



UPSHIRE PRIMARY FOUNDATION SCHOOL

REMOTE LEARNING POLICY

Mission Statement

At Upshire Primary Foundation School, we aim to provide opportunities for the children to achieve their full potential academically, creatively, socially, physically and emotionally in a happy, supportive, caring and inspiring environment.

School Vision

INSPIRE*EXCITE*ACHIEVE

Imagine an inspiring and exciting environment where learning happens because children want to achieve!

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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 are not 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 normal school hours if not in school teaching, if in school teaching then teachers will be available after school to offer any support needed along with the assistance of other staff as required.

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 providing remote learning, teachers are responsible for:

➤ Setting work:

- For their own class (please note if a total lockdown occurs in our area or nationally then those teachers normally covering classes during PPA or SLT time may be asked to set work for a specific class upon managements discretion)
- If a child is not in school because they are self-isolating due to themselves or a family member having tested positive for COVID-19 then those pupils will follow the guidance on the school website and use Oak National Academy for their remote learning, alongside daily reading and practise of number skills.
- If a class bubble or larger bubble is sent home due to a positive COVID-19 case then the class teacher will set as close to the normal daily lessons via our remote learning platforms or Purple Mash or/and Tapestry. These lessons will comprise of daily Maths and English activities, a fitness activity and topic subject.
- In the event of a bubble closure or total local or national lockdowns, teachers will set children's remote learning work from the Monday of the following full week. Before that time families are expected to complete the remote learning from The Oak National Academy as well as daily reading and number work and an age appropriate writing task such as a daily diary or story writing. Work will be set before the school day starts at 8:40am so that children can access their learning straight away.
- Work should be uploaded to Purple Mash or Tapestry (age dependent) unless the teacher has specifically stated that work should be emailed in to school using the schools 'teacher' email address. Any support or concerns regarding this from parent/carers should be emailed into school, teachers can contact SLT (Senior Leadership Team) directly for support.
- Teachers should where possible follow their yearly planners to ensure a broad and balanced curriculum is taught.
- For those pupils with limited access to devices these can be loaned by the school, numbers permitting, to allow them to complete the work set.
- For those children without internet access paper copies of home learning activities for the child's year group; arrangements will be made for the work to be delivered to the child to ensure they too continue to learn and progress.

➤ Providing feedback on work:

- Teachers from Year 1 to Year 6 will access completed work from pupils via our Purple Mash remote learning platform, teachers will receive notifications on Purple Mash when children have completed tasks, note Reception/EYFS children's work may be posted on Tapestry as requested by the class teacher.
- During a bubble shutdown or local/national lockdown teachers are expected to share feedback with pupils daily via the comments box when work is handed in via Purple Mash, or via Tapestry if applicable, feedback should also where possible address misconceptions and signpost children to further support to close gaps in learning.

➤ Keeping in touch with pupils who aren't in school and their parents/carers during a bubble closure or local/national lockdown:

- The school will make regular contact via feedback in Purple Mash, which both pupils and parent/carers can access.
- During a local/national lockdown teachers and other staff (including SLT and the office) will respond to emails sent in or/and make phone calls on a rotational basis so each family is contacted at least once a fortnight via the phone.
- Updates will continue to be sent via parent-mail and posted on the school website where applicable.
- Teachers and other staff need to ensure they maintain a work-life-balance and therefore answering emails from parents/carers and pupils should be, where possible, limited to normal working hours.
- Complaints or concerns shared by parents/carers and pupils, and any safeguarding concerns will be dealt with in the same manner as when in school using our child protection/safeguarding and complaints procedures and policies, including recording concerns on our My Concerns system.
- Staff should continue to manage any behavioural issues by following up with parent/carers and recording on My Concerns. If children are failing to complete work, teachers need to keep records of this and contact families to offer support and guidance as needed. Persistent non-completion of work should be raised with SLT, who will contact families if deemed appropriate.

➤ Attending virtual meetings:

- Dress code will still apply when working from home and attending virtual meetings.
- Locations for virtual meetings should avoid being in areas with background noise, away from other household members and staff need to ensure there is nothing inappropriate in the background.

If teachers are also required to work in school during a local/national lockdown they will, either be given the opportunity to have allocated time daily, to plan, assess and respond to remote learning or this may be delegated to a member of staff working from home to support work-life balance and quality learning opportunities. Those children in school, e.g. key workers and vulnerable pupils, if safe to do so as per the school risk assessment, to complete some of their remote learning in school with a focus in Maths and English.

2.2 Teaching assistants

During a local/national lockdown teaching assistants, if not shielding will be available to work during normal school hours to support those children still in school under the guidance of teachers and SLT.

If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.

2.3 Inclusion Manager/SENCO

The Government has recognised that there needs to be some flexibility to the law around EHCPs during the Covid-19 crisis. This might be because

- the child or young person is not currently attending school
- 'social distancing' guidelines may, for those who are still attending school, makes certain interventions impractical
- the resources and staff required to secure the provision are reduced or unavailable because of illness, self-isolation or the need to direct staff resource at responding to the pressures generated by COVID-19.

The Government has modified the law around SEND because of Covid-19, changing from an 'absolute duty' on local authorities and commissioning health bodies to provide what is written in an EHCP to making 'reasonable endeavours' to provide all or some of the provision written in the EHCP.

The SENCO will contact parents/carers of children with an EHCP to discuss the following:

- Where?
Where is the most suitable place for your child to be learning?
- What?
What is written in your child's EHCP?
What can we continue to deliver?
What do we need to change or adapt?
- How?
How can we make this happen?
- Who?
Who is available to support you and your child?
- When?
How often and how regularly can we deliver parts of your child's plan?

This conversation and the 'Reasonable Endeavours Plan' will be recorded in writing and a copy will be kept by the parent/carers, the SENCO and Essex County Council as a record of what was agreed. This plan will be reviewed regularly. The SENCO will contact the parent/carers of children with EHCPs on a weekly basis to discuss the plan and offer support. The SENCO will also be able to signpost outside organisations that can offer support or resources.

2.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers to make sure all work set is appropriate and consistent
- Monitoring the remote work set by teachers in their subject by reviewing work set and ensuring work has been marked
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Assisting pupils and parents with accessing the internet or devices

2.5 Designated safeguarding lead

The DSL is responsible for:

- Monitoring My Concerns reported by teachers
- Acting on safeguarding issues/concerns in accordance with safeguarding procedures and child protection policies.

2.6 Admin and office staff

Staff are responsible for:

- Distributing emails to appropriate teachers and staff with regards to remote learning and any safeguarding concerns/issues in a timely manner
- Supporting staff and families where possible with any technical issues they are experiencing in relation to remote learning
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Use the remote learning platform responsibly and respectfully
- 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 are not able to complete work

Staff can expect parents/carers with children learning remotely to:

- Ensure their child uses the school remote learning platform respectfully and responsibly.
- Make the school aware if their child is sick or otherwise cannot complete work.
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known, to the school

2.8 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 DH, HT or Inclusion Manager/SENCO
- Issues with behaviour – talk to the HT, DH or Inclusion Manager/SENCO
- Issues with IT – Finance Assistant or office staff
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – refer to the Finance and Personnel Manager in the first instance (Data protection officer)
- Concerns about safeguarding – talk to the DSL/ DDSLs

4. Data protection

4.1 Accessing personal data

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

- Use the secure server in your IT network or SIMs if accessing pupil contact details
- Ensure any devices used to access data, such as laptops, school computers or their own personal devices are secure and should be locked if unattended

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 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.

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

5. Safeguarding

Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

(Keeping Children Safe in Education – DfE, 2020)

The Child Protection policy is for all staff, parents, governors, volunteers and the wider school community. A copy of the policy is available via the school website.

Designated Safeguarding Lead:	Mrs Jacqueline Blackburn - Headteacher
Deputy Designated Safeguarding Leads:	Mrs Michelle Gritton – Deputy Head Mrs Nicole Ward – Inclusion Manager
Designated Safeguarding Governor:	Mr Simon Fletcher

6. Monitoring arrangements

This policy will be reviewed annually by the Curriculum & Pupil Related Matters Committee.

7. Links with other policies

This policy is linked to our:

- Behaviour Management Policy
- Anti-bullying Policy
- Child Protection Policy
- Data Protection Policy and Privacy Notices
- Home-school Agreement
- ICT and Internet Acceptable Use Policy
- e-Safety Policy

Confirmation that the Remote Learning Policy in respect of Upshire Primary Foundation School has been discussed and formerly adopted by the Curriculum & Pupil Related Matters meeting on 12th November 2020