

St Patrick's Catholic Primary School

# Remote Learning Policy



Approved: November 2020  
Date of next review: November 2023

# 1. Aims

This Remote Learning Policy aims to:

- Clarify the nature and operation of remote learning.
- Outline the school's approach to remote learning for statutory-aged pupils who are not able to attend school, due to self-isolation or restrictions linked to coronavirus.
- Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work.
- Ensure that remote learning is ready to be provided as soon as it becomes necessary.
- Provide consistency in the approach to remote learning for all pupils, including those with SEND, using quality online and offline resources.
- Provide clear expectations for members of the school community with regards to delivering high quality interactive remote learning.
- Ensure that the school continues to deliver a high quality, broad curriculum and support pupils' well-being and learning needs.
- Check that pupils learn new facts and concepts, as well as reinforcing prior learning.
- Ensure that pupils engage in learning they would have completed had they been in school as normal.
- Check that online tools are used effectively to enable appropriate interaction with pupils, the assessment of their work and the provision of feedback.
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are implemented.
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources.
- Ensure that pupils who lack any necessary equipment have this sourced for them.

# 2. Who is this policy applicable to?

All members of the school community and especially pupils who are absent from school for whatever reason.

# 3. Definition of Remote Learning

Remote learning is the process of teaching and learning performed at a distance. Rather than having pupils and teachers coming together in person, remote learning means that pupils are distanced from their teacher and their peers. Effective remote learning attempts to provide an experience as close to the classroom environment as possible, when the pupil and teacher are in two different places. Technically, no technology is required for remote learning to take place, nor does remote learning have to take place online.

# 4. Provision of Remote Education (England)- Temporary Continuity Direction

The Provision of Remote Education (England) - Temporary Continuity Direction came into effect on 22 October 2020 and places a legal duty on schools in England to provide remote education for statutory school-aged children who are unable to attend school due to coronavirus. This includes where:

- a class, group of pupils or individual pupils need to self-isolate, or
- there are local or national restrictions requiring pupils to stay at home.

Schools must ensure that access to remote education is in place as soon as either of the above situations occurs. Remote education must be provided to pupils who are of compulsory school age and pupils who are below compulsory school age but who would usually be taught in a class with compulsory school aged children (most commonly in a reception class).

The DfE Guidance states:

'In the event that a student cannot attend class as a result of the coronavirus outbreak, ministers have made it clear that schools are required to ensure that they have "immediate" access to remote learning. According to the government guidance on opening schools, last updated on 1 October, where a pupil is unable to attend school because they are complying with clinical or public health advice, "we expect schools to be able to immediately offer them access to remote education". On 30 September, the government used temporary continuity direction powers which will place an obligation on schools to provide swift access to remote education if pupils can't make it into school because of the pandemic. These powers came into effect on 22 October, and the DfE says.

- This provision should start from the first full school day a child has to remain at home.

- Schools may consider different forms of remote education such as printed resources or textbooks, supplemented with other forms of communication to keep pupils on track or answer questions about work.
- Neither the direction nor the expectations set out in guidance require the live-streaming of lessons.
- If some pupils do not have access to devices, schools can distribute school-owned laptops accompanied by a user agreement or contract. They can also remind pupils that access is also possible through large-screen smartphones. Additionally, textbooks can be used at home to provide a structure to learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
- When teaching pupils remotely, the DfE expects schools to plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.
- The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupil's special educational needs remains in place. Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.
- Schools will be signposted to the remote education support package and encouraged to access these resources. Regional schools' commissioners (RSCs) can also take supportive measures to help schools in their region with remote education.'

## 5. Good Practice

The DfE has very recently published a guide to good practice in remote learning. The salient points include:

- The period since 23 March 2020 has been one of great innovation in remote learning.
- This has enabled students to continue to learn and progress and mitigate any widening of the gap for the disadvantaged.
- A carefully sequenced curriculum is necessary so that remote learning has a clear role.
- Effectiveness of remote learning is determined by many of the same factors that determine the effectiveness of live classroom teaching, such as: ensuring pupils receive clear explanations; supporting growth in confidence with new material through scaffolded practice; application of new knowledge and skills; enabling pupils to receive feedback on how to progress.
- Where remote learning can recreate interaction seen in the best live classrooms, teaching is likely to be more supportive, support pupil motivation and lead to better progress.
- Access to appropriate devices and connectivity is essential for technology-led approaches to remote learning and thus it may be useful for school to: maintain an up-to-date record of which pupils and families do not have device or internet access; provide laptops and chargers to identified families with usage or loan agreements; ensure full engagement with the DfE Get help with technology programme.
- Interactive platform such as Google Classrooms is increasingly popular in creating virtual classes by drawing information from school's Management Information Systems, enabling a single point of access for all lessons and resources and allowing teachers to host both live and recorded explanations and lessons.
- This platform can be enhanced by using applications which allow for easy video recording of teaching, explaining and questioning – tests and quizzes are easily available.
- Textbooks can be issued to pupils to complement and support lessons.
- Recorded lessons can be accessed later by pupils and teachers can rate progress and adapt future learning.
- This platform can be also used for assemblies, professional development and whole staff briefings.
- Frequent contact between teacher and pupil is crucial in remote learning.
- Continuing to teach most or all of the normal planned curriculum is important – video demonstrations can often help with more practical work.
- It is important to use school email addresses. Groups can be set up to streamline communication.
- More interactive, teacher-led approaches tend to work better than lengthy open-ended projects and research.
- School-owned laptops can be distributed with a user agreement or contract.
- Pupils can submit work through a variety of methods such as using multi-functional remote platform.
- School should monitor pupil engagement in remote learning – participation and motivation levels and feedback to pupils and parents.
- Assessing pupil progress can be managed through tests and quizzes pre and post lesson.
- Very young pupils should be engaged in early reading work and parents informed of the most effective ways of working with their children.
- Pupils with SEND may need specific individualised planning – support of adults in the home will be significant.
- The Oak National Academy delivers a sequenced curriculum, with some elements of choice, which can be used by school as the main remote provision or to complement provision.
- Good communication between parents and school is vital and could involve group seminars.

## 6. Waltham Forest LA expectations

It is envisaged in Waltham Forest that remote learning will typically be delivered to the same groups that would normally receive teaching and learning, i.e. it will not give rise to a shift to small group or individualised learning. Waltham Forest is committed to ensuring the highest quality learning experience for all children and young people, be it through childcare, early learning, primary and secondary schools, post-16 provision and into adult learning. Children and young people will be healthy, safe and successful in all settings.

## 7. Remote learning for individual pupils

Assuming an absence has been agreed with the school, and the pupil is healthy enough to work from home, the school will provide work for pupils who are unable to attend in person. If this occurs for an individual pupil, the collation of work and communication with the parent will be coordinated by the teacher through the school's office. The pupil's teacher will use a specially set up online Google G-Suite Classroom to make work available to the pupil. If there are any issues with the compilation of work, teachers should liaise with the relevant Phase Leader or the school's IT technician. Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent would be once per week. Work will only be provided to pupils in this way if there is an agreed absence lasting more than three working days. If a significant number of pupils are absent from school, but the school remains open, the Headteacher will decide whether the method of remote learning operated will take the form outlined here, or as outlined below.

## 8. Remote learning in the event of extended school closure

In the event of an extended school closure, the school will provide continuity of education in the following ways:

- Regular direct teaching from teachers, with the ability of pupils to ask questions online (via the G-Suite Classroom messaging tool)
- The setting of work that pupils complete with written responses (if relevant) completed electronically
- The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided

Pupils and teachers are expected to have access to the internet whilst at home. Teachers will be provided with school laptops upon request. The school recognises that many families may not have home printers and will therefore not require the printing of essential material. The platforms the school will use to deliver continuity of education is [Google Classroom](#).

Access to this platform is via a pupil's login; if pupils have difficulty with logging in, parents should contact the school. The message will be passed on to the school's IT technician who will check the account for problems. The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both pupils and teachers to participate in remote learning. For shorter closures, for example, teachers may set work for submission in person once the school has reopened. For longer closures, teachers would make more use of live sessions (see specific guidance below and appendix) and electronic assessment. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

## 9. Support for pupils with SEND, EAL and other specific learning enhancement needs

Teachers should ensure that work is accessible for all learners when setting online tasks. Profiles are available for SEND pupils and advice can be sought from SENCo. In addition, the safeguarding team will maintain contact with pupils on their lists requiring regular support, by email or phone with parents/pupils and feedback to teachers if required.

## 10. Pastoral care during a school closure

In event of a school closure, the primary responsibility for the pastoral care of a pupil rests with their parents or carers. However, class teachers should check in regularly with their pupils to monitor both academic progress and their general wellbeing. Class teachers will be expected to pass on feedback to Phase Leaders, particularly if there are concerns or a lack of communication or participation in learning from home. Keeping in touch with pupils who aren't in school and their parents – cover details like:

- Communication received from parents and pupils are to be checked between 9am and 3pm, Mon- Fri. Emails must be replied to within 48hrs. Only send replies between these times. Class teacher, year group partner, Phase Leader or DHT can respond to year group enquiries.
- Any issues that are received are to be dealt with professionally by the class teacher. Formal written communication should be checked by the Headteacher before it is sent to the parents. If necessary, teachers should contact the Phase Leader or a member of SLT for advice
- Teachers need to attempt to make contact with each pupil in their class at least once every two weeks via telephone call when in school or from a withheld number. This is in addition to the regular contacts with the families by school support and admin staff. Within 24hrs of any concern raised related to learning online, teachers should follow them up on any concerns where children find it difficult to access learning online and make a record of all contacts with parents and follow up with any relevant actions. Examples of notes: 'Telephoned Mum. Offered support during home learning. I spoke with child who is getting on well. No concerns.' If there is a safeguarding concern, alert the DSL.

Communication should be polite and encouraging. Teachers must adhere to the expectations of professionalism required of them and not give out any personal details. Any concerns should be forwarded to the Phase Leader or a member of SLT who may choose to contact the parents directly.

## 11. Approaches to Learning: Our Principles

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Previous remote learning will inform planning.
- Pupils will study a broad range of subjects, including all aspects of the National Curriculum.
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning.
- Those who cannot attend school will access similar learning to that which their peers or bubble are completing within school wherever possible.
- Activities will be varied and not solely consist of 'screen time'; for example practical research activities, reading real books, home-based problem-solving.
- Teachers will have access to a wide variety of resources to share remotely, such as The Oak National Academy, Google Classrooms etc.
- Staff must have the training they need to provide online learning safely, including regular updates, whole school INSET, individual advice and guidance.
- Teachers will communicate the purpose of activities and their success criteria for pupils, by sharing learning objectives and anticipated outcomes, as appropriate.
- Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working, by blending their learning and experiencing a wide range of learning styles.
- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families by ensuring full engagement in activities and programmes.
- COVID catch-up funding will be used effectively to support pupils to progress along with their peers and not fall behind.
- Staff workload will be managed by senior leaders.
- Leaders will measure pupil engagement in remote learning by various means and use this information to review the format and delivery of provision and make changes as necessary.

## 12. Resources

Resources to deliver Remote Learning within our school may include online tools/school subscriptions: e.g. Google Classrooms, Busy Things, J2E, Mathletics, Reading Eggs, Smartick. Other resources include:

- Use of video and / or audio for exploring aspects across the curriculum.
- Printed learning packs to supplement remote learning and ensure participation.
- Books and other physical learning materials to ensure a wide range of learning styles is undertaken.
- Information for parents on remote education and their role within this.
- Staff CPD on various aspects of remote learning.

## 13. Working with Parents

Our school is committed to working in close partnership with families, and providing remote learning in different ways, including when that is necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND).

We will provide guidance to parents on how to use remote learning to support and guide their children. Resources will be shared with pupils and parents through a range of methods.

We would encourage parents to support their children's work and to establish a regular routine based around the school day wherever possible.

Should parents be unable to access online work for any reason, they should contact the school so that other arrangements can be made.

School has an Acceptable Use Policy (AUP) to reflect expectations and boundaries.

Children and parents are also to sign and implement the Remote Learning Home school agreement.

Communication between families and the school will continue to follow the school policies and protocols. The School will attempt to respond promptly to requests for support from families at home by effective communication and updates.

## 14. Roles and responsibilities

Any complaints or concerns shared by parents or pupils should be reported to the school in line with the complaints policy, which initially seeks to resolve issues informally. Any safeguarding concerns, should be dealt with immediately following the Safeguarding Policy: Remote Learning Addendum <https://www.st-patricks.waltham.sch.uk/school-policies/>

Staff who are required to self-isolate are expected to continue to undertake their working duties wherever possible.

Keeping in touch with pupils who are not in school and their parents:

- If there is a concern around the level of a pupil's engagement, the teacher should discuss this with senior colleagues.
- Everyone should follow the school policies and protocols with regard to communication.

In the event of a school closure, pupils, parents and teachers are reminded that the school's Safeguarding Policy still applies to all interactions between pupils and teachers. Specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. Any questions or concerns about safeguarding should continue to be raised to the school's Designated Safeguarding Lead T. Mullett or any deputy DSL.

In addition to the online safety resources available on the school website, online line safety curriculum can be followed at [thinkuknow website](#). The page has been created to support parents during COVID-19 and the closure of schools.

### Senior/ Middle/Subject Leaders

Alongside any teaching responsibilities, senior/middle/subject leaders may also be responsible for:

- Adapting schemes of learning so that teachers are aware of how the intended key components can be taught remotely.
- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement.
- Leading virtual meetings to ensure consistency across the year/subject,
- Overseeing the quality and effectiveness of remote learning through a range of means.
- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning.
- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance in this respect.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

### Phase and Subject Leaders

Alongside their teaching responsibilities, Phase and Subject Leaders are responsible for:

- Considering whether any aspects of teaching and learning or the subject curriculum need to change to accommodate remote learning
- Supporting teachers 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 or phase and following up any inconsistencies in the expectations set for the provision
- Alerting teachers to resources they can use to teach remotely

## Senior Leaders

Alongside any other responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school:
  - DHT for all classes
  - SENCo for SEND children
- Monitoring the effectiveness of remote learning through regular meetings with teachers, phase 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

## Teachers

Teachers will be provided with the necessary training on how to use the platforms chosen to deliver any online learning.

Teachers unable to work for any reason during this time should contact the school.

When providing remote learning, teachers may also be responsible for:

- Setting work:
  - Teachers will set work for the pupils in their classes appropriately to equate for a full day of learning.
  - Teachers will set work using Google Classroom or other means.
  - Daily English and mathematics work and one other subject may be appropriate for some classes.
  - Teachers will ensure that pupils have the opportunity to learn new facts and concepts, as well as reinforcing prior learning.
  - Teachers will do what they reasonably can to ensure that pupils engage in learning they would have completed had they been in school as normal.

When providing remote learning, teachers must be available during their contracted time between 9:00am and 3:00pm Mon-Fri, excluding their dedicated non-contact time e.g. PPA or Leadership time. It is not expected that the teachers will spend all this time online.

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.

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request a school device. If there are IT related issues while remote working, teachers can contact the IT Support (M. Lawrence) via email during his agreed working times and days. The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. In order that we are providing a consistent approach, DHT, Phase and Subject Leaders are responsible for overseeing the nature and frequency of tasks set and assessed within their subject areas. All teachers should pay due care to the nature of tasks set, so that pupils have a range of activities to complete at home and are not exclusively working on a screen. DHT, Phase and Subject Leaders will monitor this weekly. Teachers are responsible for providing constructive feedback to their pupils in a timely manner. Subject Leaders are responsible for overseeing the form and regularity of feedback, and will liaise with Phase Leaders and Deputy Head to ensure quality and consistency. In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the Phase Leader to ensure work is set to her/his classes (normally it will be done by the parallel class teacher in the year group). Note that illness in these cases will be treated as normal with back to work discussions conducted remotely if required.

Teachers are expected to:

- Plan and deliver lessons (in consultation with the Deputy Head for any audio/video links)
- Respond to reasonable amounts of communication from pupils, parents and school
- Plan and set tasks for their pupils
- Be able to set and mark assessed work promptly, in line with school policies, returning it to pupils electronically (or after the period of remote working for written and project work)
- Follow up on pupils who regularly do not complete the set tasks or participate in online learning

Teachers should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialling 141 before the number will ensure the teacher's own number is kept anonymous). If contact is deemed excessive the Phase Leader will be able to support and, if necessary, escalate to SLT. If parents ask for additional work beyond that set as part of the requirements above, teachers should have a bank of links to general resources available on their online classroom pages, such as interactive websites and support activities, and direct pupils and parents to them. In order to ensure teachers are able to perform the minimum expectations outlined above, the school will provide a range of training opportunities that teachers should access to before any planned school closure. Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult their Phase Leaders or the DHT. Google video tutorials on how to use many Google Classroom tools are a useful source of training – simply search for the required tutorial. Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, pupils and parents (the latter two via the Google Classroom only). Teachers also should ensure their communication with pupils does not encourage unhelpful work habits. All communication should take place during usual school hours, with no expectation for colleagues to read or respond to emails after 4pm, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Communication must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are (please also see appendix regarding live links):

- Email, using school email addresses only
- Google Classroom

See more information on the [GDPR and remote learning](#).

### The setting of tasks

Teachers will provide work broadly in line with class timetables through the school's Virtual Learning Environment, Google Classroom. Teaching and tasks will be offered in accordance with the existing school curriculum; tasks will be designed to allow pupils to progress at the same pace as if they were in school, where possible. We acknowledge that remote learning will require pupils and teachers to take a different approach to working through content, but the set tasks should ensure the pace of content coverage is as close as possible to in-school teaching, helping children to make good progress in their learning. The nature of tasks set should allow pupils to learn independently, without the specific support of an adult at home. Unless there is a good reason not to, tasks will be set for individual classes. The type of tasks set will vary between subjects, but examples of appropriate tasks might include:

- Reading and noting new material from a common subject area textbook or electronic resource
- Working through subject-specific presentations or worksheets provided by the subject area
- Watching a relevant video resource and making notes on it
- Completing a listening exercise (e.g. in languages)
- Written responses to prompt questions, story extracts etc.
- Completion of practice questions or past test papers, particularly for those in examination years
- Working through relevant exercises offered by external providers

It is the responsibility of teachers and pupils to ensure they know how to use the VLE functionality effectively (separate guidance is made available).



## Live sessions

In addition to the regular online lessons and feedback, teachers may deliver content in a 'live' manner (by online classroom commentary, audio and/or visual means). The expectation of teachers to carry out live sessions is only during the prolonged periods of total school closures. Our VLE platform allows for learning resources to be shared with pupils. Teachers can provide explanation and pupils can ask questions in 'real-time'. Pupils will be provided with details of the sessions, and will be expected to participate in them if they are asked and able to. Live sessions can be particularly helpful as they can facilitate simultaneous communication, with pupils able to respond to teachers' questions (and ask them) via the conversation functionality. In a live session, there is no need for teachers or pupils to broadcast audio or video, as the messaging (conversation) function is adequate. Teachers who wish to use the audio/video functions must follow GDPR protocols and inform the Deputy Headteacher in advance of setting up sessions (see also Appendix below). During the live video or audio sessions, parents are expected to be in the room with the child.

## Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to pupils on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning. Assessed work will be set with clear due dates given to pupils for completion, thereby helping pupils to organise their time. Teachers should follow up on the work not submitted by pupils. Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are asked to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work –this is an effective way of providing feedback, supported by findings from educational research
- Using the comments on online documents in Google Classroom
- Providing feedback directly on the submitted work
- Sending a direct message to pupils with specific feedback and targets
- Recording oral feedback and sharing an audio file with individual pupils or the class
- Automatic marking and scoring by the computer - when teachers create assignments for pupils to complete through a tailor-made quiz (containing either multiple choice or extended answers)

## Teaching Support Staff

Teaching support staff must be available during their usual 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.

During the school day, teaching support staff must complete reasonable tasks as directed by a member of their line manager. The following tasks/roles are examples:

- Working in other areas of the school as directed.
- Assisting the class teacher with supporting pupils.
- Preparing home learning resources.
- Undertake remote and/or online CPD training.
- Attend virtual meetings with colleagues.
- Completion of work reasonably identified that accords with school improvement priorities.

Support staff must be available during their contracted time between 9am – 3pm, Mon to Fri. During this time, they are expected to check work emails and be available to carry out any reasonable tasks, e.g. contact the families, carry out administrative tasks, assist pupils with remote learning. They must be available to attend school during their contracted hours when called upon. 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.

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## Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding Policy - Remote Learning Addendum.

## SENCo

The SENCo is responsible for managing and dealing with all inclusion concerns.

## Pupils and parents

Subject to accessibility staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching support staff
- Alert teachers if they are not able to complete work

Staff can expect parents with children learning remotely to:

- Wherever possible, maintain a regular and familiar routine, using model timetable provided by the school to support this.
- Support their children in their reading as far as they are able, so that they continue to read their home reading book or access online reading resources.
- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus.
- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered.
- Seek help from the school if they need it, contacting the school through agreed communication methods.
- Be respectful when raising any concerns or making any complaints staff.

## Governing Body

The governing body is responsible for:

- Monitoring the school's approach to providing remote learning to ensure standards are high.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

## 15. Personal Data

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary to fulfil the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online and should speak to their line manager if they are unsure. Teachers and teaching support staff should not store pupils' personal data on their own electronic devices.

## 16. Privacy & General Data Protection Regulation Compliance

All members of the school community, including parents and carers are reminded that:

- It is prohibited to share documents and/or communication that are exclusive to the school with outsiders or third parties.
- Staff must only use the school platform accounts during the school day.
- It is prohibited to take screenshots of, or record any of the e-resources used.
- The school, pupils and parents will handle privacy issues responsibly.

Please note that any remote working methods should adhere to GDPR guidelines. In most cases remote working via shared documents and the tasks will give you plenty of flexibility. However, you must use your own account to access Google Classroom. When you are setting learning techniques, uploading videos or video conferencing, please ensure your background is blurred or neutral. Live video links can be particularly useful for staff meetings and young children, where spoken explanations are better than written ones. It is possible for teachers to record videos and this is required, both for possible future reuse and to demonstrate safe working practice if needed. Pupils must not activate their webcams when at home during live sessions with the teacher. They may use audio to ask questions or discuss learning with the teacher. Pupils can also be prevented from posting comments and

this function must also be selected during the live video sessions. Before attempting any audio/video live links teachers must speak to the Deputy Head. Communicating via live text (e.g. messaging tool) does not require specific permission, however, and can be a good way to keep in touch with classes. Teachers must not set up or join social media groups for school use with pupils (such as WhatsApp etc.). If you need to use any apps or materials that fall outside the available ones, please ensure you have discussed with DHT. Any possible GDPR queries should be resolved with SBM.

## 17. Keeping Devices Secure

Where staff members have devices provided to them by the school, they will take appropriate steps to ensure their devices remain secure. This includes but is not limited to:

- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper- and lower-case letters, numbers and special characters.
- Ensuring the hard drive is encrypted, so that if the device is lost or stolen, the files on the hard drive cannot be accessed by attaching it to a new device.
- Making sure the device locks automatically if left inactive for a period of time.
- Not allowing family or friends to use the device.
- Storing the device securely to avoid theft.
- Ensuring that anti-virus and anti-spyware software is up to date.
- Installing updates to ensure that the operating system remains up to date.

These tips are based on an article on the GDPR and remote learning. Talk to our data protection officer H. Walsh or IT Support M. Lawrence for more help if you need any additional specific support.

## 18. Safeguarding

Staff should ensure that all safeguarding concerns are reported immediately to a safeguarding officer. If you are unable to contact someone and it is an urgent matter, speak to a member of the senior leadership team.

All safeguarding policies and procedures continue to apply., alongside the Safeguarding Policy - Remote Learning Addendum.

Please follow the guidance that you were given during the annual update training.

Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.

## 19. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – contact to the relevant phase or subject lead or SENCo
- Issues with behaviour – talk to the relevant phase leader or SENCo
- Issues with IT – contact M. Lawrence
- Issues with their own workload or wellbeing – talk to M. Fahey or their line manager
- Concerns about data protection – talk to the data protection officer H. Walsh
- Concerns about safeguarding – talk to the DSL

## 20. Expectations of staff during online meetings

When attending virtual meetings all staff should follow expected professional standards in relation to:

- Dress code
- Location, e.g. avoid noisy areas, nothing inappropriate in the background

## 21. Links with other policies and development plans

This policy is linked to our:

- Safeguarding policy
- Behaviour policy
- Data protection policy and privacy notices
- Acceptable use agreement
- Home School Agreement