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| **Dale Community****Primary School** **Remote Learning** **Policy** |



**Head Teacher: Louise Foster**

**Chair of Governors: Diane Williams**

**Policy Approved by: Governors Standards Committee**

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 Committee

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**REMOTE LEARNING**

**1. Aims**

This remote learning policy for staff aims to:

* Ensure consistency in the approach to remote learning for pupils who are not in school.
* Set out expectations for all members of the school community with regards to remote learning.
* Provide appropriate guidelines for data protection.

**2. Planning by Teachers**

When providing remote learning, teachers must be available and contactable between the hours of 8:45am and 3:45pm.

If teachers are 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:

* Planning at least three lessons per day for maths, literacy and topic using Oak National Academy.
* Teachers will plan two weekly blocks of lessons which will then be uploaded on to the Google Classroom platform. These lessons will be carefully checked to ensure that they are appropriate for our learners, and instructions given to direct children in their learning.
* Teachers will direct isolating children to start their learning at day one of the two-week block.
* Work will be set by teachers and uploaded onto Google Classroom by 9:00am on the first Monday of each new block of learning.
* Teachers will plan in their year group teams, and should a teacher be absent, the team will be responsible for ensuring that all lessons for the year group are planned and uploaded onto Google Classroom for all three classes.
* Teachers will need to be familiar with all the work set for their year group on Google Classroom, including the subjects they have not planned themselves, as they will be discussing this learning with children or parents.
* For children who are unable to access Google Classroom, packs of resources will be provided by teachers. Teaching Assistants and Teachers will need a pack so that they are aware of the learning when contacting children and families.
* Workbooks and pencils will be available from the office for children to complete their work if necessary.

**3. Keeping in touch with pupils**

 Pupils absent and awaiting Covid-19 test results will be contacted once a positive test result has been received from the child or household member, and they go in to isolation.

**For individual children or small groups of children** **isolating**

For children **without access** to Google Classroom, Teaching Assistants will phone on a

**daily basis** **before 9:30am** to discuss any issues from the previous day’s learning and to encourage children to complete the learning for that day.

For children **with access** to Google Classroom, Teaching Assistants will contact children via Google Meet. Google Meet times will be staggered:

8:50am – Year 6 9:00am – Year 5

9:10am – Year 4 9:20am – Year 3

9:30am – Year 2 9:40am – Year 1

9:50am – Foundation Stage

TAs will ask:

* If the child is up and ready for learning
* How they got on with the previous day’s learning
* Give an outline of the tasks the children will be carrying out that day
* If they have any questions or problems

Any issues raised from the call will be passed on to the class teacher.

**Whole bubble isolation**

For children **with access** to Google Classroom, each morning, teachers will contact their class via Google Meet.

Meetings should be carried out in a quiet area with an appropriate background. These meetings will be staggered to ensure that siblings in school have access to a device. Staff will need to follow the school dress code when carrying out virtual meetings.

8:50am – Year 6 9:00am – Year 5

9:10am – Year 4 9:20am – Year 3

9:30am – Year 2 9:40am – Year 1

9:50am – Foundation Stage

On three afternoons per week, teachers will hold a Google Meet session with their class, which could be a story or PHSE lesson and which will also offer the opportunity to discuss the learning undertaken so far that week. These will take place on a Monday, Wednesday and Friday and times will be staggered.

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| --- | --- | --- | --- | --- | --- | --- |
| Foundation Stage | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 2.00pm | 2.20pm | 2.40pm | 3.00pm | 3.20pm | 1.20pm | 1.40pm |

Should children or parents need to contact a teacher they can use the stream on Google Classroom. Teachers should respond to comments or queries about learning between the hours of 8:45am and 3:45pm.

For children **without access** to Google Classroom, the class Teaching Assistant will phone home each morning before 9:30am to discuss the previous day’s learning and encourage children to complete their learning for that day. Teaching Assistants will have a copy of the learning pack provided for these children and so will be able to discuss with the child their learning.

This conversation could be with the parent or the child, depending upon their age or needs. Any complaints or concerns from parents, please follow the school’s complaints procedure.

**4. Feedback**

When pupils submit work on Google Classroom, it will be acknowledged by teachers and regular feedback given. Feedback for pupils without access to Google Classroom will be provided through regular phone calls.

**5. Roles and responsibilities**

**Teaching assistants**

**Whole bubble, individual and small groups isolating**

When assisting with remote learning, teaching assistants must be available and contactable during their normal working hours.

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

When assisting with remote learning, duties for Teaching Assistants are listed above.

**Prolonged school closure due to local or national lockdown**

Teaching Assistants will be required to come in to school to prepare packs for children who cannot access Google Classroom. Materials for these packs will be selected by the class teacher.

**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 through regular meetings with teachers, reviewing work set and gathering feedback from pupils and parents.
* Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

**Designated safeguarding lead**

The Designated Safeguarding Lead (DSL) is responsible for co-ordinating the setting’s safeguarding and child protection arrangements.

(See Child Protection and Safeguarding policy).

**ICT staff (Link IT)**

IT 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 data protection officer.
* Assisting pupils and parents with accessing the remote learning platform.

**Pupils and parents**

Staff can expect pupils learning remotely to:

* Attend Google Meet sessions at allocated times.
* Complete work each day as set by teachers.
* Seek help if they need it, from teachers or teaching assistants through the use of Google Classroom Meets, or phone calls from the class teacher or teaching assistant.
* Alert teachers if they are 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 cannot complete work.
* Seek help from the school if they need it.
* Ensure children complete the learning set, giving support where possible.
* Answer any calls from the school throughout the school day.
* Be respectful when making any complaints or concerns known to staff.
* Provide pencils and paper to complete work, which can be collected from school if necessary.

**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.

**6. Data Protection**

**Accessing personal data**

Staff must ensure that they use their school laptop or another secure device when accessing Google Classroom, or any personal data, such as children’s phone numbers.

**Processing personal data**

Staff members may need to collect and/or share personal data, such as email addresses or 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.

**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.
* Installing antivirus and anti-spyware software.
* Keeping operating systems up to date. Always install the latest updates.

**7. Safeguarding**

See Child Protection and Safeguarding policy including the Safeguarding Addendum.

**8. Policy monitoring**

This policy will be reviewed annually.

**9. Links with other policies**

This policy links to the following policies and procedures:

* Child Protection and Safeguarding policy including the Safeguarding Addendum
* Data protection
* E-safety
* ICT acceptable use
* Privacy notice- online learning, live lessons and video streaming
* Remote learning protocol

**Appendix 1**

**Top Tips for Google Classroom!**

* Make sure after every Google Meet video call you do with your class, go into your settings and turn off Meet’s visibility to the children. The slider needs to be on the left. You will need to turn it back on when you go on Meet next.



* You can still enter your Meet even if the children cannot, this will always ensure that you are the host of the meeting. You know if you are the host of the meeting by seeing this symbol  in the bottom left corner on your Meet.
* As the host, you can turn off the chat function if you so wish. This is helpful when you are reading a story or presenting to the class to ensure that they aren’t messaging each other and are listening to you.
* As the host, you can also mute children; unfortunately, you cannot mute everyone at once and will have to do it individually.



* In order to see all your children on screen at once, you will need to change the layout of the video call. Click settings, which are the three vertical dots in the bottom right corner, then ‘change layout’ and you will see this screen. Make sure to click ‘tiled’ and then scroll the bar at the bottom to 30 to see everyone.
* Similar to Zoom, in the settings menu, you can change your background to a number of different things. Setting a background might be good if anyone has any worries about the children seeing something behind them at home.
* You can turn on closed captions either on the bottom bar of Meet or in the settings menu. This setting will auto generate subtitles based on what you are saying; however it is not 100% accurate all the time. Get children to turn these on, as it is especially good for if them if you are reading a story and someone’s internet is acting up or if they are having difficulty hearing you.
* At the bottom left corner of your Meet is your meeting code; it is a good idea to post this onto your stream because Meet asks some children for this code to get into the video call.
* Make sure to upload the ‘how to upload your work’ document into your resource folder and try to have it at the top of your stream as it allows children to get to it with more ease.
* Make sure to follow the instructions in the guide that Mark has created so you no longer have to convert documents into pdf files before uploading onto google classroom.