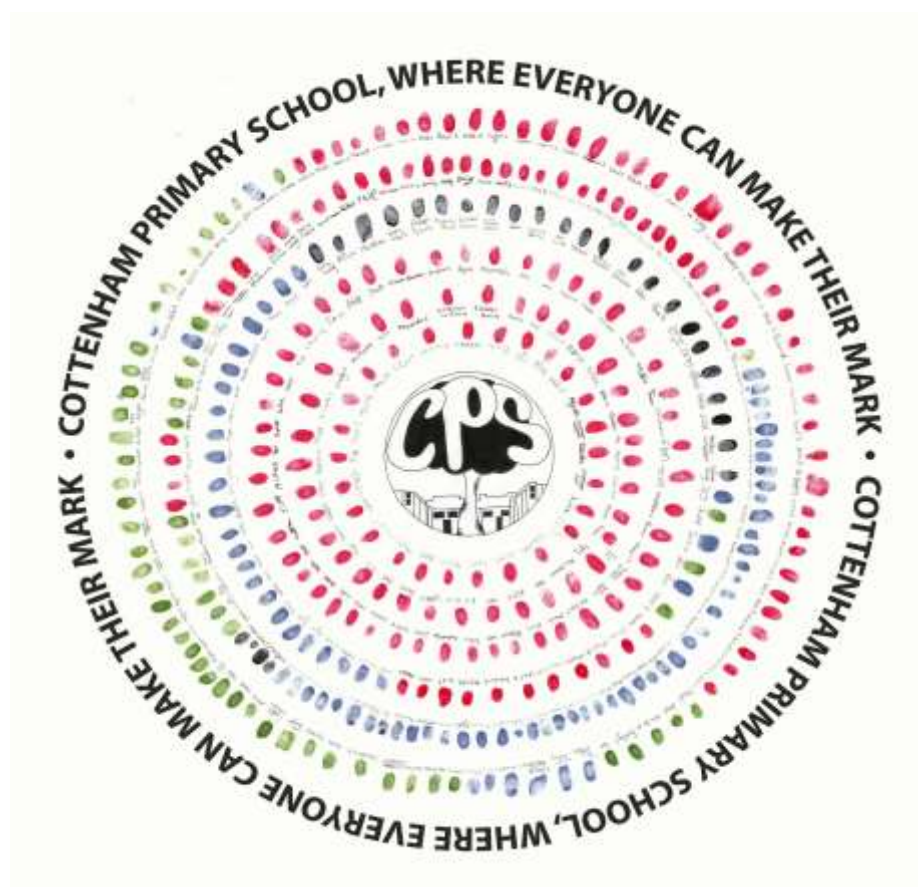


Cottenham Primary School

Remote Learning Policy



Approved by:

FGB

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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 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

- Senior leaders
 - Alongside any teaching responsibilities, senior leaders are responsible for:
 - Co-ordinating the remote learning approach across the school, ensuring that:
 - There are daily activities for English and mathematics, as well as weekly tasks for History, Geography and Science. This will be supplemented by work from other curriculum domains, whenever possible.
 - The content provided aligns to the *CPS Curriculum Map*.
 - Children’s prior learning is consolidated through the systematic use of retrieval practice, in-line with the *CPS Framework of Expectations*
 - New knowledge is delivered in-line with *CPS Framework of Expectations*, with a focus on clear modelling, supportive scaffolds and explicit links to prior knowledge and future learning.
 - Monitoring the effectiveness of remote learning, including pupil engagement; particularly that of disadvantaged and other vulnerable pupils.
 - Ensuring that all teachers are provided with appropriate training and support in using *Office 365* and associated platforms.
 - Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
 - Taking direct responsibility if the class teacher is unwell and unable to lead remote learning. If this is the case, home learning provision and systems may need to be adapted so that school leaders can continue to manage their leadership roles while carrying out remote learning for the class.
 - Ensuring value for money when arranging the procurement of equipment or technology.

- Ensuring that the school has adequate insurance to cover all remote working arrangements
- Designated Safeguarding Lead (DSL)
 - The DSL (supported by the Deputy DSLs) is responsible for safeguarding concerns, including those related to Remote Learning (Please refer to *CPS Child Protection and Safeguarding Policy* for full details).
- AHT
 - The AHT will work alongside the Assistant INCOs in supporting teachers with providing appropriate off-site learning materials for pupils on the SEND Register, thus ensuring that SEND will not be a barrier to accessing the curriculum at home.
 - The AHT will ensure that pupils with EHC plans continue to have their needs met while learning remotely, and liaise with other members of the SLT and relevant personnel from external partner agencies and organisations to make any alternate arrangements for pupils with EHC plans.
 - The AHT will work alongside the Assistant INCOs to identify and provide targeted support for any pupil considered to be in need.
- Teachers
 - When providing remote learning for the children in their class, teachers must be available between 09:00 and 15:00 hours during their normal working weekly pattern.
 - 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.
 - Along with all members of staff, teachers need to be aware of the need for professional boundaries to be established and observed when providing remote learning. The principles of the *CPS Code of Conduct* will need to be followed at all times.
 - When providing remote learning, teachers are responsible for:
 - Ensuring that they respond promptly to request for support by parents and carers, or any safeguarding concerns they may have, by reporting to their Team Leader, the AHT or one of the DSLs, as appropriate
 - Following the agreed CPS expectations for its off-site offer. This is to be consistently applied at both year team (eg., Y123) and year group (eg. Y3) level, with all classes providing the same degree of quality and quantity in the work posted.
 - Working with colleagues across their year groups to ensure equity of opportunity and equity of provision for all children, and all work is to be agreed by the Team Leader before it can be posted.
 - Checking all work for factual accuracy and for quality assurance before it is submitted.
 - Posting all work via the agreed channels for *Microsoft Teams*, and in-line with deadlines established by the year teams.
 - Providing work for any child/children who are having to work remotely due to the current restrictions in place to deal with the coronavirus pandemic.
 - Providing work for their own class should any class or year group bubble be forced to close. This will include daily English and mathematics activities (in-line with agreed expectations) and activities linked to the current topics for History, Geography and Science. There may also be additional work provided for other curriculum areas (eg., Art, PE and French), following year team agreement.
 - Supplementing the daily English and mathematics activities with videos from the Oak National Academy, White Rose Maths, and BBC Bitesize, as well as other resources identified

- by Senior Curriculum Leaders (SCL) and their Curriculum Coordinators (CC), where appropriate.
- Uploading all agreed work as an Assignment to the class team, using *MS Teams*. The assignments can then be accessed at home, printed by staff who are on site, ready for parents to collect or if necessary, staff can deliver to homes.
 - Working alongside colleagues in their year group and year team to plan and then produce video lessons, which they will record and then send out to their class. The frequency of these lessons will be at least once a week for History, Geography and Science; and as judged necessary for English and mathematics.
- Pupils will be expected to submit completed work back to their teachers by the stated submission date. All work submitted will be acknowledged by the class teacher, with feedback offered on English and mathematics work on an individual basis, and in-line with CPS marking and feedback expectations wherever possible (see *CPS Framework of Expectations*).
 - The Headteacher will aim to deliver at least one assembly via *MS Teams* a week, which may be delivered live. All video calls from CPS require the following:
 - Parents and carers to be informed in advance that the video call is happening, and to give prior agreement.
 - Staff, children and members of the household must all wear suitable clothing, with the device in an appropriate area (e.g., not in bedrooms and against a neutral background, if possible).
 - Language must be professional and appropriate at all times, including for those family members in the background. The same expectations apply for remote teaching and conversations as for normal on-site, school conduct.
 - All live calls will be recorded wherever possible in order to allow review of the video, should the need arise. By allowing their child to participate in the video call, parents and carers give consent for the recording.
 - Staff will only ever video call a pupil (or group of pupils) with prior agreement from the Headteacher and parents and carers.
 - Teachers will call the parents and carers of pupils who are either late in submitting work or failing to submit work making clear the school's expectations and encouraging the parent to support the school by insisting their child submits any set work in the future. Any continued issues or concerns regarding the submission of work are to be shared with the relevant Team Leader.
 - For pupils who are identified as vulnerable:
 - Senior leaders will coordinate contact by CPS staff with the parents and carers of specific pupils who are not in school, who may be deemed to be vulnerable
 - In the case of a national or local lockdown, the parents and carers of vulnerable pupils will be called weekly. Any concerns for the safety and wellbeing of the child (or other family members) need to be recorded and shared with the DSL or Deputy DSLs immediately. In the event of a year group bubble being forced to isolate, contact will be via email in the first few days. If there has been no contact or communication from either a parent or the child (via *Teams*) by day 3 of the isolation period, a member of SLT or one of the Inclusion Team (AHT, Assistant INCOs and HLTA) will call the family home on day 4.
 - Teachers are to check emails from parents and pupils between 09:00 and 15:00hrs, Monday to Friday, and to ensure that they have responded to these emails within 2 working days. Emails are not to be sent from teachers to parents or pupils outside of the above hours.
 - Contact with parents is to only be through phone calls (including through *MS Teams*) and email. There should be no video contact, with the exception of the organised CPS Parent Consultation Evenings, or on other occasions but only with the prior agreement from the Headteacher.

- Staff who are required to self-isolate are expected to:
 - Follow the normal reporting procedure for planned absence.
 - Obtain a test and share the result of it with school so that appropriate plans can be made.
 - If unwell themselves, teachers will be covered by another staff member. Planning and other activities will not be undertaken until the teacher is fit for work.
 - Following contact with school, the School Business Manager (SBM) may set up a referral to Occupational Health to support the staff member.
 - Teachers need to ensure that all safeguarding concerns are reported immediately to the DSL or a Deputy DSL. If they are unavailable, then the teacher must call Cottenham Village College (01954 288944) stating that they are a member of staff at CPS and they have an urgent safeguarding issue and must speak to a DDSL immediately. All safeguarding policies continue to apply
- Teaching assistants (TAs)
 - When assisting with remote learning, teaching assistants must be available between 09:00 and 15:00 (or their regular, individual timetabled hours).
 - If TAs are unable to work for any reason during this time, for example due to sickness or caring for a dependent, TAs should report this using the normal absence procedure.
 - During the school day, TAs must complete tasks as directed by a member of the SLT. The following tasks/roles are examples and do not constitute an exhaustive list:
 - Cover in other areas of the school as directed by the AHT.
 - Assisting the class teacher with supporting pupils.
 - Preparing home learning resources.
 - Undertake remote and/or online PD.
 - Attend virtual meetings with colleagues.
 - Communicate with parents.
 - When assisting with remote learning, TAs are responsible for:
 - Supporting pupils who are not in school with learning remotely when requested by the AHT or other members of the Inclusion Team, and/or relevant Team Leader.
 - Supporting planning and resourcing differentiated learning activities, including liaising with the Inclusion Team and class teachers.
 - Supporting members of the administrative and clerical team in undertaking daily operational tasks, in the event of colleagues having to isolate from school.
 - TAs need to ensure that all safeguarding concerns are reported immediately to the DSL or a Deputy DSL. If they are unavailable, then the TA must call Cottenham Village College (01954 288944) stating that they are a member of staff at CPS and they have an urgent safeguarding issue and must speak to a DDSL immediately. All safeguarding policies continue to apply.
- Pupils, parents and carers
 - Staff can expect pupils learning remotely to:
 - Undertake all the work set, to the best of their ability and in-line with the usual expectations of CPS.

- Ask them for help, should they need it.
 - Inform teachers if they are not able to complete their work.
- Staff can expect parents and carers with children learning remotely to:
 - Wherever possible, maintain a regular and familiar routine, which follows the suggested routine of English and mathematics in the morning (with a break in-between each subject), and a piece of Science, History or Geography work in the afternoon – along with some physical activity. Parents and carers should also ensure that their child reads daily.
 - Support their child’s work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and supporting their child to concentrate on the work undertaken, free from any distractions – including additional electronic devices.
 - Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered
 - Be respectful and polite when sharing any concerns or comments with CPS staff, including via email (office@cottenham.cambs.sch.uk) or through *MS Teams*.
 - Understand that teachers will only check emails from parents and carers between the hours of 09:00 and 15:00 Monday-Friday, and that any responses will be sent within 2 working days.
- Governing Body
 - The CPS Governing Body (GB) is responsible for:
 - Monitoring the school’s approach to providing remote learning to ensure that the education remains as high as possible.
 - Ensuring that the CPS staff are certain that remote learning systems are appropriately secure; for both data protection and safeguarding purposes.

3. Who to contact

- If staff have any questions or concerns about remote learning, they should contact the following colleagues:
 - Issues with the work to be set – Team Leader, AHT & Inclusion Team, Curriculum Coordinators.
 - Issues around behaviour – Team Leader, AHT, Headteacher.
 - Issues with IT and technology – IT Lead.
 - Issues with personal workload or wellbeing – Headteacher.
 - Concerns around data protection – IT Lead and School Business Manager (SBM).
 - Concerns around safeguarding and child protection – DSL and Deputy DSLs.

4. Data protection

- Accessing personal data
 - When accessing personal data for remote learning purposes, all staff members will:
 - Not share any parent/pupil contact details with any third parties
 - Access parent/pupil contact details via school systems using a secure password, which is never shared
 - Only use school IT equipment (PCs, iPads, etc.) when accessing any personal details of parents/pupils

- Processing personal data
 - Staff members may need to collect and/or share personal data such as email addresses and other contact details, 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.
 - Staff are to only 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 installing the latest updates

5. Safeguarding

- Staff to refer to the *CPS Safeguarding and Child Protection Policy* for full details: <https://primarysite-prod-sorted.s3.amazonaws.com/cottenham-primary-school/UploadedDocument/3f52508cd363415c85f64bef42162efa/safeguarding-and-child-protection-policy-2020-21.pdf>

6. Monitoring arrangements

- This policy will be reviewed by the SLT, with findings shared with governors on a termly basis

7. Links with other policies:

- This policy is linked to the CPS:
 - Safeguarding and Child Protection Policy
 - Equality and Diversity Policy
 - Behaviour policy
 - Code of Conduct
 - Data protection policy and privacy notices
 - ICT and internet acceptable use policy
 - E-safety policy
 - Framework of Expectations