Farnborough Primary School

Remote learning policy

Approved by:	Angela James	Date: January 2021
Last reviewed on:	January 2021	
Next review due by:	January 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 appropriate guidelines for data protection

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 9am and 3pm.

If teachers 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 work online for their class to cover for five hours in the school day. This is made up of lessons that will be taught online by the teacher as well lessons that the children will learn independently from home

> Teaching all lessons apart from PE via Google Classroom

> Uploading work through Google Classroom which should be timed to become available to the children between 7.30am and 8.15am

> Teaching online learning from the school building

> Making sure all children are aware of the online safety rules

> Adhering to the times of the lessons as closely as possible

> Teaching high quality lessons

> Using a variety of remote teaching approaches such as: live teaching, recorded teaching (Oak National Academy lessons), worksheets, teacher led activities and commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

> Using the visualiser, spilt class teaching, whiteboard work and focused questioning to aid learning during lessons

> Ensuring all children have access to devices to support online learning

> Ensuring children upload their completed work within 24 hours of the lesson

> Marking the work online and sharing personal feedback on Google Classroom to the children on a daily basis but no later than 6pm

> Ensuring children who have interventions at school are receiving them online

- Contacting parents of children who aren't attending the lessons to ensure all children participate
- Responding to emails and requests from parents but no later than 6pm
- Ensuring any safeguarding concerns are reported immediately to the DSL or Deputy DSLs
- Contacting parents/carers if children are not submitting their work
- Talking to a member of SLT with any concerns

2.2 Teaching assistants

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

If support staff 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:

- Supporting and taking groups online from the school building
- Using the school's remote learning platform, Google Classroom
- Liaising with the class teacher about how support will be provided
- Supporting children who they usually work with during online lessons
- Offering 1:1 sessions after the main lesson for any further help and/or questions
- Running small group interventions online such as Toe by Toe Reading, Phonics and Comprehension and one to one reading

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Monitoring online learning subject coverage
- 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 through meetings with teachers or by reviewing work set
- Sharing resources with teachers they can use to teach their subject remotely

2.4 SENCo Assistant and Family Worker

Alongside their responsibilities, the SENCo Assistant and Family Worker is responsible for:

- Keeping in regular contact with any vulnerable children working at home
- Working alongside the class teachers to ensure children with an intervention or EHC are receiving support online
- Working alongside the class teachers to ensure SEND children can access the home learning

2.5 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

> Safeguarding procedures being implemented whilst all online learning activities take place

> Co-ordinating the remote learning approach across the school

> Monitoring the effectiveness of remote learning through: regular meetings with teachers and subject leaders, reviewing work set and responding to feedback from pupils and parents

> Monitoring the security of remote learning systems, including data protection and safeguarding consideration

2.6 Designated safeguarding lead

The DSL is responsible for:

Appendix 10: Role of the Designated Safeguarding Lead (DSL) NEST and the Local Committee should ensure an appropriate senior member of staff, from the school is appointed to the role of Designated Safeguarding Lead. The DSL should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, a Appendix 10: Role of the Designated Safeguarding Lead (DSL)

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Deputy Designated Safeguarding Lead

The DSL will ensure that one or more members of staff are appointed as deputy Designated Safeguarding Leads. Any deputies should be trained to the same standard as the DSL and the role should be explicit in their job description.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection and safeguarding, as set out above, remains with the DSL, this lead responsibility should not be delegated.

Manage referrals

The DSL is expected to:

> refer cases of suspected abuse to the local authority children's social care as required;

> support staff who make referrals to local authority children's social care;

> refer cases to the Channel programme where there is a radicalisation concern as required;

> support staff who make referrals to the Channel programme;

> refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring

Service as required; and

> refer cases where a crime may have been committed to the Police as required.

Work with others

The DSL is expected to:

> act as a point of contact with the three safeguarding partners;

> liaise with the Headteacher or Chief Executive Office of NEST to inform her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

> as required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern

> a staff member;

> liaise with staff (especially IT and SENCOs) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and

> act as a source of support, advice and expertise for all staff.

Training

The DSL (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The DSL should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via ebulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

> understand the assessment process for providing early help and statutory intervention, including local criteriafor action and local authority children's social care referral arrangements.

> have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;

> ensure each member of staff has access to, and understands, the school's Child Protection and Safeguarding policy and procedures, especially new and part time staff;

> are alert to the specific needs of children in need, those with special educational needs and young carers;

> understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and especially the Data Protection Act 2018 and the General Data Protection Regulation (GDPR).

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

> Be on time for lessons

> Always do their best in lessons; if at first they don't succeed try and try again

> Work hard to achieve their targets

> Behave well and follow the school 'online learning' rules

> Follow the E-safety rules for computers and the internet

> Not share the meeting ID or password for the lessons with anyone except their parents/carers

> Be polite, helpful and thoughtful to other pupils and grown ups

> Seek help if they need it, from teachers or teaching assistants

> Alert teachers if they're not able to complete work

> Be respectful at all times during the lesson/meeting or assembly

Staff can expect parents with children learning remotely to:

› Make the school aware if their child is sick or otherwise can't complete work

› Go through the online safety rules with our children and read the class charter with them

› Ensure all attending parties are suitably dressed at all times

› Ensure that if children are attending lessons, they are within ear shot of an adult

› Ensure attending parties are situated in an area of the house where they can concentrate with as little distraction as is possible

› Keep the meeting link safe and secure at all times and not share with other parents/carers

› Be respectful at all times during the lesson/meeting or assembly

› Go through the correct school procedures to contact someone regarding a concern that has been identified during the lesson/meeting or assembly

2.8 Local Committee

The Local Committee 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 – talk to a member of SLT

› Issues with IT – talk to a member of SLT or computing lead

› Issues with their own workload or wellbeing – Talk to a member of SLT

› Concerns about data protection – talk to a member of SLT

› Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

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

› Will use SIMS, a password protected management information system

› Follow this procedure through the school office system

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as names and 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 (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

A NEST addendum to the Child Protection and Safety Policy that was issued in March 2020 can be found on the school website under policies.

6. Monitoring arrangements

This policy will be reviewed yearly by Angela James, Head Teacher. At every review, it will be approved by the Local Committee at Farnborough.

7. Links with other policies

This policy is linked to our:

> Behaviour policy

> Child protection policy

> Data protection policy and privacy notices

> Home-school agreement

> ICT and internet acceptable use policy

> Online safety policy