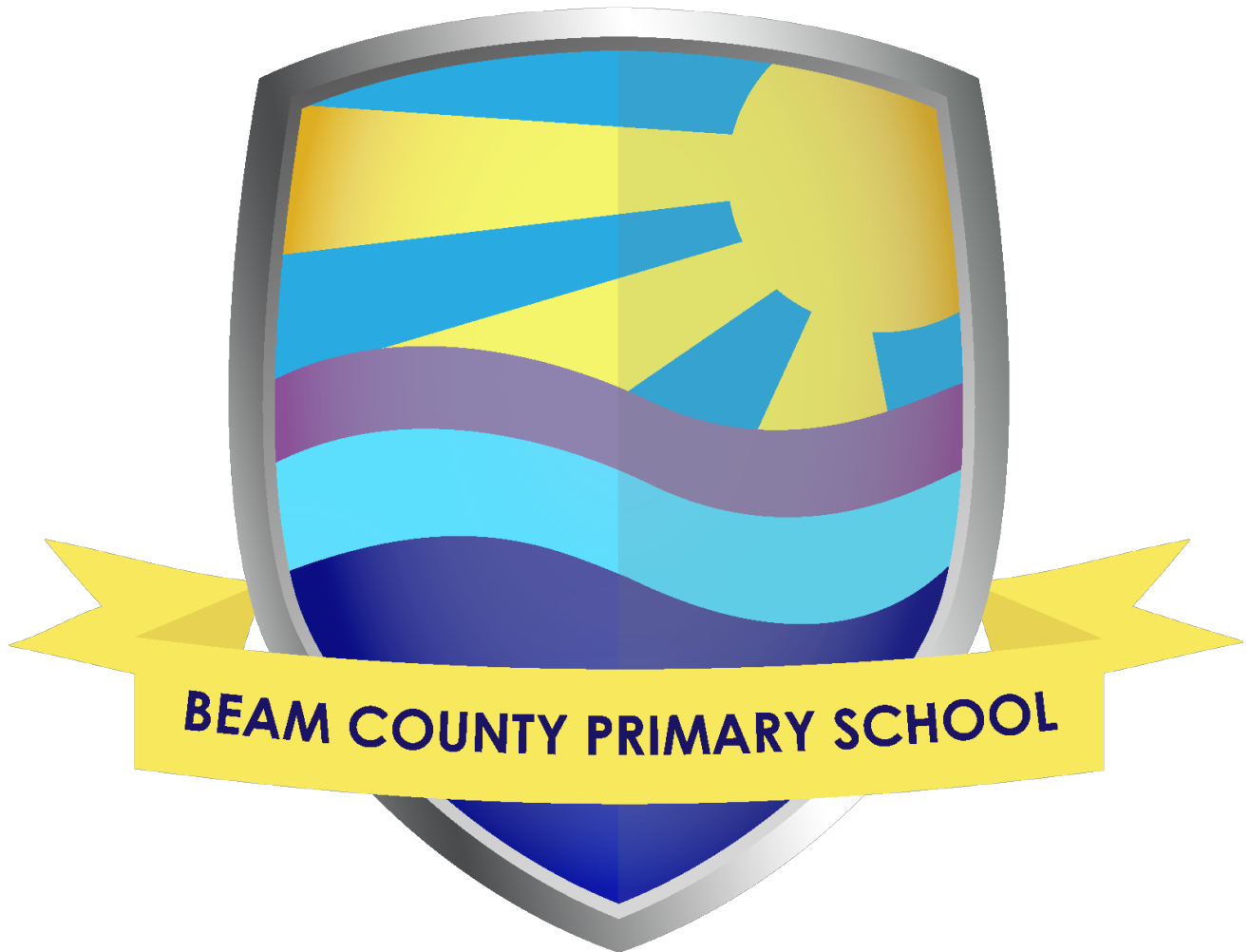


Remote Learning Policy



Beam County Primary School

Approved by:	Tracey Whittington	Date: 13.07.2020
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1. Aims

This remote learning policy for staff aims to:

- › Ensure consistency in the school’s approach to remote learning
- › 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

We’ve covered the people who will typically have a role in remote learning. You may want to add others, such as:

- › Pastoral leads (e.g. heads of phase or year)
- › SENCOs

2.1 Teachers

Teachers must be available between their usual working hours. 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. Teachers are responsible for:

- › Setting work:
 - Teachers should set work for their class and year group.
 - There should be a minimum of one literacy/ phonics, one maths and foundation subject per day.
 - This work needs to be set by 9am on the day of expected remote learning should cover and should allow enough time for pupils sharing devices to complete.
 - Where work should be uploaded onto Google Classroom – this can be published live or “scheduled” before hand to publish at or before 9am on the day of expected.
 - Teachers should coordinate with other teachers in their year group and with subject leads to ensure consistency across the year and each subject and to make sure pupils with limited access to devices can still complete the work.
- › Providing feedback on work – cover details like:
 - After the deadline for work passes, class teacher to access to completed work from pupils virtually.
 - Feedback should be given to pupils virtually in line with marking policy.
 - Feedback should be given in a timely manner in line with marking policy.
- › Keeping in touch with pupils and parents – cover details like:

- During times of extended absences (i.e. more than a week), class teachers are expected to make weekly telephone contact with families to ensure pupil and family welfare, and to liaise with parents/carers if work is not being completed.
 - Teaching and support staff should not make welfare calls or answer emails outside of working hours.
 - Complaints or concerns shared by parents and pupils should be logged on CPOMs and in line with Child Protection and Safeguarding Policy and Complaints Procedure and Policy.
 - Behavioural issues, such as failing to complete work or inappropriate behaviour online should be logged on Go4Schools and addressed with parents in weekly welfare check or if necessary, sooner.
- Attending virtual meetings with staff, parents and pupils:
- Dress code as per staff handbook
 - Locations should be conducive to a safe and collaborative learning environment. If possible, record the virtual lessons for students who might miss the live session.

For teachers also be working in school on a rota system, those working from home will cover the responsibilities above during this time.

2.2 Learning Support assistants

Learning Support assistants must be available between their working hours. 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.

Learning Support assistants are responsible for:

- Supporting pupils with learning remotely:
- Teachers to ensure LSAs know pupils they'll need to support and how they should provide support
 - Support with welfare checks on pupils and families.
 - Support in school with pupils onsite.
- Attending virtual meetings with teachers, parents and pupils – cover details like:
- Dress code as per staff handbook
 - Locations should be conducive to a safe and collaborative learning environment. If possible, record the virtual lessons for students who might miss the live session.

If teaching assistants will also be working in school part-time, such as on a rota system, explain who will cover the responsibilities above during this time.

2.3 Subject leads

We've used the term subject lead here to refer to anyone coordinating subject provision across your school, but you may use another term like 'head of department' or 'head of subject'. You may also want to cover the role of your SENCO here, as they may be responsible for coordinating learning for children with SEND across your school.

Alongside their teaching responsibilities, as outlined above, 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 to make sure work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set across subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the work set by teachers in their subject – SLT to review work set on Google Classroom
- Alerting teachers to resources they can use to teach their subject

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- › Coordinating the remote learning approach across the school – if you've assigned one member of staff to lead on this, highlight them here
- › Monitoring the effectiveness of remote learning – explain how they'll do this, such as 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

2.5 Designated safeguarding lead

The DSL (or deputy) is available during times the school is open for pupils. Contact details are included in the safeguarding section of this policy. If neither DSL or Deputy are available the SLT member on site will take responsibility for coordinating safeguarding.

The DSL is responsible for (but not limited to):

- updating and managing access to child protection files,
- leading school response on safeguarding matters
- liaising with children's social workers where they require access to children in need, children who are subjects of child protection plans and/or to carry out statutory assessments at the school.
- Being available to all school staff and volunteers and making sure they know they have access to a trained DSL (or deputy) and know on any given day who that person is and how to speak to them.
- providing support to staff to ensure that contact is maintained with children (and their families) who are not yet returning to school. (notes: Where possible staff should try and speak directly to children to help identify any concerns. Staff are encouraged (where possible) to make calls via school phones and devices. Where staff use personal phones to make calls, they should withhold their personal number.)
- maintaining training (remotely if necessary) and keeping up to date with changes in legislation and guidance.
- continuing to do what they reasonably can to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups.
- consider the unique and changing challenges for Beam in a child protection context and reflect them in the child protection and safeguarding policy as appropriate.
- advise SLT and Governors of the safeguarding requirements and responses related to remote learning

2.6 Identification of Vulnerable Children

Vulnerable children for the purposes of continued attendance during the coronavirus outbreak are those across all year groups who:

- are assessed as being in need under section 17 of the Children Act 1989, including children 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 and it is determined, following risk assessment that their needs can be as safely or more safely met in the educational environment
- have been assessed as otherwise vulnerable (including by children's social care services), and who could therefore benefit from continued attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those living in temporary accommodation, those who are young carers and others at the SLTs discretion.

The Local Authority have the key day-to-day responsibility for delivery of children's social care. Social workers and virtual school heads will continue to work with vulnerable children in this difficult period. School staff

(supported by the DSL or deputy) continue to work with and support children's social workers, virtual school heads and any other relevant safeguarding and welfare partners to help protect our vulnerable children.

2.7 IT Lead at Elementary

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 systems and flagging any data protection breaches to the data protection officer
- › Assisting pupils and parents with accessing the internet or devices

2.8 Pupils and parents

Staff can expect pupils to:

- › Be contactable during the required times – 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 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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- › Be respectful when making any complaints or concerns known to staff

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 systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

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

- › Issues in setting work – talk to the blended learning team, relevant subject lead or SENCO
- › Issues with behaviour – talk to the relevant head of phase
- › Issues with IT – S. Thomas or Elementary
- › Issues with their own workload or wellbeing – talk to their phase group leader or T Whittington
- › Concerns about data protection – talk to the data protection officer – T Whittington
- › Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

When accessing personal data, all staff members will:

- › Access data, on a secure cloud service or a server in our IT network
- › To access data laptops, provide by the school should be used. Which devices they should use to access the data

4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

While this may be necessary, 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

Child Protection and Safeguarding Policy (2019):

COVID-19 addendum - wider opening

Ongoing revision of this addendum continues to reflect:

- Updated advice from Department of Education
- Updated advice received from safeguarding partners: Health / Police / Local Authority

5.1 Safeguarding Statement

The best interests of children continue to come first. The principles in [Keeping children safe in education 2019 \(KCSIE\)](#) and the School Policy continue to apply.

In particular, we continue to:

- Act immediately on any safeguarding concerns.
- Provide a safe environment
- Keep children safe including online.
- Follow safer recruiting policy.
- Maintain Beam's culture of vigilance

Numbers on site may be different – but safeguarding remains the same.

5.2 Designated safeguarding leads (DSLs)

Contacting DSL:

We receive everything you add to CPOMS and are alerted as soon as it is entered.

Gary Anderson: ganderson@beam.bardaglea.org.uk 07970 275509

Deon McKenzie: dmckenzie@beam.bardaglea.org.uk 07970 275514

5.3 Wellbeing and Mental health

Bear that for many children, mental health will have been impacted
Wellbeing and Mental Health Policy - for further information
<http://beamcountyprimaryschool.org/assessment> - for further links
Contact the Safeguarding team for any queries or issues you may have.

What has changed?

- wider opening risk assessments - related Health and Safety risk assessments are appropriately linked into our safeguarding approach and child protection policy.
- PREVENT is a vital part of our work to safeguard children from radicalising influences – whole staff online Prevent training has taken place.
- Child Protection Policy – updated with an addendum to reflect our response to the coronavirus – distributed to staff on 1st day of partial closures.

Safeguarding and wider opening.

- We may identify new safeguarding concerns about individual children as we see them in person following partial school closures.
- If you have any concerns about a child, including new concerns where children are returning report them without delay through CPOMS. Reporting procedures including whistleblowing have not changed.
- All adults are responsible for safeguarding and are still required to act immediately on any safeguarding concerns including new concerns where children are returning
- Record on CPOMS: changes regarding welfare, health and wellbeing that you become aware of - even if you are not the “regular” class teacher for the pupil.
- During the partial closures DSL / Deputy DSL and SLT member on site remain available.
- We remain mindful that our vigilance includes doing all we reasonably can to ensure children are safe online and at home.

Other Contact numbers

MARF <https://www.lbbd.gov.uk/report-a-serious-concern-about-a-child-marf-for-professionals>

MASH team from 9am to 4:45pm, Monday to Friday :
020 8227 3811

Out of hours duty team from 4:45pm to 9am, Monday to Friday, weekends and bank holidays:
020 8594 8356

CAMHS (for schools who remain open and require telephone support for vulnerable children and young people or children of key workers who may attend at this time):
0300 300 1751

6. Monitoring arrangements

This policy will be reviewed yearly by S. Thomas (ICT Lead) and G. Anderson (DSL). At every review, it will be approved by the full governing board.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding and Child Protection Policy and coronavirus addendum to our child protection policy
- Complaints Procedure and Policy
- Data protection policy and privacy notices
- Internet acceptable use policy
- Online safety policy