Madron Daniel C of E school
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Remote Learning Policy Spring 2021

An Baya
TOGETHER WE CAN MAKE A DIFFERENCE

Approved by:	**Date:** 25/1/21
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St Mary's C of E school
LEARNING WITH HOPE

Contents

This policy links with our school aim of:

- **Educating for Wisdom, Knowledge and Skills** by following a broad and balanced curriculum that stimulates a sense of curiosity and excitement about the world whilst developing the full potential of all children.

1. Aims

This remote learning policy for aims to:

Ensure consistency in the approach to remote learning for pupils who are not in school and for those Key worker/vulnerable groups who are in school.

Set out expectations for all members of the school community with regards to remote learning

Provide appropriate guidelines for data protection.

Guide parents and carers about what the school will offer for remote learning.

2. Roles and responsibilities

The head teacher, Hilary Tyreman is responsible for ensuring that the school maintain high quality remote learning, the curriculum offered is broad and balanced, mirroring the curriculum offered when learning is face to face. She is also responsible for ensuring that Madron Daniel C of E School's Remote Learning offer is in line with current DFE expectations.

The Remote Education Leader is Hilary Tyreman, supported by Daniel King (St. Mary's) for technical issues

The remote learning leaders are::

- responsible for ensuring that children can access remote learning and will be available to answer any problems with technical issues and keeping up to date with DFE guidance

- responsible for assisting with co-ordinating and monitoring the quality of remote learning across the school.

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The SENDCo, Emma Hope, is responsible for

- ensuring that children with additional needs have accessible remote learning

At Madron Daniel C of E school we use the Microsoft Teams platform for our remote learning. This is referred to as TEAMs throughout this document.

2.1 Teachers

When providing remote learning, teachers must be available between 9am to 3:15pm.

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

- o Setting work for all pupils in their class, differentiating where appropriate or necessary.
- o Setting a range of curriculum subjects, which are linked to the Madron Daniel's curriculum overviews.
- o Setting a minimum amount of work each day (3hours for KS1 and 4 hours for KS2)
- o Setting assignments before 9am each day, using the Teams platform.
- o Coordinating with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.

Providing feedback on work

- o Feedback to encourage and sustain engagement as appropriate and at teachers' discretion
- o Reading comprehension feedback will involve marking work submitted .
- o English will be 'marked' by teachers with feedback to individual children with next steps as appropriate. This is for writing assignments.
- o Maths – answers to White Rose worksheets will be posted at the end of the day with opportunities for children to contact the class teacher if they are concerns. Teachers will also address misconceptions with children when viewing the work submitted.

Keeping in touch with pupils who are not in school and their families

- o Regularly check Insights for pupil activity and submission of assignments on Teams.
- o Respond to emails/ messages from parents, where possible, and only within school hours.
- o Respond to messages from children, on Teams, where possible only within school hours.
- o Meet with their class, at least once a week, to support wellbeing, retain a sense of community and discuss any concerns or issues.
- o Make contact with parents as outlined below, ensuring children are engage in learning

  We have a staged approach to checking on engagement.

  **1st day – No evidence of engagement, monitor closely
  2nd day – Email parent if there is no engagement by midday
  3rd day – If still no engagement phone call to parent
  4th day – If is still no engagement home visit
  5th day – If there is still no engagement log as a safeguarding concern
  on My Concern, our digital platform for recording safeguarding concerns**

Attending virtual meetings with staff, parents and pupils:

- o Staff should be professionally dressed.

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- o Preferably these meetings should be conducted in school.
- o Staff should be in a quiet room in their house with no other person in the room.
- o Staff should be wearing headphones if the conversation in confidential or contains sensitive data.

2.2 Teaching assistants

When assisting with remote learning, in school, teaching assistants must be available between school hours to assist with in school provision for Key worker and vulnerable groups

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 assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who are in school with their home learning, following work set by teachers.
- Setting up devices for children to access Teams.
- Ensuring the children complete their core learning activities and submit work to their teachers.

2.3 Remote Learning leader

The remote learning leader need to:

- Consider whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Work with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Monitor the remote work set by teachers in their subject – through monthly remote work moderation.
- Alert teachers to resources they can use to teach subjects remotely
- Co-ordinate the remote learning approach across the school
- Overall monitoring of the effectiveness of remote learning.

This will be through:

i) informal monitoring of daily posts on TEAMs,

ii) Regular meetings and discussions with teachers and subject leaders,

iii) Feedback from pupils and parents at least every half term

iv) Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL Hilary Tyreman is responsible for ensuring that the school continues to have a robust and rigourous approach to Child Protection for remote learning.

The Child Protection Policy has an addendum for Remote Learning. This is on our school website.

2.6 I.C.T Leader

The ICT leader (Dan King from St Mary's) working with ICT4 is responsible for:

- Helping staff and parents with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

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- Assisting pupils and parents with accessing the internet or devices
- Managing the loan of laptops to assist children with remote learning

2.7 Pupils and parents

Pupils need to be:

- 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

Parents and carers with children learning remotely need to:

- 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 staff
- Respect the need for staff well being by keeping their queries concerning remote learning between 8:30 -4:30pm

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 and day to day learning – Remote Learning Leader Hilary Tyreman supported by Daniel King

Issues with IT – Daniel King or ICT4

Issues with their own workload or wellbeing – Hilary Tyreman

Concerns about data protection – talk to the data protection officer Hilary Tyreman and Jonathon Jenkin (ICT4)

Concerns about safeguarding – Hilary Tyreman DSL or Sian Miles, DDSL.

4. Data protection

4.1 Accessing personal data

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

- Access the data through Office 365 and One Drive business.
- Only be using school encrypted laptops.

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4.2 Processing personal data

Staff members may need to collect and/or share personal data such as pupil's login details and passwords 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 – 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

- Updating antivirus when alerts receive

- Keeping operating systems up to date – updating laptops as requested

5. Safeguarding

All current Child Protection Policies and Addendum in place due to the current pandemic and ways of working are available on our school website.

6. Monitoring arrangements

This policy will be reviewed each year. At every review, it will be approved by the full governing body

7. Links with other policies

This policy is linked to our:

- Behaviour policy

- Child protection policy 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

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Our Remote Learning Offer at Madron Daniel (St Maddern's) of E Primary School:

- We are following the DFE guidelines and will be posting 3 hours a day for reception class and KS1 children and 4 hours a day for children in KS2, classes 3-6

All children
- As a Church of England school there will be a daily collective worship posted on line that is mirroring the collective worship in school. There is often a follow up activity with this which is a response to the assembly.

EYFS:
- We are sending out phonics, English, White Rose Maths and topic based activity .

KS1 :
- We are sending out phonics, English, White Rose Maths and topic activity following our usual timetable in school

KS2
- Class 2 send Reading, English grammar and writing tasks using Pobble, White Rose Maths, Maths fluency and a topic activity following the usual timetable in school

All Key stages
- There will be a weekly RE lesson. This has a strong place in our Remote Learning as we are a Church of England School.
- We will also use other resources for other areas of the curriculum including material from Oak Academy and BBC Bitesize.

In addition to this we will:
- Post links to physical activities for children at least 3 times a week
- Include activities for mental health and well being at least one a week
- Have a screen free afternoon on every week

'Live' meetings
- We aim for each class will have a 'live' class meeting each week. Your child's class teacher will let you know when this is going to take place and the protocols for this.

The school actively encourages and supports parents and carers to access learning on TEAMS and have been proactive in finding the barriers to remote access.

We acknowledge that a small number of parent/carers may find accessing TEAMs difficult and for these parents and carers we post some vidoes on facebook and set work which is collected from the school on Mondays and returned on Thursday with further work being collected on Friday for Thursday afternoon and Friday.
We will mark work that is returned and evidence of engagement with tasks is kept by the class teacher.