



Lauriston School

Remote learning policy

Version	Date	Summary of changes
1.0	30.09.2020	First Version

Contents

1. Aims	2
2. Roles and responsibilities	2
3. Who to contact.....	6
4. Data protection	7
5. Safeguarding	8
6. Monitoring arrangements	8
7. Links with other policies	8
8. Appendix - Transitioning into Remote Learning	9

1. Aims

This remote learning policy for staff aims to:

- › Ensure consistency in the approach to remote learning for pupils who are not in school
- › Provide remote learning that reflects, as much as possible, the learning taking place in class
- › 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

2.1 Teachers

When providing remote learning, teachers must be available during their normal working 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 procedure, phoning the Head of School or Deputy Head.

When providing remote learning, teachers are responsible for:

- › Setting work (following the normal weekly timetable):
 - The amount of work set needs to reflect teaching in classroom.
 - Daily work needs to be set and uploaded by 5pm the day before.
 - All work should be uploaded to 'google classroom'.
 - Teachers should plan collaboratively with their partner teachers contacting their subject leads or phase leads if support is required. Planning should take place following the current PPA timetable using google.meet or phone.
 - Share timetable with support staff and parents of children self-isolating or whole group if pod or school is closed.
 - Use a variety of resources for delivery, Oak Academy lessons linked to our curriculum, google classroom, videos of delivery by teacher, live lessons delivered by teacher, times table rockstars, etc.
 - If a child is self-isolating then learning will be provided either via hard copy, Oak Academy, times table rockstars, IXL and/or google classroom.

- Differentiate learning for SEN/D, lowest 20% and greater depth pupils taking advice and using resources provide by specialist providers.
- Use Oak Academy lesson for SEND pupils as well as learning prepared for lower or higher year groups.
- Children working at home should be assessed for progress over the week via google.classroom and telephone conversations.

➤ Feedback:

- Completed work should be uploaded to google classroom by the pupils.
- Feedback through google classroom for learning.
- Teachers will be available for feedback to pupils at certain points throughout the day if pod or whole school closure.

➤ Keeping in touch:

- All pupils should receive a phone call at least once a week between 1pm and 3pm.
- Parent concerns or queries should be sent via the admin email. A response will be sent within 48 hours.
- Emails must be check at least 3 times a day, morning, lunch and end of day.
- Update phase leads, DSL & SENCo with any concerns regarding children.
- Ask for advice from phase leads, subject leads, Specialist teacher, speech & language therapist, DSL and SENCo if unsure of how to support a particular child or group of children.
- Record any concerns regarding families on Cause for Concern Form as usual and send to DSL.

➤ CPD

- Engage fully in CPD.
- Complete safeguarding and any other training set online.
- Attend CPD virtually or small group as directed.

➤ Attending virtual meetings with staff, parents and pupils (see Acceptable Use Policy)

- **Staff will behave in a professional manner as they would in school.** They will never attempt to arrange any meeting, including tutoring session, without the full prior knowledge and approval of the school, and will never do so directly with a pupil. The same applies to any private/direct communication with a pupil.
- **Staff will not attempt to use a personal system or personal login for remote teaching** or set up any system on behalf of the school without SLT approval.
- **Staff will not take secret recordings or screenshots** of themselves or pupils during live lessons.
- **Staff will conduct any video lessons in a professional environment** as if they are in school. This means they will be correctly dressed and not in a bedroom / impossible to tell that it is a bedroom if this is unavoidable (e.g. even if the camera slips). The

- camera view will not include any personal information or inappropriate objects and where possible to blur or change the background, they will do so.
- **They will complete the issue log for live lessons** if anything inappropriate happens or anything which could be construed in this way. This is for their protection as well as that of students.

2.2 Support Staff including Learning Support Assistant, Admin, Learning Mentors, NEO & Site Staff

Should remote learning take place due to pod or whole school closure, support staff must be available for the normal school day equivalent to their normal contracted hours.

During a whole school lockdown Support Staff will be expected to come into school to support Key Workers & Vulnerable pupils.

Admin and Site teams will be expected to be in school as normal.

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 procedure.

When not supporting Key Workers and Vulnerable Children during a school lockdown then:

- Complete CPD set.
- Sort and organise resources throughout the school.
- Make phone calls or virtual meetings with identified children.
- Encourage parents of children with EHCP to send their child into school during full lockdowns.
- Make videos reading a book, teaching phonics sessions, teaching maths session, etc.
- Run interventions, e.g. speech & language virtually with a small group of children.

Support staff must check their emails at least three times a day, morning, lunch and afternoon.

2.3 Lead Teachers

Alongside their teaching responsibilities, subject leads are responsible for:

- Be available to support with planning.
- Contact year groups to ensure provision is consistent.
- Respond to development points identified by Phase Lead monitoring.
- Continue to promote and celebrate their subject.
- Keep in touch and be available for Federation Team meetings.
- Alerting teachers to resources, they can use to teach their subject remotely.
- Attend or lead CPD sessions for teachers or support staff.

2.4 Senior leaders including Phase Leads

Alongside any teaching responsibilities, senior leaders are responsible for:

- Monitoring the effectiveness of remote learning.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations link to AUP
- Phase leads will monitor quality, quantity and consistency of provision of remote learning.

- Contact any member of staff in their phase who is not in school. (Well-being calls)
- Phase leads in conjunction with class teachers will review participation in remote learning during pod or school closure. Class teachers will review the impact of the closure of the progress and learning of the year group and take appropriate action where necessary.

2.5 Designated safeguarding lead & SENCo

The DSL is responsible for:

- Identifying and tracking vulnerable children.
- Making referrals to external agencies if required.
- Responding to staff concerns or queries regarding children.
- Attending scheduled safeguarding meetings.
- Phoning all vulnerable families at least once a week.
- Arranging and conducting home visits for any children we are unable to contact.

The SENCo is responsible for:

- Identifying and tracking SEND pupils.
- Phoning all children with an EHCP weekly.
- Liaising with external agencies if required.
- Continue to follow SEND timeline for termly and annual reviews.
- Hold reviews virtually and/or by telephone.
- Monitor the provision for EHCP and SEND Support children, suggesting ways of differentiation for learning.

2.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff 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
- Giving advice to the school community regarding access to remote learning

2.7 Pastoral Care Lead/Learning Mentors/Family Support Worker

Pastoral Care lead is responsible for:

- Monitoring attendance and raising any concerns regarding missing pupils.
- Meeting virtually with the learning mentor teams in each school.
- Monitoring provision delivered by learning mentors.

Learning Mentors

- Phoning or holding virtual meetings with identified vulnerable pupils.
- Delivering social interaction groups using google.meet.
- Liaising with identified families to make sure they are safe at home.

Family Support Worker (Daubeney)

- Continue to support vulnerable families already identified.
- Liaise with external agencies to provide support for families regarding, housing, food, etc.

2.8 Pupils and parents

Staff can expect pupils learning remotely to:

- › Be contactable during the school day either via digital technologies or telephone.
- › Complete work to the deadline set by teachers.
- › Seek help if they need it, from teachers.
- › 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 cannot complete work.
- › Seek help from the school if they need it.
- › Fully engage in any support offered to help their child's development.
- › Support and facilitate their children's learning throughout the school day
- › Be respectful and understanding of the circumstances when making any complaints or concerns known to staff.
- › Read any communications sent by the school.
- › Find an appropriate space for their child/ren to complete their work.

2.8 Governing board

The governing board is responsible for:

- › Supporting the school's approach to providing remote learning
- › Receiving feedback from the senior leadership on staff training and understanding the Acceptable Use Policy.
- › Support the well-being and mental health of the Executive Head and Heads of Schools.
- › Monitor via virtual meetings the well-being and mental health of the staff and pupils.
- › Follow the Governors' meetings schedule.

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 phase lead, subject lead or SENCO
- › Issues with behaviour for learning – talk to the relevant phase lead.
- › Issues with IT – complete ticketing system for IT technician.
- › Issues with their own workload or wellbeing – talk to their line manager/phase lead.
- › Concerns about data protection – talk to the data protection officer
- › Concerns about safeguarding – talk to the DSL

School	DSL	DPO	SENCo	Phase Leads	IT Technician
Daubeney	Anna Lucey	Terry Corpe	Carnita Cenac	Matthew Swarbrick Y5 & 6 Raj Dharma Y3 & 4 Anna Lucey Y1 & 2 Seema Bibi EYFS	Mo Bakouse
Sebright	Lucie Collins	Terry Corpe	Salma Ali	Joel Power Y5 & 6 Lucie Collins Y2, 3 & 4 Peter Hamlin EYFS & Y1	Mo Bakouse
Lauriston	Daljeet Panesar	Terry Corpe	Sheila Symes	Serena Brooks Y4 – 6 Daljeet Panesar Y1 – 3 Annabelle Molyneux EYFS	Mo Bakouse

4. Data protection

4.1 Accessing personal data

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

Understand:

- › the data they access is stored on a secure cloud service or a server in your IT network
- › when accessing data remotely they should follow the Acceptable Use Agreement.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as name, DoB and year group/class 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.

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 using strong passwords.
- › 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
- › Always install the latest update when appropriate.

5. Safeguarding

Our Child Protection & Safeguarding Policy, which includes our online safety policy, can be found on the school's website. This includes the Acceptable Use Policy for working online for staff, parental guidance and pupils' agreements for being online.

6. Monitoring arrangements

This policy will be reviewed as and when necessary. At every review, it will be shared with the governing board, staff and parents.

7. Links with other policies

This policy is linked to our:

- Behaviour policy including the COVID-19 appendix
- Child protection & Safeguarding policy
- Data protection policy and privacy notices
- ICT and internet Acceptable Use Policy
- Whistleblowing Policy
- Code of Conduct Policy

8. Transition to Remote Learning

We will need to be prepared for transitioning to remote learning should there be children isolating, pod closures or school closure. Below is our plan for preparing for any of these circumstances.

Roles & Responsibilities

Senior Leaders

Senior Leaders will:

- Prepare communications for parents regarding a pod, part or full closure of the school.
- Review and amend the risk assessment as required.
- Audit children, teachers & support staffs access to online technology.
- Ensure that teachers have the skills to provide online teaching and learning for all.
- Outline expectation to staff regarding remote learning.
- Provide extra CPD to develop online skills.
- Ensure that teachers are using google classroom, Oak Academy lessons and other online resources they would use for remote learning in class.
- RAG rate children's vulnerability during a pod, partial or full closure.
- Monitor attendance and identify those pupils that will find learning from home a challenge.

Teachers

Teachers will:

- Develop their skills for using online resources, including resources for SEND.
- Plan to use online resources in class with children.
- Teach children to use online resources safely and effectively at home.
- Use online resources linked to areas being taught in class.
- Set some follow up work for children to complete at home via google classroom.
- Check that all children are accessing the work set and ask those not accessing why they have not completed the work.
- Let SLT know which children do not have access to online learning at home.
- Promote the use of times table rockstars, IXL, Virtual Library, etc.
- Communicate with specialist, e.g. speech & language, by telephone or virtually.
- Communicate with parents by telephone or virtually from school.

Support Staff

Learning Mentors will:

- Use online resources to support pupils to calm down and focus.
- Develop pupils understanding of being safe online.
- Support identified pupils with home learning by demonstrating how to access learning online.

- Promote the benefits of being in school to parents of vulnerable pupils or those parents that are reluctant to send their children to school.
- Support pupils who are anxious about being in school and/or about having to stay at home during lockdown or partial closure.

Family Support Worker (Daubeney) will:

- Continue to support vulnerable pupils and families.
- Discuss access to remote learning with families.
- Share ideas on how to support pupils at home during a lockdown or partial closure.
- Promote the benefits of being in school during a full lockdown if children are vulnerable at home.

Learning Support Assistants/NEO will:

- Support pupils who are anxious about being in school and/or about having to stay at home during lockdown or partial closure.
- Use online resources for teaching and learning in school that link to the work set by the class teacher.
- Promote online safety and have discussions about keeping safe online.

Admin Staff will:

- Be positive about the safety of being in school for pupils.
- Promote the benefits of being in school for pupils.
- Promote the uptake of free school meals with new parents.
- Explain how our electronic ordering and payment systems work to parents.
- If unsure of an answer to a question from a parent, then tell them they will get back to them by (give a time).
- Pass all messages on quickly to teachers, senior leaders, etc.
- If a parent reports a child as being unwell ask for symptoms and temperature and then pass this on to LM and if temperature 37.8° or more to the HoS/DHT.

Site Team will:

- Ensure there is enough cleaning and hand sanitizing equipment.
- Organise additional cleaning of an area of the school if required.
- Liaise with HoS regarding preparations for partial or full closure of school.

IT Technician will:

- Support staff with accessing technology at home.
- Highlight any software that would be useful to support teaching and learning remotely.
- Provide training when necessary for use of online resources.
- Respond in a timely manner to any technical issues raised by staff.