BARWELL ACADEMY

CHURCH OF ENGLAND

BELIEVE ACHIEVE SUCCEED – LEARNING THAT LASTS A LIFE TIME

The Great Barwell Learning Adventure

Remote Learning
Working document
2021-2022

Love thy neighbour in a flourishing school community. Our curriculum needs to enable children to know more, to understand more and do more. In order to do this, we need to be extremely well informed about pedagogic subject knowledge and build a curriculum based, not only on sound research but knowing what works for our school. Vocabulary and books need to be at the heart of learning and the curriculum needs to be strategically planned so that deliberate links are made within learning across subjects, within year groups and within subjects across the key stage so that key ideas are revisited. There needs to be a consistent approach whilst still allowing for an understanding of how different subjects need to be organised in order to prepare our children for their next stage of education and also building on their previous learning in Key Stage 1. We must have the highest expectations that all children can reach national expectations or above whilst also building children's cultural capital so they can be successful throughout their lives. In order to be successful in these aims, we need to be explicit in knowing where we want children to get to at key points in their learning and use assessment to inform our planning.

Contents

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

- Ensure that the remote offer is of the same high standard with the same high expectations that our in school learning has

- 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 8:30am and 3:30pm.

- If they're 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:

- For their class/year group

- Collective Worship; direct teaching using live Teams; pre-recorded English lesson and associated work; pre-recorded Maths lesson and associated work; a pre-recorded Learning Journey lesson and associated work; small group/individual support throughout the day through Teams where it is needed

- By 9:00am ready for the day's learning

- On Teams in their class's area

- In year groups teams so that children across the year group have access to the same quality curriculum regardless of whether they are accessing it from home or from school

Providing feedback on work:

- Children complete on Teams

- Using whole class feedback in the live session each day in response to the previous day's learning

- Specific feedback to individual/groups of children if the need arises

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

- If children are isolating but the rest of the school are in, the Family Link Worker will do a welfare call at the beginning of the week; the class teacher will provide paper based work for the isolation time and will ring mid-week to check for understanding and suitability of the work; a member of

the Senior Leadership Team will contact at the end of the week to ensure that everything possible is being done to support the family

- Where a class/group are isolating, the teacher responsible for leading their learning will be expected to communicate with children and families via Teams only. Any additional communication should happen through school.

- Any concerns raised either by families or children whilst a teacher/member of staff is remote teaching, should be recorded on CPOMs and the DSL alerted. Any concerns raised in school should be done using the usual procedure.

- Our Behaviour Policy should be followed where possible. Concerns about behaviour or engagement should be raised as a concern on CPOMs.

Attending virtual meetings with staff, parents and pupils:

- During work hours of 8:30am and 3:30pm our dress code applies the same as it would at school

- A quiet place at home should be chosen to deliver remote learning. The background should be plain and ensure that there is nothing personal showing. If unsure, blur the background. Ensure that the teaching will not be disturbed.

If we go into a full lockdown and have to provide face to face learning in school for priority children and remote learning for the remainder of the children, teachers in each year group will work as a team. One teacher will deliver face to face learning whilst the other teacher will work from home. These roles will swap each week. Both teachers should work together to provide the same curriculum experience for both in school and remote learning. Where one bubble has to isolate, the class teacher will deliver remote learning for this group unless they are unwell. In the event that the class teacher is unwell, their partner teacher will deliver the online learning while a member of our support team will deliver face to face learning for the class in school under the direction of the teacher. The teacher may want both classes to access the remote learning materials.

2.2 Teaching assistants

- When assisting with remote learning, teaching assistants must be available between 8:30am and 3:30pm.

- If they're 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 aren't in school with learning remotely:

- By supporting the teacher. During live lessons, to monitor the behaviour and welfare of the children. To support the teacher in any group or one to one teaching so the teacher is never alone online with children.

- Play an active part in the communication within the class on Teams

Attending virtual meetings with teachers, parents and pupils:

- During work hours of 8:30am and 3:30pm our dress code applies the same as it would at school

- A quiet place at home should be chosen to deliver remote learning. The background should be plain and ensure that there is nothing personal showing. If unsure, blur the background. Ensure that the teaching will not be disturbed.

If we go into a full lockdown, the LSA team will be split into two separate teams. One team will work from home supporting the home learning and one team will work in school supporting the face to face learning of priority children. These roles will swap on a weekly basis.

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

- Monitoring the remote work set by teachers in their subject through staff meetings to discuss and share the work that is being set and to look at best practice

- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school. The Head Teacher is responsible for the whole school approach and to support the teachers. The Deputy Head Teacher has responsibility for supporting the LSA team and the Family Link Worker is responsible for liaising between staff and families. The SHLTA is responsible for timetabling.

- The Head Teacher will monitor the effectiveness of home learning by joining in classes and looking at work set and feedback.

- The SHLTA will monitor the security of remote learning systems, including data protection and safeguarding considerations with the support of the Family Link Worker for any specific safeguarding concern.

2.5 Designated safeguarding lead

The DSL is responsible for:

- Our Safeguarding Policy sets out our provision for safeguarding and our New Normal Planning/contingency planning sets out specifically how we will manage if the school goes into a lockdown.

2.6 IT staff

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 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

- 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 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 – talk to the relevant subject lead or SENCO

- Issues with behaviour – log as a concern on CPOMs/concern form if in school

- Issues with IT – log it with the Deputy Head Teacher

- Issues with their own workload or wellbeing – talk to their line manager

- Concerns about data protection – talk to the SHLTA (DPO)

- Concerns about safeguarding – if in school, record it on a concern form and radio for a DSL; if remote learning log it as a concern on CPOMs

4. Data protection

4.1 Accessing personal data

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

- Ensure the data will be kept securely on Teams only. This is our online platform and will be our only means of communication for teachers and support staff when working remotely with families.

- Use school devices to access remote learning if possible. If staff are using their own devices, they should follow the guidance provided by school.

4.2 Processing personal data

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

Talk to our data protection officer (Rachael Peace) for more help, and our IT staff if you want to include details on how to put these measures in place.

- 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

- On school devices, these measures are already set up and should not be changed.

5. Safeguarding

Our Safeguarding Policy sets out our provision for safeguarding and our New Normal Planning/contingency planning sets out specifically how we will manage if the school goes into a lockdown.

6. Monitoring arrangements

This policy is a working document and will be constantly reviewed by the Head Teacher as we learn more by experiencing remote learning and sharing good practice from other schools and receive further training. The policy will formally go to the Chair of Governors to be approved but with the understanding that it is a working document that needs to adapt to our changing needs. The policy will be reviewed yearly by the Head Teacher. At every review, it will be approved by the Chair of Governors.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy

Formally Agreed:	
Date:	
Signed: Chair of Govs	
Print Name:	
Last Formally Agreed:	
Date:	