St. Mary's Church of England Primary School, High Crompton

Remote Learning and Working Policy

Written: Reviewed March 2024
Approved By Governors:18.4.24
Signed by Chair: *A Green*
Next Review: March 2027

Vision

1.   Aims

At St Mary's CE Primary School, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This remote learning policy aims to:

➢   ensure consistency in the approach to remote learning for pupils who aren't in school -due to Government enforced restrictions or guidelines, or because of school closure due to extreme unforeseen circumstances.

➢   ensure provision is in place so that all pupils have access to high-quality learning resources.

➢   set out expectations for all members of the school community with regards to remote learning.

➢   provide appropriate guidelines for data protection.

➢   ensure robust safeguarding measures continue to be in effect during the period of remote learning.

➢   ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

2. Roles and Responsibilities

2.1 Teachers

Teachers must be available between 9am 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 to the Headteacher by telephoning. Please do not send a text message. If it affects the completion of any work required ensure that arrangements have been made with the Headteacher.

When providing remote learning, teachers are responsible for:

Setting work:

➢   All work set MUST include live or pre-recorded teaching for some part of every day should the closure extend beyond 2 -3 days..

➢   If school closes at short notice in the morning, teachers should provide work for afternoon learning to take place by mid-day the same day.

o   If necessary, teachers should create a weekly timetable and post it onto SEESAW or the school website
(See Appendix 1)
o   Class teachers will provide 3 hours a day of learning in EYFS and Key Stage 1 and 4 hours a day or learning in Key Stage 2.
o   Activities should include English (Spelling, Reading Comprehension, Grammar or Writing); one Maths (may include Arithmetic and Problem Solving) and one other curriculum subject; in addition pupils will be directed to daily PE, reading, Times and Tables tasks as appropriate to their age. Maths activities will usually be based around the White Rose Maths scheme of work, using online videos. These will need to be a PDF document uploaded to your class page for each lesson.
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o   Other curriculum work can be worksheets, activities or tasks -eg from Purple Mash, Twinkl or Oak Academy, where this fits the school curriculum. Where possible teachers will endeavour to make sure lessons are progressive and are in line with school's medium-term planning, which can be found on Google Drive.
o   If remote learning is required for a whole week or longer, work for the first week needs to be posted onto SEESAW or the school website within 24 hours of the children being sent home.
o   For younger pupils remote learning may not be solely digital.
o   Work should also be set on Seesaw or the school website
o   As part of the remote learning at St Mary's, teaching staff will make contact with the whole class via a live TEAMS session, for which parents have given consent. Teaching staff will teach VIA teams at least one lesson per day
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➢   **Providing feedback on work:**

o   Teachers and or TA's as appropriate, will provide timely and frequent feedback to pupils and parents on how to progress using Seesaw/ Parent App via the school website.

o   Feedback will be given during the school day i.e. 9am - 4.30pm.
o   Parents will submit photographs, worksheets, videos etc. to the teacher using, Seesaw .
o   Whole class feedback may also be given where appropriate to do so.

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

o   Teachers will make contact with all pupils via TEAMS for all those families who have given consent, for live sessions.

o   Any pupil who has not engaged with remote learning will be contacted initially by their class teacher and subsequently by SLT as required by telephone. Any initial contact should be polite and encouraging.

o   For any pupils where there maybe additional concerns SLT should be notified. Any safeguarding concerns should be logged on cpoms in the usual way. Safeguarding Leads are Mrs Hartley or Mr Day.

If staff wish communication to be sent via the office, please liaise with the office staff. Any issues that are received are to be dealt with professionally and if there is a concern Mrs Hartley should be Bcc'd into all communication.
o   There is an expectation that pupils maintain a good work ethic during the period of remote learning. Teachers will contact parents via telephone if their child is not completing their schoolwork or their standard of work has noticeably decreased.

➢ **Attending virtual meetings with staff, parents and pupils:**

If virtual meetings have been organised either via Microsoft Teams or another platform participants should choose carefully where they are located during the meeting. Avoid areas with background noise and be conscious of what can be seen in the background.

Teachers must make themselves available to join virtual meetings with staff, other professionals and/or parents, if required.

2.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available during their normal working hours, on the days they are normally required in school.

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 to the Headteacher by telephoning. **Please do not send a text message**. .

When assisting with remote learning, teaching assistants are responsible for:

➢ Supporting pupils who are in school and those not in school with learning remotely:

When requested by the class teacher:

➢ TA's will support teachers in providing personalised work, where this is the normal practice in school, for all pupils with EHCPs.

➢ Provide support for class teachers either by producing resources, or other tasks set by Class Teachers or SLT,

➢ Attending virtual meetings if requested.

➢ Ensure all SEND records are fully upto date.

➢ Complete on line learning to support them in their role. Please send certificates to Mrs Hartley on completion.

➢ May also be asked to liaise with staff in the office and kitchen about attendance and lunches.

➢ Lead learning in classes where required to do so.

2.3 Subject Leaders

If the period of remote learning is longer than half a term and teachers are not required on site every day then alongside their teaching responsibilities, co-ordinators are responsible for:

o Reviewing curriculum plans and progression documents available on Google Docs

o Continue with any outstanding curriculum plans or monitoring and adapting these as necessary (art, DT, computing, MFL, PE etc)

o Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent;

o 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;

o Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set;

o Alerting teachers to resources they can use to teach their subject remotely.

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2.4 Head Teacher and SENDCo

The Head Teacher is responsible for:

Communicating with parents via parentmail and on SEESAW about remote learning arrangements as soon as possible;

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o   Co-ordinating the remote learning approach across the school;

Monitoring the effectiveness of remote learning activities for example through contact with teachers and co-ordinators and reviewing work set;

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o   Identifying which families may have no access to the internet or technology and supporting these families to ensure they can access the remote learning. In instances where this is not possible ensuring that hard copies of learning activities planned by the teachers are made available to the parent for collection or delivery;

o   Monitoring the security of remote learning systems, including data protection and safeguarding considerations;

o   Overseeing the wellbeing of the staff and pupils.

o   Ensuring the provision of FSM to those families who are eligible and require this.

o   Ensuring timely returns of attendance to the DFE and/ or the Local Authority.

The SENDCo is responsible for:

o   Co-ordinating the remote learning for the pupils with EHCPs;

Monitoring the effectiveness of remote learning activities for example through contact with teachers and teaching assistants co-ordinators and reviewing work set;

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o   Lead liaison with SEND pupils and their families at home.

o   Facilitating review meetings

2.5 Designated Safeguarding Lead

The DSL is responsible for:

o   Maintaining contact, collating, passing on information and responding to any concerns.

See the Child Protection and Safeguarding Policy: COVID-19 addendum.

2.6 Office staff

When working from home, office staff must be available during their normal working hours on the days they are normally required in school.

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 to the Headteacher.

When working from home, are responsible for:

o   Responding to emails and any queries from staff and parents;

o   Completing tasks on parentmail, parentpay, attendance, FMSiS and SIMs;

o   Completing the daily DfE attendance submission;

o   Writing of minutes from meetings;

o   Complete any tasks set by headteacher and teachers.

2.7 IT staff

IT staff are responsible for:

○ Fixing issues with systems used to set and collect work

○ Assisting staff 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

2.8 Pupils and Parents

Staff can expect pupils learning remotely to:

○ Be present for remote learning by 9.00am and cease their remote learning at 3.30pm from Monday to Friday, with the exception of breaks and lunchtimes.

○ All schoolwork completed through remote learning must be:

○ Finished when returned to their teacher via Seesaw

○ Returned in a timely manner.

○ Completed to the best of the pupil's ability.

○ Have a clear date and Learning Challenge

○ Be the pupil's own work.

○ Pupils are expected to maintain a good work ethic and follow the learning timetable shared by their class teacher.

○ Alert school if they are not able to complete their work.

Staff can expect parents with children learning remotely to:

○ Make the school aware if their child is sick or cannot complete work for any reason.
○ Seek help from the school if they need it.
○ Support their child in completing remote learning.
○ Support their child in uploading completed work.
○ Support their child to respond to feedback given.
○ Support their child to access any Teams meetings.
○ Be respectful in their communication with staff.
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2.9 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.

3. Who to contact

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

○ Issues with work not being completed after discussions with parents – talk to SLT;

○ Issues with IT – talk to Russell Taylor or Fingertips Solutions;

○ Issues with their own workload or wellbeing – talk to Mrs Hartley or Mr Day

○ Concerns about data protection – talk to Mrs Hartley;

○ Concerns about safeguarding – talk to the DSL Mrs Hartley or Mr Day.

4. Data Protection

4.1 Accessing personal data

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

○ Find pupils' contact data via cpoms. No paper copies of contact information will be taken off site.

Only use school laptops and devices. Teaching Assistants can borrow school laptops to support remote learning -please inform Mrs Hartley who will book out a school laptop. ***Staff loaning a school laptop are fully responsible for the loss or damage during this period.***

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

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 are recommended (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

5.1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our 3 local safeguarding partners Oldham Council, Greater Manchester Police and the Oldham Clinical Commissioning Group.

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

• are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child

• have an education, health and care (EHC) plan

• have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:

- children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services

- adopted children or children on a special guardianship order

- those at risk of becoming NEET ('not in employment, education or training')

- those living in temporary accommodation

- those who are young carers

- those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)

- care leavers

- others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health

(Correct at time of latest DFE guidance 8.1.21)

5.2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, Keeping Children Safe in Education.

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first

- If anyone has a safeguarding concern about any child, they should continue to act on it immediately

- A designated safeguarding lead (DSL) or deputy should be available at all times

- It's essential that unsuitable people don't enter the school workforce or gain access to children

- Children should continue to be protected when they are online

5.3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

5.4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

We will keep all school staff informed by text message and rota as to who will be the DSL (or deputy) on any given day, and how to contact them.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

5.5. Working with other agencies

We will continue to work with children's social care and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance.

5.6. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately by recording it on cpoms.

5.7. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately and report to the DSL.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

5.8 Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately. In particular, children are likely to be spending more time online (see section 11 below).

5.9 Online safety

We will continue to have appropriate filtering and monitoring systems in place in school.

Fingertips Solutions will support school throughout any isolation or National Lockdown and are available to contact throughout the day.

5.10 Outside school

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 5.4.

We will make sure children know how to report any concerns they have back to our school and signpost them to other sources of support too.

5.11 Working with parents and carers

We will make sure parents and carers:

o   Are aware of the potential risks to children online and the importance of staying safe online;

Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school. We will let parents know via regular letters, parentmail, texts, school office contact, SEESAW and the school website.

5.12 Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils. We have set up a section on the website with support and links for children's emotional health and well-being. We will host Teams sessions with class teachers and peers. Personalised feedback from class teachers. Praise postcards.

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

6. Monitoring arrangements

This policy will be reviewed when required by the Headteacher. It will be shared with all members of staff and other stakeholders.

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

8. Monitoring
This policy will be reviewed by the Headteacher and Governing Body every three years.

At every review, the policy will be approved by the Chair of Governors

This policy:

Has few/no data compliance requirements	Has a moderate level of data compliance requirements	Has a high level of data compliance requirements
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Appendix 1

Year 6 Example week remote teaching plan

What should your daily timetable look like? (REMEMBER IT MUST BE UPLOADED AS A PDF)

	AM	AM	PM	PM	Daily Tasks
M ON	**National Oak Academy** **Reading and writing Unit** Non-Chronological Reports: **The Portia Spider** Complete 1 lesson per morning up to a **total of 10 lessons over a 2 week period**. Follow the link below to access the unit of work. Where required, work on paper or print off accessible worksheets and email work into school to: info@stmaryscecrompton.oldham.sch.uk https://classroom.thenational.academy/units/portia-spiders-non-chronological-report-8452	**Maths: White Rose Maths** MULTIPLY 4D X 1D RECAP SEE VIDEO LINK : https://vimeo.com/458470803 AND ALSO THE UPLOADED PDF WORKSHEETS TO ACCOMPANY EACH VIDEO LESSON.	**National Oak Academy** Computing SEE LINK: https://classroom.thenational.academy/units/spreadsheets-ecb4 Spreadsheets Lesson 1	30 mins reading independently Read your home reading book and log new vocabulary in your green reading record. If you need further reading materials go to https://www.oxfordowl.co.uk/ And ask a parent to help you access the home reading e-books online.	Times tables Rockstars / IXL.COM/ Mymaths – if you find you are completing your maths or English lesson quickly (and to a high standard!) then use these websites to keep practicing where you feel that you need to. Remember: you need to be confident in all areas of Y6 maths and SPAG to be ready for Year 7. P.E. – Each day try to keep active, each day. Go outside for a walk and fresh air or join in with Joe Wicks on YouTube, live from next week. (Streaming on a Monday, Wednesday and Friday) Or search BBC Super Movers for a range of fun workouts. https://www.bbc.co.uk/teach/super mover s

TU ES	See above	**Maths: White Rose Maths** MULTIPLY 2 DIGITS SEE VIDEO LINK : https://vimeo.com/458471421 AND ALSO THE UPLOADED PDF WORKSHEETS TO ACCOMPANY EACH VIDEO LESSON.	**National Oak Academy** Geography HEMISPHERES AND TIME ZONES (2 MINI LESSONS) https://classroom.thenational.academy/units/building-locational-knowledge-hemispheres-and-tropics-8c53	30 mins reading independently Read your home reading book and log new vocabulary in your green reading record. If you need further reading materials go to https://www.oxfordowl.co.uk/ And ask a parent to help you access the home reading e-books online.	
WE DS	See above	**Maths: White Rose Maths** MULTIPLY 2D BY 2D SEE VIDEO LINK: https://vimeo.com/458472014 AND ALSO THE UPLOADED PDF WORKSHEETS TO ACCOMPANY EACH VIDEO LESSON.	**National Oak Academy** Science Lesson 1 – Adaptation (links to topic on evolution :pre-learning lesson) https://classroom.thenational.academy/units/adaptations-91bc	30 mins reading independently Read your home reading book and log new vocabulary in your green reading record. If you need further reading materials go to https://www.oxfordowl.co.uk/ And ask a parent to help you access the home reading e-books online.	
TH UR S	See above	**Maths: White Rose Maths**	**National Oak Academy** Music	30 mins reading independently	

		MULTIPLY 3D BY 2D SEE VIDEO LINK: https://vimeo.com/458926200 AND ALSO THE UPLOADED PDF WORKSHEETS TO ACCOMPANY EACH VIDEO LESSON.	Lesson 1 – understanding pulse and rhythm https://classroom.thenational.academy/units/rhythm-f182	Read your home reading book and log new vocabulary in your green reading record. If you need further reading materials go to https://www.oxfordowl.co.uk/ And ask a parent to help you access the home reading e-books online.	
FRI	See above	**Maths: White Rose Maths** MULTIPLY 4D BY 2D SEE VIDEO LINK: https://vimeo.com/458926418 See lessons posted on class page along with links to videos tutoring each lesson.	National Oak Academy **RSE** Eat well, live well (from Spring term) https://classroom.thenational.academy/units/eat-well-live-well-7109 Images in the media Make notes after watching the lesson and report back with your thoughts and observations.	30 mins reading independently Read your home reading book and log new vocabulary in your green reading record. If you need further reading materials go to https://www.oxfordowl.co.uk/ And ask a parent to help you access the home reading e-books online.	