



Goldfield Infants' and Nursery School

Remote Learning Policy

Committee	Learning Matters
Next Review	Autumn 2024
Duration	2 year

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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
- Reflect the school's commitment to the UN Conventions of the rights of the child specifically article 28,29 and 31

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 9.00am and 3.00pm. 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. If this has an impact upon the completion of any work required arrangements must be made with Year group partner or SLT to ensure work is completed.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Creating a weekly timetable of work for their year group in liaison with year group partners. This should feature daily lessons in English and mathematics (reflecting plans in place for this period in the classroom) and include subjects from across the curriculum throughout the week.
 - There is an expectation that practical activities, which support creativity and the practicing of skills (such as handwriting and scissor control) will be included, facilitating the needs of our young children.
 - Reading will be given high priority.
 - Work should be set incorporating video lessons, purple mash, emailed timetables and worksheets and other online resources. In the event of a class lockdown it will not be possible to deliver paper copies as the teaching team will also be isolating and the rest of the school will be operating as usual.

- An email will be sent to parents on the first day of a class self-isolating detailing a choice of activities from suggested providers (e.g. BBC Bitesize and the Oak Academy) and practical tasks/lessons for that day. From the second day full planning will be sent via email by 9.00am each day for the children to complete at home.
- If a child is self-isolating or required to quarantine following a holiday abroad, and the rest of their class are in school, work/activities will be provided by email. Parents will be told when they ring the office on the first day that class teachers will be in touch, allowing the first day to prepare. Where possible these activities should reflect learning in class over the two weeks and can include ideas for online learning e.g. Purple Mash, BBC Bitesize, Oak Academy and other websites that would support the practice of skills. As with plans for a full class self-isolating the parents will receive work by 9.00am the next morning.
- Parents will be given instructions, passwords etc to support them in using online resources such as Purple Mash with their child
- Year group teams will work together to provide a rich curriculum. Year group partners and SLT will offer support should the teacher of the class isolating be taken ill with COVID-19 themselves
- Explore alternative formats for setting work through remote learning, adding to Goldfield's toolkit, including the use of platforms such as Google Classroom.
- If a family does not have access to an ipad, laptop or PC individual arrangements will be made to enable the child to access class activities.

➤ Providing feedback on work:

- Parents will be able to send completed work to class email addresses
- Teaching staff will respond via the email or using stamps and activities on Purple Mash which will alert families when a task has been posted
- Parents will be expected to send completed work, or photographs of activities/tasks by email daily for teachers to provide feedback.

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

- Parents and pupils will receive information through the class email accounts, the website and school emails and texting service (via School Comms).
- Teachers are not expected to respond to emails outside the hours of 9.00am and 3.00pm
- If teachers receive any concerns or complaints, including safeguarding issues they should contact the Headteacher, DSL or SLT for support.
- Parents will be sent information setting out expectations for the completion of work.

➤ Attending virtual meetings with staff, parents and pupils:

- Parents will be issued with a written protocol around the use of ZOOM, TEAMS and other virtual systems.
- Private locations will be selected for virtual meeting to ensure confidentiality

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their 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 supporting teachers by completing tasks as directed, including:

- **EYFS** – Printing photos from observation to be annotated, compiling Learning Journals and responding to emails from their Key Worker Groups
- **Key Stage 1** – Researching interventions for specific children, completing individual assessments, creating resources, contributing to planning and preparation online

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. Ensuring the website is updated with any changes, providing accurate information to support parents.
- 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 support the teaching of 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 – reviewing planning, participation and lessons set remotely
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for:

Maintaining contact, collating and ensuring information is passed on and responding to any concerns.

See the COVID-19 amendments to the Child Protection Policy.

2.6 IT staff

Interm are employed to support the schools IT/computing systems, alongside the schools subject leader for computing and SLT. They are responsible for:

- Maintaining and repairing systems used to set and collect work, addressing any issues as they arise
- 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:

- Complete work set by teachers and engage in feedback
- Take ownership regarding home learning demonstrating commitment and independence.

Seek help from parents and class teachers where needed to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise unable to 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

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 the relevant subject lead or SENCO
- Issues with behaviour – talk to SLT or Headteacher
- Issues with IT – talk to Interm or email our helpdesk (helpdesk@goldfield.herts.sch.uk)
- Issues with their own workload or wellbeing – talk to SLT or Headteacher
- 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:

- All staff have access to CPOMS to record any parental contact or concerns about children, accessed by a secure password and app code. This must be kept secure if using at home and logged off after use.
- Parents are able to access parental contact details
- Teachers should not use their personal mobile phones to contact parents
- School laptops and iPads are the preferred devices to be used when accessing any personal information regarding pupils.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and phone numbers 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)
- 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

Please see the COVID-19 amendments to the Child Protection Policy

6. Monitoring arrangements

This policy will be reviewed and updated as changes to Government and DfE guidance are received. At every review, it will be approved by the Learning Matters committee of the Governing Body.

7. Links with other policies

This policy is linked to our:

- Behaviour Policy
- Child Protection Policy (including COVID-19 amendment).
- Data Protection Policy and privacy notices
- Home-school agreement
- Internet acceptable use policy
- Online safety policy