Remote Learning Policy

Our school works in accordance with the PREVENT Duty and approaches this issue in the same way as any other child protection matter. Any concerns that one of our pupils is at risk in this respect, will be referred to Children's Social Care in line with the SET procedures.

Wyburns Primary School is a Rights Respecting School. Our policies are underpinned by the UNCRC.

Article 29 (goals of education)
- *Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

Equality and Inclusion

At Wyburns Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers; irrespective of age, race, gender, disability, faith or religion, attainment or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of all pupils is constantly monitored; we use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment, which promotes British values; championing respect for all.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. As an educationally inclusive school the teaching and learning, achievements, attitudes and well-being of every young person matters.

Our Mission Statement for Equality:

As a school,

- We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
- We welcome our duty to promote community cohesion.
- We recognise these duties reflect international human rights as expressed in the UN Convention - The Rights of the Child.

Contents

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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

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between their normal 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 providing remote learning, teachers will be:

- Using google classroom to upload PP, papers relating to the days learning for each subject.
- Setting Home Learning on Google Classroom and adding to the Class webpage. In case of technical issues with GC, additional information will be added to the website.
- Answering pupils questions on GC and through the home learning email account- between 8 and 6pm weekdays.
- Where bubbles have closed, Google meet or Zoom will be used for face to face interaction.
- Supporting year group partners should there be absence through illness by monitoring the GC platform.
- Work can be set in advance and uploaded when planning with a time release- and a deadline set.

- Providing feedback-:

  - Pupils will upload completed work to GC for teachers to provide feedback.

  - Feedback will be within 3 working days.

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

  - The Learning Mentor and/ or SLT will make contact weekly, via phone, with any absent pupils- touch base. Communication in the main will be through GC and the HL email. Those not engaging will be contacted at least weekly by a member of school staff.

  - Complaints/ concerns will be referred to the an SLT Line Manager in the first instance and escalated to the HT in case of a complaining- see Complaints Policy.

  - Failure to complete work will be monitored on an individual basis and support given where required. .

- Attending virtual meetings with staff, parents and pupils –:

  - See Zoom/ GC Protocol

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2.2 Learning Support Assistants

When assisting with remote learning, LSAs must be available during their 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 could be responsible for:

- Supporting identified/ linked pupils who aren't in school with learning remotely. – ie- attending Zoom sessions with the Learning Mentor/ Inclusion Lead.
- Attending virtual meetings with teachers, parents and pupils –
  - See Zoom / GC Protocol

2.3 Subject leads

Alongside their teaching responsibilities, subject leads 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 – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- 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
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through 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

2.5 Designated safeguarding lead

The DSL is responsible for:

See Policy

2.6 IT staff

Computing Lead/ IT support 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

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2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may 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
- 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, through GC or the email account, or otherwise and can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any concerns known to staff

2.8 Local School 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 Inclusion Lead
- Issues with behaviour – follow Behaviour Policy
- Issues with IT – talk to Computing Lead
- Issues with their own workload or wellbeing – talk to Line Manager/ HT.
- Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

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

- Use secure access to GC and the website.
- Use school technology- encrypted/locked.
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4.2 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 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.

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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
- Keeping operating systems up to date – always install the latest updates

5. Safeguarding

See Policy

6. Monitoring arrangements

This policy will be reviewed annually.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school Partnership agreement
- Computing and E-Safety policy