Remote Learning Contingency Policy for COVID Local Lockdown

Member of staff Responsible	*Emma Dawson*
Policy produced	*Autumn 2020*
Policy agreed/last reviewed	*13th October 2020*
To be reviewed	*Spring 2021*
Other Policies Related	*Teaching and Learning; Curriculum Map and Policies; Child Protection Policy; Equalities Policy; SEND Policy; Behaviour Policy; Data Protection Policy and Privacy Notices; ICT and Internet Acceptable Use Policy*
Other Paperwork Attached (appendix)	*Appendix 1: Covid – planning for tiered local restrictions.*

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. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers should be available to be online between 8.30am and 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:

- Ensuring they have the correct equipment and knowledge to provide remote learning, using Google Classroom.
- Liaising with year group colleagues to ensure that there is consistency within classes and to share workload.
- Monitoring children's remote learning and taking all possible steps to encourage them to complete tasks.

Weekly

- Working within their year group to plan a weekly learning grid, based on their year group long-term curriculum plan and including a broad range of subjects over time, where possible.

Daily

- Uploading a video post at 9.00am each morning motivating their class and detailing the learning for the day and talking through associated links and assignments.
- Ensuring that children are aware of where to access the White Rose Maths lessons by posting links on the Google Classroom.
- Creating a Loom presentation/video detailing the English learning for the day.
- Setting expectations of work to be completed and tasks children should submit to the classroom.

Providing feedback

- All submitted pieces of work should be acknowledged through Google Classroom or by email.
- One piece of individual/personal feedback on English each week.
- Google forms can be used so that children can get immediate feedback on their tasks.
- Children asked to send in feedback on how they are getting on which the teacher will use to adapt lessons on an ongoing basis.

Google Meets/Virtual Meetings

- Particularly in KS2, Google Meets can be used to check on misconceptions, to spur the children on and to continue the feeling of togetherness.

- Meets should happen once per week.

- Teachers should set a time for these Meets and let the children know the nickname. If children want to take part, they need to have an adult present in the room. The teacher should make sure that their LSA or another member of staff can be present.

- Teachers/LSAs taking part in Google Meets should follow the guidance concerning dress code and location.

Keeping in touch with pupils who are not in school and their parents:

- Teachers will make Bi-weekly calls to all children/ parents to check in and encourage learning.

- If pupils are not submitting work or having difficulty with the work, teachers should use these phone calls to discuss support or alternative work e.g paper packs, where appropriate.

- A year group email address will be available for parents to communicate with teachers. Teachers should not answer emails outside of working hours.

- Should there be any complaints or concerns shared by parents and/or pupils, teachers should refer these to a member of the leadership team

- Any safeguarding concerns should be shared with the Designated Safeguarding Lead (DSL).

- Pastoral Team / BATIC counsellors will make weekly phone calls.

- Lorraine Armour will make weekly phone calls to those with EHC Plans in addition to the calls they will receive from their teachers.

- If a child is not engaging in the learning, despite the teacher's best efforts, a member of the SLT will call parents to see what support is needed.

There may be a situation (Scenario 4) where a teacher is required to cover the Google Classroom of another colleague as well as working in school. In this situation, the teacher will be given non-contact time to do so. (see Appendix 1)

2.2 Learning Support Assistants

When assisting with remote learning, Learning Support Assistants should be available for their normal working hours.

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, Learning Support Assistants are responsible for:

- Supporting the teacher as much as possible with online learning tasks, setting fun quizzes, reading part of the class reader etc.
- If the LSA supports a particular child, they will make phone calls to the child/ parent to support learning and support in putting together work, where necessary.
- Taking part in Google Meets where necessary.

Where a Tier 4 national lockdown is in force, LSAs will cover the Key Worker group, under the guidance of teachers and using the online learning provided. (see Appendix 1)

2.3 Senior Leaders

- The Headteacher is responsible for keeping up to date with guidance, setting the vision for remote education, delegating roles and responsibilities accordingly and feeding back to the Governing Body.

- The Deputy Headteacher has overall responsibility for ensuring that remote education across the school is of high quality and fulfils government guidelines. This will be achieved 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.
- The Assistant Headteacher (SENCO) is responsible for ensuring that those children on the SEN register and those entitled to PPG are given appropriate learning opportunities through;-
    - Regular meetings with teachers and subject leaders, reviewing work set and monitoring engagement
    - Reaching out for feedback from pupils and parents with a focus on those with an EHC Plan.
- Phase Leaders are responsible for co-ordinating the remote learning across their year group/ phase, supporting their teams to manage their workload.

2.4 Subject Leaders

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 colleagues to make sure all work set is appropriate and consistent.
- Monitoring the remote work set by teachers in their subject – explain how they will do this, such as through regular meetings with teachers or by reviewing work set.
- Alerting teachers to resources they can use to teach their subject remotely.

2.5 Designated Safeguarding Lead

The DSL is responsible for:
- Ensuring that, as a result of local or national lockdown arrangements, the school is subject to closure or a class is self-isolating, arrangements for monitoring and supporting pupils will be put in place.

- Ensuring that all staff are trained to recognise concerns when dealing with children remotely and to know when to alert the DSL to a safeguarding concern.

- Ensuring that staff are providing remote education in a safe way for both they and their pupils.

- Ensuring that parents are provided with materials to help them keep their children safe online.

2.6 IT Team

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.

- 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.

- Assisting pupils and parents with accessing the internet or devices.

2.7 Pupils and Parents

Staff can expect pupils learning remotely (with the assistance of their parents) 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 LSAs.

- 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 unable to complete work.

- Seek help from the school if they need it.

- Be respectful when making any complaints or concerns known to 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.

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Concerns about safeguarding – talk to the DSL
- Issues with their own workload or wellbeing – talk to their Phase Leader
- Issues in setting work – talk to the relevant Subject Lead or SENCO
- Issues with behaviour – talk to the Phase Leader or DHT
- Complaints from parents – talk to HT
- Issues with IT – talk to IT team or DHT
- Concerns about data protection – talk to the DHT or HT

4. Data Protection

4.1 Accessing personal data

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

- Only access information from the Google Drive on a secure device.
- Any information about children should be kept confidential in line with Data Protection Policies.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as phone numbers and email addresses of parents 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.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest updates.

5. Safeguarding

Our Child Protection Policy is found in the Staff Google Drive or on the website and is updated regularly to take into account the circumstances surrounding COVID.

6. Monitoring arrangements

This policy will be reviewed at the end of each term for the first year of its inception and then 3 yearly after that by the SLT. At every review, the Policies Committee of the Full Governing Body will approve it.

Appendix 1

Coronavirus: Remote learning plan for tiered local restrictions and other possible scenarios

Here is what the 4 'tiers of restriction' will mean for our school and the actions we will take for each one.

We know that we need to be prepared for another possible lockdown of our school and this is our contingency plan in response to each tier of restriction. We aim for the transition from school learning to home learning to be as seamless as possible and for our pupils to continue making good progress and reaching their potential.

TIER	WHAT IT MEANS FOR OUR SCHOOL	ACTIONS THE SCHOOL WILL TAKE
1	The school will remain open for all pupils.	Visitors will be asked to wear face coverings when moving around communal areas in school where it is difficult to maintain social distancing, unless they are exempt from wearing one. A thorough risk assessment has been carried out and all necessary adjustments have been made to ensure the safety of our community.
2	The school will remain open for all pupils. (Local senior schools will be attending on a part time basis at this tier, so we should predict attendance dropping).	Visitors will be asked to wear face coverings when moving around communal areas in school where it is difficult to maintain social distancing, unless they are exempt from wearing one. A thorough risk assessment has been carried out and all necessary adjustments have been made to ensure the safety of our community.
3	The school will remain open full-time for all pupils. (Local senior schools will be attending only if they are vulnerable or pupils of Key Workers at this tier so we should predict attendance dropping).	Visitors will be asked to wear face coverings when moving around communal areas in school where it is difficult to maintain social distancing, unless they are exempt from wearing one. A thorough risk assessment has been carried out and all necessary adjustments have been made to ensure the safety of our community.
4	The school will only remain open for vulnerable pupils and the children of critical workers – we will provide remote education for all other pupils.	**See possible scenarios below**

Plans for possible scenarios including class isolating, local lockdown etc

Scenario	Action
1: Child isolating waiting for a test	Letter emailed from office to parents with list of learning apps to use and ideas for short-term tasks.
2: Child isolating due to contact tracing or family member positive test	Letter emailed from office to parents with list of learning apps to use and ideas for short-term tasks. Once self-isolation confirmed, or longer wait for a test, teacher will call parents and organise the best way forward for learning for either paper pack or Google Classroom activities.

| 3: Class Isolating, teacher healthy | **NOTE: Once we are informed of a positive test of a child/ adult in a class, things will happen very quickly.**

PLEASE NOTE – IN THE EVENT OF A CHILD IN CLASS TESTING POSITIVE, ALTHOUGH THE CHILD THEMSELVES ARE REQUIRED TO ISOLATE FOR 10 DAYS, THEIR FAMILY WILL BE REQUIRED TO ISOLATE FOR 14 DAYS AND THE REST OF THE CLASS WIL ISOLATE ALSO FOR 14 DAYS. THEREFORE, THE REMOTE LEAING WILL CONTINUE FOR 14 DAYS.

What will children need to have at home?

Once the decision is made to send a class of children home, they need to have at home;-

● White Rose workbooks.
● Login details for the Google classroom, SumDog, TT Rockstars, Spelling Shed etc.
● Maths and English homework books in KS2.
● An exercise book to complete their work in.
● Equipment pack – pencils etc.

If the decision is made after the end of the school day, parents will be able to pick up these items from the office.

What if the child does not have a digital device?

Using the list of children who did not manage to engage in the Google Classroom during lockdown, we will quickly loan out Chrome Books to those who need them, depending on demand. This will divert devices away from the rest of the school.

If a child still does not engage with the learning on GC, a paper pack will be sent out. However, this will not necessarily follow the learning of the class.

What if the child has SEN and cannot access the work of the class?

Children who would not normally access the work in class due to SEND will have a bespoke pack put together for them and teacher and SENCo will liaise with parents to ensure that they can access this.

What is expected of teachers?

Weekly

● Working within their year group to plan a weekly learning grid, based on their year group long-term curriculum plan and including a broad range of subjects over time, where possible.

Daily

● Uploading a video post at 9:00am each morning motivating their class and detailing the learning for the day (should this be in the afternoon of the afternoon before so parents can be prepared?) and talking through associated links and assignments.
● Ensuring that children are aware of where to access the White Rose maths lessons by posting links on the Google Classroom.
● Creating a Loom presentation / video detailing the English learning for the day
● Setting expectations of work to be completed and tasks children should submit to the classroom. |

Feedback

- All submitted pieces of work should be acknowledged through Google Classroom or by email
- One piece of individual / personal feedback on English each week
- Google forms can be used so that children can get immediate feedback on their tasks
- Children asked to send in feedback on how they are getting on which the teacher will use to adapt lessons on an ongoing basis.

What is expected of LSAs?

- Support the teacher as much as possible with online learning tasks, setting fun quizzes, reading part of the class reader etc.
- If the LSA supports a particular child, they will make phone calls to the child/parent to support learning and support in putting together work, where necessary.
- LSAs may, if necessary, be assigned to a child with SEN in another class if this support this child.
- Take part in Google Meets.

How will we communicate with children/ parents whilst they are isolating

- Teachers will make Bi-weekly calls to all children/ parents to check in and encourage learning.
- If pupils are not submitting work or having difficulty with the work, teachers should use these phone calls to discuss support or alternative work e.g paper packs, where appropriate.
- A year group email address will be available for parents to communicate with teachers. Teachers should not answer emails outside of working hours.
- Should there be any complaints or concerns shared by parents and/or pupils, teachers should refer these to a member of the leadership team
- Any safeguarding concerns should be shared with the Designated Safeguarding Lead (DSL).
- Karen Godier / BATIC counsellors will make weekly phone calls.
- Lorraine Armour will make weekly phone calls to those with EHC Plans in addition to the calls they will receive from their teachers.
- If a child is not engaging in the learning despite the teacher's best efforts a member of the SLT will call parents to see what support is needed.

Google Meets / virtual Meetings

- Particularly in KS2, Google Meets can be used to check on misconceptions, to spur the children on and to continue the feeling of togetherness.
- Meets should happen once per week.
- Teachers should set a time for these Meets and let the children know the nickname. If children want to take part, they need to have an adult present in the room. The teacher should make sure that their LSA or another member of staff can be present.

	• Teachers/ LSAs taking part in Google Meets should follow the guidance concerning dress code and location. (detailed guidance will be provided to staff and parents)
	What is expected of Children / Parents?
	Staff can expect pupils learning remotely (with the assistance of their parents) 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 to the best of their ability.
	• Seek help if they need it, from teachers or LSAs.
	• 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 unable to complete work.
	• Seek help from the school if they need it.
	• Be respectful when making any complaints or concerns known to staff.
Scenario 4: Class Isolating, teacher unwell	The Phase Leader or another member of staff in the year group will be given non-contact time to upload work for the classroom and to respond to children's queries and uploaded work. If the class has an LSA, they too will support this process.
5: Tier 4 - National or Local Lockdown where schools close	Risk assessments of all staff will be updated to ensure that those with risk factors are not put at a high level of risk. The role each member of staff plays will then be adapted accordingly. All staff will be working each day in some capacity either at home or in school. Roles may need to be changed according to need.
	We will receive a few days advance notice in this scenario so there will be time to make sure all children have what they need.
	In this tier, Key Worker group will run, all other children will be at home.
Home schooling group	**Home Schooling group**
	See above
Key Worker Group	● Key Worker status will be checked rigorously by the School Business Manager.
	● Headteacher, Deputy Headteacher and Assistant Headteacher will be on duty and will oversee the logistics of managing the Key Worker Group. The School Business Manager will be the link person for parents to book their child in.
	● Teachers will 'teach' the children learning at home throughout the day, either from school or from home, in accordance with guidance. They will make the weekly phone calls from school unless they are shielding or self-isolating.
	● Teachers will be running the Google Classrooms from home or school, depending on guidance. Children in the Key Worker group will follow the same learning as those at home in the morning.
	● Children will be taught in small Bubbles with two year groups in a Bubble at most, particularly in EYFS/KS1. Parents will need to inform us a week in advance so we can ensure adequate staffing.
	● In the majority of cases, in accordance with the guidance, LSAs will take these small Key Worker groups, under the direction of teachers/Phase

	Leaders, whilst teachers run the Google Classrooms.
	● Feedback to children will be carried out by teachers in the Google Classroom.
	● Additional activities in the afternoon will be planned by teachers or LSAs.
	● Additional PE will be provided by CPRSSP coaches to ensure that activity levels stay high.
Other	● The Headteacher will keep up-to-date with daily and weekly guidance from the Local Authority and also the DFE and this will be communicated to our staff and families where necessary.
	● The office will be open each day, but hours may be reduced.