pupils to complete the work set in the lesson.
- Audio/Loom recordings must be used when introducing a new topic or skill.
- Pupils working significantly below their peers should receive differentiated tasks linked to the key learning.
- For individual children who are isolating and their class is in school, a designated member of staff will provide remote learning on behalf of the class teacher.

*Providing feedback on work – cover details such as :*

- Teachers must provide feedback for all recorded tasks.
- Feedback may be given in different forms. For example, bitmojis can be used to acknowledge good effort and achievement, comments may be used to provide further explanations and/or re-modelling to address misconceptions.
- Teachers must complete their feedback and return all work to the pupil within 24 hours of receipt.

*Keeping in touch with pupils who aren't in school and their parents – cover details such as:*



- Teachers should maintain regular contact with pupils through the Google Classroom platform. If the teacher is in school, they can also make contact via phone.
- Teachers must log the names of any pupils who are not participating in remote learning. The family will be contacted by a designated member of the office team. Conversation is recorded on a participation log and is monitored by the Leadership Team.
- Teachers are expected to answer emails from parents/pupils within their contracted hours. School leaders are available to support with any issues or concerns.
- Teachers are expected to send a well being message to any pupils who are isolating every second day to keep in touch.

### **2.8.2. Teaching Assistants**

When bubbles are closed due to confirmed Covid cases, support staff are expected to participate in sign-posted training by the Leadership Team. They must be available and contactable between normal school working hours.

If you are unable to work for any reason during this time, for example due to sickness or caring for a dependent, you should report this using the normal absence procedure.

### **2.8.3. Subject Leaders**

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Adaptation of overviews depending on the content being taught
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Alerting teachers to resources they can use to teach their subject remotely

### **2.8.4. SEND provision**

The school's SENDco and SEN teachers provide bespoke learning tailored to the needs of individual children who have complex and specific needs. This will be provided online.

Teachers who have children, including those in the resource provision, who are working significantly below the expectations of their year group, will have work provided appropriately matched to their learning needs.

Those children in receipt of speech and language therapy will continue to receive sessions virtually.



### **2.8.5. Senior Leaders**

- Alongside any teaching responsibilities, senior leaders are responsible for:
- Co-ordinating the remote learning approach across the school including providing opportunities for loaning school chromebooks when the need arises.
- Monitoring the effectiveness of remote learning through planning checks, virtual phase meetings and regular contact with teachers.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Monitoring the amount of children accessing this work.
- Monitoring well being of children and families who the school have concerns around e.g. safeguarding/child protection/wellness children.
- Liaising with teachers to monitor workload and adapting provision where relevant.

### **2.8.6. Designated Safeguarding Leads**

The DSL is responsible for:

- Holding weekly virtual safeguarding meetings.
- Responding to any concerns in a timely manner in line with the Trust's Child Protection and Safeguarding Policy.

### **2.8.7. IT Team**

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 data protection officer
- Assisting pupils and parents with accessing the internet or devices

### **2.8.8. Pupils and parents**

Staff can expect pupils learning remotely to:

- Be contactable during the school day.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they're 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
- Seek help from the school if they need it.



- Be respectful when making any complaints or concerns known to staff

### **2.8.9. The Trust Board**

The Trust 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.

## **2.9. Attending virtual meetings with teachers, parents and pupils**

### **2.9.1. Staff**

- Avoid areas with significant background noise, inappropriate background features such as pictures, posters etc.
- Ideally sit at a table or desk
- Dress smartly and professionally and adhere to the Staff Code of Conduct.
- Avoid interruptions to the meeting where possible.
- Ensure that the meeting is courteous and professional at all times.
- Continue to adhere to the school's safeguarding policy and protocols.

### **2.9.2. Parents/Carers**

- To be appropriately dressed as they would during a face to face professional conversation with school staff.
- Consider where the meeting is held where the meeting will not be interrupted.
- Ensure that the meeting is courteous and professional at all times.
- Agree to set up an additional meeting with a member of the Leadership Team if there are any issues/disagreements that cannot be resolved at that time.
- To be mindful of good timekeeping so that the teacher can keep to their timetable of meetings.
- School staff will adhere to the school's safeguarding policy and protocols (available on the school's website) during virtual meetings.

## **2.10. Continuing Professional Development**

Teacher and support staff training will continue virtually in line with the school's CPD cycle/timetable.



## 2.11. 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 SENCO
- Issues with behaviour – talk to the relevant phase leader or senior leader
- Issues with IT – log an issue for the school's technician
- Issues with their own workload or wellbeing – talk to your phase leader
- Concerns about data protection – talk to the data protection officer (Clare Stewart)
- Concerns about safeguarding – talk to the DSL

## 2.12. Data Protection

### 2.12.1. Accessing personal data

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

Will log in to the Trust's secure G Suite for Education platform using their Trust assigned G Suite credentials.

Should use their school assigned device if they have one. If staff do not have a school assigned device, then they may use their personal devices, however, they **must** ensure that the guidance in section 4.3 is followed.

### 2.12.2. Processing personal data

Staff members may need to collect and/or share personal data such as names, date of birth, home addresses, personal addresses etc 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.

### 2.12.3. 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).
- Where possible, ensuring that 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
- Where possible, not sharing the device among family or friends. Where a device is shared, staff must ensure that they log in using their own account on the device. When logging into the G Suite or Bromcom platform on a shared device, staff must ensure they use an incognito or private browser window and ensure they log off and close the browser session when complete.
- Keeping operating systems up to date – always install the latest updates.
- The device has been fully updated with all the latest security updates from the operating system provider (e.g. Windows Update, Apple Software Update, ChromeOS update etc)
- All devices must be running up to date antivirus software (where available). Staff may use a free or personally paid for antivirus software package downloaded from the Internet, or are free to download and install the Trust antivirus package provided by Sophos.

### **2.13. Safeguarding including online safety**

At Selwyn Primary School and Portway Primary School, we believe that the welfare of every child is of paramount importance. Our schools have established and maintained an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. During periods when schools are required to provide remote learning, safeguarding our pupils remains of paramount importance. Safeguarding and online safety practice and protocols are set out in the Trust's Online safety and ICT and Internet Acceptable Use policies, The Child Protection and Safeguarding Policy and the addendum produced during the Covid 19 pandemic. These may be accessed on each school's website and in the shared staff areas on Google Drive.

### **2.14. Pupil and Staff Wellbeing**

During periods when schools are required to provide remote learning, the wellbeing of both the staff and pupils is of the utmost importance. When children are accessing learning from home they should receive contact from the class teacher every second day as well as feedback on their work completed. If further support is required, members of the leadership team or Place 2 Be can offer support to family or child. The children and families can also refer to the Children's Wheel of Support designed to guide the children in discussing and managing their feelings. Staff should also refer to the Staff Wheel of Support if needed or seek guidance from Place 2 Think in school. If they have any further concerns, they should speak with their line manager or a member of SLT.



## **2.15. Links with other policies**

This policy is linked to the following policies:

- Behaviour Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding 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