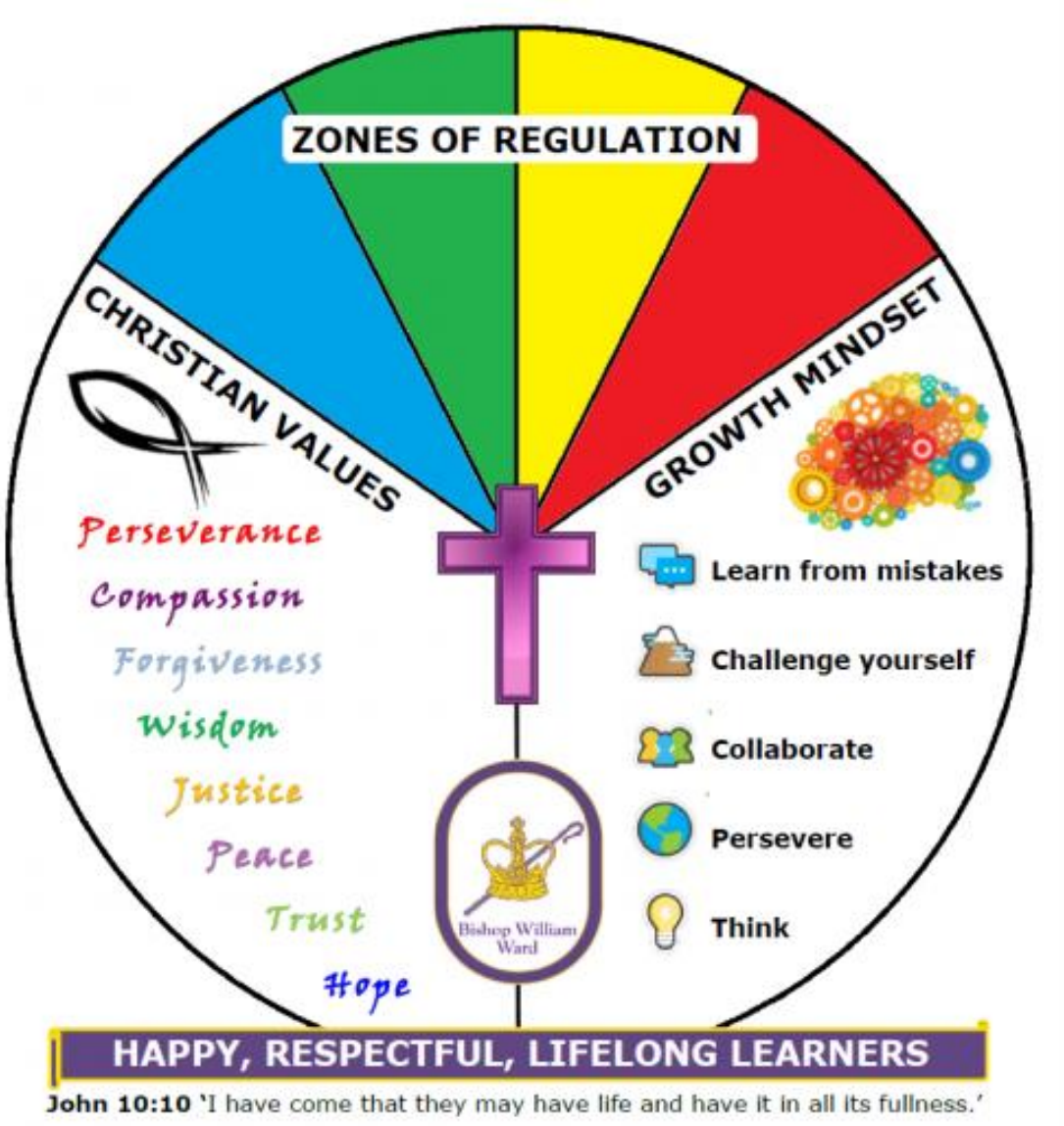


Bishop William Ward Remote Learning Policy

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This Remote Learning Policy has been put in place in case a class, or the whole school, needs to isolate at home for a period of two weeks or more. Where a child is at home for a short period of time (for example, when a sibling shows symptoms and is awaiting a test result) children have been given a pack of work relevant to their year group and parents can use Class Dojo to keep up with what happens in class.

1. Aims

This remote learning policy 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, teachers must be available between 9am and 3pm, with the exception of a lunch break from 12-1pm.

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

When providing remote learning, teachers are responsible for:

- Setting work:
    - Work to be set for the teacher's own class, unless providing cover for another class
    - Four lessons to be set each day, including Maths, English and two other lessons. In addition to this, extra activities, such as reading and times tables practice to be set.
    - Work to be posted on Class Dojo/Tapestry no later than 9am on the day it is due to be completed.
    - Work to consist of activities and tasks that can be viewed online or downloaded and printed. Where possible, avoid work that needs to be printed out. Online learning sites such as The Oak Academy and BBC websites to be used, along with school IT resources – Purple Mash and Times Tables Rock Stars.
    - Teachers to record short videos explaining the tasks. Where necessary, a modelled example to be shown so that pupils and children and parents have something to refer to.
    - Work should include details on how the task can be adapted to meet children's learning needs (for example a Maths sheet with

three different challenge levels or a piece of writing with a three-tiered success criteria).

- Providing feedback on work:
  - Pupils to post completed work on Class Dojo/Tapestry. Where possible, answers to be provided, so that children can mark their own learning. Parents to be told when an answer sheet has been given to ensure pupils only download this after completion of the task
  - Pupils to post work on Class Dojo/Tapestry and submit work on Purple Mash. Written feedback given as it would be done usually, using the messaging services on Class Dojo/Tapestry and Purple Mash.
  - Feedback to be given as soon as possible, in line with the school Feedback and Marking policy.
- Keeping in touch with pupils who aren't in school and their parents:
  - During the school day (9am-3pm) teachers to be available on Class Dojo/Tapestry to respond to questions. Class Dojo/Tapestry to be checked at least every half an hour, with the exception of a lunch break 12pm-1pm
  - In line with current expectations, Class Dojo/Tapestry only to be checked and responded to between 9am and 5pm on working days.
  - Any safeguarding concerns to be reported to the Designated Safeguarding Lead (see section 5).
  - If a pupil is not completing work, a message can be sent offering support or enquiring if everything is ok. If no solution is found, refer to the headteacher, who will contact the family to offer support.
- Attending virtual meetings with staff, parents and pupils:
  - If attending an online meeting with a parent or pupil, staff should adhere to the school expectations with regard to a dress code – smart, practical and professional.
  - If communicating with staff, parents, pupils or other professionals from home, staff to check the background of their screens to ensure nothing inappropriate will be seen (eg. washing, other family members, personal items that you would rather not share etc)
  - When recording introduction videos to the lessons, teachers to consider all of the above.

2.2 SENCO

The SENCO be available between 9am and 3pm (Tues – Fri), with the exception of a lunch break from 12-1pm. Teachers will be able to contact the SENCO via email if they have concerns about a child. The teacher will make the SENCO a member of their class if it is appropriate for the SENCO to contact the family via Class Dojo/Tapestry, or the SENCO might phone the family to offer support.

Where a more individualised curriculum is required, for example when a child has an EHCP, the SENCO will support the class teacher in planning this.

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
- Supporting teachers with advice around their subject area
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Headteacher

The headteacher will monitor the implementation of this policy by looking at use of Class Dojo/Tapestry and talking to staff, pupils and parents.

2.5 Computing Lead

The computing lead will work alongside the headteacher to ensure staff are prepared to deliver remote learning and that the systems are in place to deliver remote learning.

2.6 Other Staff

Support staff and teaching assistants might be asked to carry out elements of their work at home by their line manager or the headteacher, during their usual hours of work.

2.7 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, using the messaging service on Class Dojo/Tapestry

- 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, using the Class Dojo messaging function
- Be respectful when communicating staff

2.8 Governing body

The governing body 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
- Monitoring the impact on staff workload to ensure that expectations are reasonable and staff are supported by senior leaders.

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, SENCO or headteacher
- Issues with behaviour – talk to the headteacher
- Issues with IT – talk to the computing lead or headteacher
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the headteacher
- Concerns about safeguarding – talk to one of the designated safeguarding leads

4. Data protection

4.1 Accessing personal data

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

- Contact the school office via email (for example, if a phone number is required). When phone call has been made, the email can be deleted.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as parent email addresses 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
- Keeping operating systems up to date – always install the latest updates

5. Safeguarding

The child protection policy remains in place whether classes are learning in school or remotely. There is an appendix to be referred to with regard to remote learning.

Safeguarding should remain a top priority during times when a class is learning remotely.

6. Monitoring arrangements

This policy will be reviewed by the headteacher at least termly. Should a situation arise when remote learning becomes a regular occurrence or the main way in which children are taught, monitoring will become more frequent – at least fortnightly.

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
- Curriculum policy