

# Remote learning policy

## Perryfields Infant School



HELPING EACH OTHER TO LEARN AND GROW

Approved By	Date	Next Review Due
	28 <sup>th</sup> September 2020	Summer 2022

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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 continuity of learning and skills development
- › Provide appropriate guidelines for data protection

### 2. Roles and responsibilities

There is a need for Schools to ensure that pupils are able to continue their learning through online methods when they are outside the normal school environment. This distance learning will be offered to pupils in a secure and controlled manner through the applications and features of DB Primary and the school website providing a safe working environment for staff and pupils. The school is moving towards using the applications and features of the Microsoft Office 365 suite for staff communication.

This policy is intended to detail the controls and processes to access these platforms.

Remote learning, also referred to as blended learning, gives children who aren't in a physical location due to illness or school closure access to online training materials and the ability to communicate with their school staff from their own home through an internet based application. It does not have to be live lessons.

In Perryfields Infant School, we nurture every child's unique talents to enable them to flourish in a climate of high expectations and creativity. If children are unable to attend school due to closures but can continue their learning in the home environment, we are committed to providing remote learning opportunities to deliver a coherent range of curricular experiences. The policy outlined here reflects a clear commitment to reinforce skills and give pupils access to learning activities which will meet their needs, building upon prior learning.

Potential for the future:

Microsoft 365 has a wide-reaching bank of resources which can be utilised flexibly to enhance the school curriculum. Over recent times, a discussion has focused on the capacity to extend the use of Microsoft 365 into various other spheres. It is only within the exceptional circumstances we have experienced lately that this has been made a higher priority.

Moving forwards, it is anticipated that we may wish to utilise Microsoft Teams to hold virtual staff meetings and class assemblies. The benefits of this to school and staff include saving time, travel, increased capacity for networking and ability to allow for more flexible working and social distancing. One area not yet fully rolled out across the school is utilising Microsoft Teams for pupil/parents meetings. Due to the young age of the children, we would not anticipate live lessons taking place but the school does now have the capacity to have pre-recorded lessons or lesson starters available for pupils so parents could access them in their own time.

## 2.1 Teachers

When providing remote learning, teachers must be available between 8:30am and 3:30pm.

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 weekly work:

- For all year group children, with their parallel teacher, including children with additional needs
- To set weekly timetable plans and make them available on the school website
- To have all work for the next week saved on the website by 3pm on the Thursday before.
- To prepare any home packs required
- Work should be uploaded onto the school website and the remote learning platform DB Primary
- Teachers should co-ordinate with other year group teachers, including those teaching in school, to ensure consistency across the year and to make sure pupils with limited access to devices can still complete the work
- To set weekly spellings and to test
- To set daily phonics sessions
- To set daily literacy and maths lessons
- To set other curricular learning including PE

### › Providing feedback:

- To highlight which completed work you would like uploaded via DBPrimary (2 pieces), by when (give it a date) and to mark the work providing feedback (2 pieces a week)
- To provide feedback with comments via DB Primary
- To finish feedback on completed uploaded work in two days where possible

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

- To make regular weekly contact with all pupils via DB Primary (mail/blog). To make weekly/fortnightly phone calls to all pupils or via ZOOM meetings. Parents and children can contact teachers via DB Primary but are only expected to answer the emails during working hours 8.30am – 3.30pm. Parent/pupil emails should be responded to within 2 working days (depending on the volume of emails). All calls and concerns to be recorded on TEAMS.
- Any complaints or concerns shared by parents and pupils – for any safeguarding concerns, please see the section below
- Any behavioural issues, such as failing to complete work or the inappropriate use of mails/technology etc should be reported to the Headteacher or Deputy Headteacher via CPOMS or by phone and complete the non-engagement sheet on TEAMS.

### › Attending virtual meetings with staff, parents and pupils (via TEAMS/ZOOM):

- Appropriate dress code
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

If teachers are also required in school to support Key Worker children (on a rota basis as before), the other year group teacher will cover the responsibilities during these days. The remote learning will still need to be provided but this will be the same that will be taught to the children in school.

## 2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9am-12pm and 1-3pm.

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:

- Setting weekly work:
  - To help prepare any home packs required and deliver locally if necessary
  - LSAs to co-ordinate with other year group teachers and LSAs, including those teaching in school, to ensure consistency across the year and to make sure pupils with limited access to devices can still complete the work
- Providing feedback:
  - Together with the teacher provide feedback with comments via DB Primary
- Keeping in touch with pupils who aren't in school and their parents:
  - Support the class teacher in making weekly/fortnightly phone calls to selected pupils
  - Any complaints or concerns shared by parents and pupils – for any safeguarding concerns, please see the section below
  - Any behavioural issues, such as failing to complete work or the inappropriate use of mails/technology etc should be reported to the Headteacher or Deputy Headteacher via CPOMS or by phone and complete the non-engagement sheet on TEAMS.
- Attending virtual meetings with staff, parents and pupils (via TEAMS/ZOOM):
  - Appropriate dress code
  - Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

If LSAs are also required in school to support Key Worker children (on a rota basis as before), the other year group LSA or the class teacher will cover the responsibilities during these days. The remote learning will still need to be provided but this will be the same that will be taught to the children in school.

## 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 reviewing and monitoring the weekly set work uploaded to the website and through regular phone/TEAMS meetings with teachers
- Alerting teachers to resources they can use to teach their subject remotely.

## SENCO

Alongside their teaching/SLT responsibilities, the Senco is responsible for:

- Co-ordinating remote learning for children with ECHPS and supporting the class teachers with varied work
- Keeping in touch with parents and pupils with EHCPS, PPG and vulnerable children
- Completing any statutory paperwork via TEAMS/ZOOM, phone or DB Primary.

## 2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- › Co-ordinating the remote learning approach across the school
- › Ensuring staff have the necessary training to access remote learning resources appropriately
- › Monitoring the effectiveness of remote learning through regular meetings with teachers 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
- › Lead remote assemblies via TEAMS/ZOOM (live or recorded)

## 2.5 Designated safeguarding lead and deputies

### Safeguarding procedures during the closure period

During periods of closure, the principles within our existing Child Protection Policy still apply, as does the duty on all staff to safeguard children.

We have and will continue to assess the needs of all our pupils and put in place plans to support them and their families during any period of closure. These plans include an education offer (details of which will be shared separately with parents for their child) and arrangements to support pupils with their safety and wellbeing. These plans may include actions and interventions from other agencies, as we continue to work with partners to provide an appropriate level of support.

To support the above, Perryfields Infant School will, when communicating with parents and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. Parents of children who do continue to come to school (based on Government guidance) during any partial closure will have to provide additional contact numbers and inform the school of their weekly working patterns. Vulnerable children will be encouraged to come into school whenever possible and children with additional needs. If expected children do not attend school, the parents will be contacted to confirm where they are (first day call).

- The DSLs will identify any vulnerable children within the school. These include children attached to a social worker, with EHCPs, Pupil Premium, SEN support pupils, Welfare concerns, Team Around The Family children and cases where any suspected Domestic Abuse might have happened at home.
- For these identified children the DSL/Deputies (Amanda, Cathy & Karen) will make contact with the parents and children on a weekly basis via a telephone conversation and sometimes remotely via TEAMS/ZOOM. A record of when these calls take place will be saved onto an Excel spreadsheet on a secure TEAMS file. Any concerns will be recorded on CPOMS and if needed a referral or call to the Children's and Family Hub will be made.
- If parents are uncontactable, the DSL/Deputies will continue to call and leave messages, asking parents to call the school. If parents are still not in contact with the school the school will liaise with the School Nurse and Health Visitors. The DSL/Deputies will make a visit to the home address (following the social distancing rules) if needed. If contact with the family has still not been achieved the DSL/Deputies will call Social Care and follow the referral procedures as advised.
- If any staff have a safeguarding concern about any child they must follow the school procedures and make a welfare concern via CPOMS. This will be received by the DSL/Deputies and the SET Procedures will be followed accordingly.
- Any pupils with an EHCP will have a Risk Assessment carried out by the SENco/DSL deputy and their parents, which will be saved on CPOMS. These parents will receive a weekly telephone call to ensure the risk assessments remain the same. If the situation changes the parents will be advised to send their children into school if appropriate.
- The DSL and Deputies will review these plans on a weekly basis.
- All parents have been made aware that if they have any safeguarding/welfare concerns or mental health concerns about any children that they need to contact the school and inform the DSL via an

email or telephone call. The DSL/Deputies will make quick contact with the parent, if safe to do so, and keep records and make referrals accordingly.

As always, all staff members have a duty to identify and respond to suspected / actual abuse or disclosures of abuse. Any member of staff who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the designated safeguarding lead (or, in their absence, the deputy designated safeguarding lead).

All action is taken in accordance with the following guidance;

- Essex Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2019)
- [Essex Effective Support](#)
- Keeping Children Safe in Education (DfE, 2020)
- Working Together to Safeguard Children (DfE, 2018)
- 'Effective Support for Children and Families in Essex' (ESCB, 2017)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

The DSL is responsible for:

- Ensuring all staff know and follow the safeguarding procedures
- Contacting key staff and vulnerable pupils
- Monitoring the safeguarding/welfare records via CPOMS
- Ensuring all vulnerable children are accounted for during any partial closure times
- Ensuring all children expected to attend school do attend school (first call)

## 2.6 IT staff/teachers

IT support contractors/staff 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 headteacher then data protection officer
- › Assisting pupils and parents with accessing the internet or devices

## 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, 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
- › Respond to the regular calls or emails
- › Seek help from the school if they need it – access to Oxford Owl books, locating planned work on the website and access the Learning Platform DB Primary.

- › 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/blended 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 relevant class teacher or Headteacher
- › Issues with IT – talk to IT staff (Cathy initially then referred to Sandra)
- › Issues with their own workload or wellbeing – talk to their line manager/Headteacher
- › Concerns about data protection – talk to the Headteacher/Data Protection Officer
- › Concerns about safeguarding – talk to the DSL
- › If parents/carers need to contact any of the staff please email the school on [admin@perryfields-inf.essex.sch.uk](mailto:admin@perryfields-inf.essex.sch.uk)

Or call 01245 268714 Alternatively, mail the class teacher on DBPrimary using their child's DBPrimary details.

## 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 (DB Primary & TEAMS) or a server in our IT network
- › Only use school laptops to access the data – not own personal devices
- › Report any type of data breach to the Headteacher straight away

### 4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email/DB Primary accounts/telephone 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

This information is based on GDPR and remote learning.

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

## **5. Safeguarding**

The current school Child Protection Policy was updated in September 2020 and is available on the website. An addendum to this policy was made during the partial lockdown earlier this year and will be referred to if the school is partially closed again to reflect the current situation.

## **6. Monitoring arrangements**

This policy will be reviewed annually by the Headteacher. At every review, it will be approved by the Local 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