

## **Remote learning contingency policy**

Bampton CE Primary School

***Learning together with Respect, Friendship and Perseverance***



***We endeavour to enable all individuals in our school community to learn together, grow in respect, tolerance and understanding of the world in which we live and embrace Christian values, to be the best that we can be.***

**Approved by:** Carol Phillips **Date:** 30<sup>th</sup> September 2020

**Last reviewed on:**

**Next review due by:** September 2020

## Contents

<u>1. Aims</u> .....	2
<u>2. Roles and responsibilities</u> .....	2
<u>3. Who to contact</u> .....	6
<u>4. Data protection</u> .....	6
<u>5. Safeguarding</u> .....	7
<u>6. Monitoring arrangements</u> .....	7
<u>7. Links with other policies</u> .....	7

---

## 1. Aims

This remote learning contingency 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 in the case of a full bubble closure, teachers must be available between 8:45am – 3:15pm for live lessons and instruction and then available for marking and feedback and meetings in line with normal working expectations in order to fulfil their professional duties.

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. If the teacher is unwell then remote learning will be provided by an HLTA or senior leader using the class teacher's planning.

In the case of individual children self- isolating but not unwell, work will set using Class Dojo portfolios.

When providing remote learning, teachers are responsible for:

- The teaching and learning of their own class and/ or individuals who cannot attend school.
- Setting work by 3:30pm on the day before
- Uploading documents etc onto the agreed platforms (Microsoft Teams/School website or School YouTube channel)
- (Work can be a mix of pre-set lessons/ instruction and recorded of live lessons led by the teacher but needs to follow curriculum planning and timetables as closely as possible)
- Providing effective and timely marking and feedback.

- Co-ordinating with teachers in school who have siblings in other classes, to ensure pupils consistency of expectations and make sure families with limited access to devices can still complete the work
- Coordinating the support work of the class teaching assistant within the teaching assistant's normal working hours.
- Working with parents of children with SEND to support ongoing provision to meet their needs within the confines of remote learning.

**Providing feedback on work:**

- Completed work will be uploaded onto Microsoft Teams or Class Dojo or submitted by email to teachers work email account.
- Feedback can be written or verbal. It can be specific to each child or part of group or class feedback.
- Children should be supported to self-assess their work against success criteria.

**Keeping in touch with pupils who aren't in school and their parents:**

- Teachers must ensure they have been in touch with each child every school day via Microsoft Teams, Class Dojo or email and be particularly attentive to vulnerable children/families.
- Teachers are not expected to answer emails or Dojo messages outside of normal working (office) hours.
- If a child fails to complete the work set, the class teacher needs to ascertain if they or their parents need further support or guidance and/or more time to complete the tasks.
- If a child remains disengaged or there are barriers to the child engaging in the remote learning this needs to be raised as a concern to the Headteacher.
- Any complaints or concerns shared by parents and pupils need to be responded too promptly by the class teacher and the Headteacher copied in on responses.
- Any safeguarding concerns need to be raised on CPOMS and the DSL group alerted.

**Attending virtual meetings with staff, parents and pupils:**

- Ensure anyone on camera (photograph or video) is fully dressed and not wearing nightwear
- Ensure a neutral background, if using Microsoft Teams, and check there are no inappropriate items in the background. Avoid areas with background noise.
- Avoid 1:1 meeting with pupils, always ensure a parent (or another responsible adult) is present with them.
- Use muted microphones unless taking a turn to speak.
- Ensure those taking part know that live lessons (and possibly meetings) will be recorded securely to ensure an accurate record is maintained if queries arise after the event.
- Attend and contribute to weekly staff meetings as required via Microsoft Teams.
- Attend virtual training as appropriate and in agreement with headteacher.

## 2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal contracted 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 are responsible for:

- Providing support for remote learning as directed by the class teacher and/or senior leaders
- Provide support for children they work with who have SEND
- Prepare and upload work for PPA release time as per school timetable
- If working in school undertake administration tasks to support the class teacher in delivering remote learning

## 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 by monitoring planning and work submitted
- Alerting teachers to resources they can use to teach their subject remotely
- SENCO will continue to manage the meetings and paperwork required to support those on the SEND register and oversee progress and welfare of children on the SEND register.

## 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 through regular meetings with teachers and subject leaders, reviewing the work set and seeking feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## 2.5 Designated safeguarding lead

DSL is Carol Phillips, Headteacher. Deputy DSLs are Robyn Jones, assistant headteacher and Wendy Copping, SENCO. Responsibilities remain in line with the Safeguarding and Child Protection Policy and KCSIE September 2020

## 2.6 IT staff

IT Technical support (Turn It On) 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

## 2.7 Office staff

SBM and Admin assistant are responsible for:

- Maintaining attendance records and reporting attendance as directed
- Offering administrative support to teachers and teaching assistants, including collating paper work packs if required
- Maintaining the business and administrative tasks in line with normal school operations as required, including the ordering of supplies

## 2.8 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 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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff
- Comply with dress code and recording to safeguard all those involved in live sessions.

## 2.9 Local Governing Body

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 SENCO
- Issues with behaviour – talk to the senior leadership team
- Issues with IT – talk to Turn It On technical support
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- 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:

- Access the data on a secure cloud service or a server in your IT network (RM Integris/Target Tracker)
- Access the data only on their work laptops

### 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 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 – 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
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates
- All procedures and practices as stated in the school ICT Policy and acceptable user agreements

## 5. Safeguarding

- Refer to the Safeguarding and Child Protection Policy
- Use of CPOMS to report concerns

## 6. Monitoring arrangements

This policy will be reviewed annually. At every review, it will be approved by the curriculum committee.

## 7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy [insert if relevant:] 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

Oxford Diocesan Schools Trust (ODST)

Registered Office: Church House Oxford, Langford Locks, Kidlington, Oxford, OX5 1GF

Oxford Diocesan Schools Trust is a private company limited by guarantee, registered in England (No. 08143249), and is an exempt charity.

## APPENDIX A -TIMETABLES FOR FULL BUBBLE CLOSURE

A COMBINATION OF FIVE LEARNING TASKS OR LESSONS WILL BE SET EACH DAY. THE LENGTH OF TIME EXPECTED TO COMPLETE THE TASKS WILL BE AGE DEPENDENT (FOR EXAMPLE, AN EARLY YEARS OR Y1 LITERACY ACTIVITY WILL BE SHORTER THAN A KS2 LITERACY TASK)

TIMINGS BELOW ARE FOR USE FOR LIVE LESSONS BUT PRE-SET TASKS CAN BE COMPLETED IN ANY ORDER AND WITHIN A TIME FRAME THAT SUITS YOUR FAMILY.

WHEN USING LIVE LESSONS TEACHERS WILL CONFIRM THE TIMING OF THE LIVE LESSON

	<b>9:15</b>	<b>10:15</b>	<b>11:15</b>	<b>1:15</b>	<b>2:15</b>	<b>2:45</b>
NURSERY	ACTIVE LEARNING		STORY TIME+ PHONICS			
RECEPTION	PHONICS	LITERACY	MATHS	OTHER AREAS OF LEARNING	STORY TIME	
YEAR 1	PHONICS	LITERACY	MATHS	TOPIC	TOPIC	STORY TIME
YEAR 2	PHONICS	LITERACY	MATHS	TOPIC	TOPIC	STORY TIME
	<b>9:00</b>	<b>10:00</b>	<b>11:00</b>	<b>1:00</b>	<b>2:00</b>	<b>3:00</b>
YEAR 3	SPAG	LITERACY	MATHS	TOPIC	TOPIC	STORY TIME
YEAR 4	SPAG	LITERACY	MATHS	TOPIC	TOPIC	STORY TIME
	<b>8:45</b>	<b>9:45</b>	<b>10:45</b>	<b>11:45</b>	<b>1:45</b>	<b>3:15</b>
YEAR 5	SPAG	LITERACY	MATHS	TOPIC	TOPIC	STORY TIME
YEAR 6	SPAG	LITERACY	MATHS	TOPIC	TOPIC	STORY TIME