

MARLFIELDS PRIMARY ACADEMY

Remote Learning Policy

Policy Author (s)	Mrs. S Isherwood
Responsible Committee	Curriculum
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Remote Learning Policy

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1. Aims

Remote education should only ever be considered as a last resort where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning. Circumstances will fit into two broad categories:

- School closures or restrictions on attendance (such as during a pandemic), where school access for pupils is restricted;
- Individual cases where a pupil is unable to attend school but is able to learn.

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.
- Reflect the school's commitment to the UN Conventions of the rights of the child specifically article 28, 29 and 31.
- Align with Statutory obligations and expectations on remote education, the 2014 Children and Families Act and the Equality Act 2010.

2. Roles and responsibilities

2.1 Teachers

Teachers must be available between 9am and 4pm. 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 procedures according to the attendance management policy. If it affects the completion of any work required, teachers must ensure that arrangements have been made with the SMT to ensure work is completed.

Teachers are responsible for:

Setting work:

- Creating a weekly timetable of work on the template provided for their year group, or where necessary an individual pupil. This must include subjects from across the curriculum. This needs to be saved in staff share year group planning folder or if working at home emailed to the Principal by the end of the day on Friday in preparation for the following week. An example of a home learning plan is shown below, requirement is to set 3-4 hours of home learning each day. This needs to be a balanced curriculum offer during the week. Our plan is shown below:

Class	Week Beginning	Home Learning Week	
Subject	Task	Response Format	
Monday	Maths	This can be linked to webpages/ work sheets/ online resources Tasks must be in clear simple instructions with a set learning objective	Worksheet / photo or time/ score of game
	English	Tasks must be in clear simple instructions with a set learning objective, if linked to text this must be clear and links to text or copies of text should be added	Format of written response or audio/ photo/video etc.
	Reading/ Spelling	Daily reading and comprehension work must be listed Spellings for week	Pages read each day Answers to key questions, summary
	Topic	Tasks must be in clear simple instructions with a set learning objective This can include any of the other curriculum subjects including PE	Presentation of work to be sent ie. video/ model photo
Tuesday	Maths		
	English		
	Reading/ Spelling		
	Topic		
Wednesday	Maths		
	English		
	Reading/ Spelling		
	Topic		
Thursday	Maths		
	English		
	Reading/ Spelling		
	Topic		
Friday	Maths		
	English		
	Reading/ Spelling		
	Topic		

- Ensuring that differentiated work according to the child's ability is available on online learning platforms, including Mymaths, Active Learn (Power Maths), Times Tables Rockstars and IDL.

Providing feedback on work:

- Pupils in Years 2-6 will use Google Classrooms and pupils can send any completed work to teachers via Google Classroom platform.
- Pupils in Nursery, Reception and Year 1 will use the Class Dojo platform.
- Teachers will feedback via Google Classroom relating to objective set for the task.
- Staff will keep a log of non-engagers for each week and at the end of the week will notify the SMT so that it can be followed up.
- Teachers should respond to any correspondence from parents/children within 48 hours.

Keeping in touch with pupils and parents:

- Weekly post for groups of children who are being educated remotely need to be sent out during a teachers' weekly PPA session with reminders of tasks set for the following week including a link to the home learning page on the academy website class page. If teachers are working from home this will be to the whole cohort.
- Correspondence received from parents and pupils are to be checked between 9am and 4pm, Mon-Fri. Replies within 48hrs. Only send replies between these times. Anyone can respond to year group enquiries; it does not have to be the actual class teacher. Please keep for records in a folder of replies please note that no correspondence is via the Google classroom platform.
- Any issues that are received are to be dealt with professionally by the class teacher and logged on CPOMs. If necessary, teachers to contact a member of SMT for advice. If there is a safeguarding concern, alert the safeguarding team.
- If attending at virtual meetings with colleagues, parents and pupils, for example, please avoid using areas with background noise and there is nothing inappropriate in the background.

2.2 Pastoral and Welfare

The Principal, SMT/SEND Lead must be available between 9am and 4pm. 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 procedures according to the attendance management policy. If it affects the completion of any work required, teachers must ensure that arrangements have been made with the SMT to ensure work is completed.

These leads are responsible for:

- Daily/weekly checks of who is not engaging will be followed up with texts and calls to be sent in liaison with the admin team.
- Discussions with parents about absences according to the current guidance.
- Where isolation is required, keeping a log of testing, isolation dates, with dates of return to school in liaison with the admin team.
- Sending out the remote learning emails to relevant families.
- Attending virtual meetings with staff, parents and pupils. (e.g., avoid areas with background noise, nothing inappropriate in the background etc.).
- Remain on call to speak to external professionals regarding safeguarding concerns such as Children's Services. **All contact is to be logged on CPOMs.**

All contact should be polite and encouraging. Staff must adhere to the academy's Code of Conduct/Use of social media/Data protection and privacy policy and not give out any personal details. Any concerns should be forwarded to a member of SMT who may choose to contact the parents directly. There is an expectation from school that work must be completed at this time.

2.3 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9am and 4pm. 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 procedures according to the attendance management policy. If it affects the completion of any work required, teaching assistants must ensure that arrangements have been made with year group partners or SMT to ensure work is completed.

When assisting with remote learning, teaching assistants are responsible for:

- Completing any tasks given that are linked to remote learning under the direction of the year group teachers or SMT.
- Liaising with the SENCO to support individual pupils with home learning should this be required.
- Attending virtual meetings with staff, parents and pupils, avoid areas with background noise, nothing inappropriate in the background).

2.4 Subject leads

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Monitoring the work set by teachers in their subject including that set on the website or Google classroom, giving feedback to year groups teachers if changes need to be made.
- Review your current subject in the light of home learning. Evaluate what changes will need to be made in regard to your ongoing subject action plan. This should be done half termly.
- Alerting teachers to resources that can be used to teach their subject remotely.

2.5 Senior Management Team

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 use of online learning platforms
- Supporting staff in communicating with parents and pupils
- Continue to promote the policies of the academy, such as security of remote learning systems, including data protection and safeguarding considerations.

2.6 Designated safeguarding lead

The DSL is responsible for:

- Maintaining contact, collating, passing on information and responding to any concerns of a safeguarding nature, according to the latest guidelines set out in the Child Protection and Safeguarding Policy and Keeping Children Safe in Education, DfE.

2.7 Back-office staff/administration team

When assisting with remote learning, the office staff must be available between 9am and 4pm. 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 procedures according to the attendance management policy. If it affects the completion of any work required, teachers must ensure that arrangements have been made with SMT to ensure work is completed.

When assisting with remote learning, office staff are responsible for:

- Ensuring that the central management system (SIMS) is kept up to date with the correct children's information for staff to access at all times.
- To take correspondence from parents regarding any remote learning issues and pass to the relevant staff member for a resolution. To log any calls that raise concern on CPOMs.
- To support with attendance and monitor the absence record, following up any concerns under the direction of the Manager.
- To support teachers with any administration tasks that support remote learning.

2.8 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the hours of the school day 9am – 3pm – although they may not always be in front of a device the entire time.
- 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 – staff should refer parents to the posts for the weekly timetables and other useful links for learning.
- Be respectful when making any complaints or concerns known to staff.

2.9 Local advisory board

The local advisory 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/ SMT.
- Issues with behaviour – talk to the SMT.
- Issues with Google classroom - SMT who can contact support if needed.
- Issues with their own workload or wellbeing – talk to their line manager.
- Concerns about data protection – talk to the trained Level 3 data protection SMT members - (S Isherwood/L Pearce & S Radcliffe)
- Concerns about safeguarding – talk to the DSL (S Isherwood)
- Concerns about levels of engagement should go to the Principal (S Isherwood)

All staff can be contacted via the school email addresses.

4. Data protection

4.1 Accessing personal data

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

- All staff have access to CPOMS to record any parent contact or concerns about children, this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.
- Teachers may be able to access parent contact details via SIMS using a secure password. If so, do not share any details with third parties and ensure SIMS is in logged off after use.
- School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions. While this may be necessary, 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 – 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)
- Making sure the device locks if left inactive for a period of time

- Not sharing the device among family or friends
- Ensuring that the installed antivirus and anti-spyware software is up to date
- Keeping operating systems up to date – always install the latest updates
- Using a school’s encrypted USB pen to transfer any data from device to device

5. Safeguarding

Keeping children safe online is essential. Please see the following for updates concerning safeguarding in relation to home learning:

- Child Protection and Safeguarding Policy. This also details reference to online safety.

This policy is available on our website.

6. Monitoring arrangements

This policy will be reviewed as and when updates to remote learning are provided by the government by S Isherwood (Principal). At every review, it will be approved by the Governing Body.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection and safeguarding policy
- Data protection and privacy notice policy
- ICT and internet acceptable use policy
- Online safety policy
- SEND and Inclusion policies
- All curriculum policies.