Remote Learning Policy

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1. Intent

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

Teachers must be available between 8.40am and 3.25pm. 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 procedures before 8am on the day of absence. If it affects the completion of any work required ensure that arrangements have been made with your phase leader to ensure work is completed.

When providing remote learning, teachers are responsible for:

> Setting work:

- Teachers will provide learning for their current class. The daily lesson expectations are Mathematics, English, a foundation subject and a time to be active. Daily phonics lessons will be planned for EYFS and KS1.

- Teachers will provide the follow amounts of daily remote learning:

  - Key Stage 1: 3 hours a day on average across the cohort, with less for younger children.

  - Key Stage 2: 4 hours a day.

- Teachers will provide a mixture of recorded and live lessons linked to the long-term plan.

- Teachers may also use resources provide by the Oak National Academy, White Rose Maths and BBC Bitesize. Other resources identified by school curriculum leaders will also be used.

- Teachers will outline the work daily via their class story page on Class Dojo, using the academy agreed format.

- Teachers will ensure that there is as much parity as possible between home/remote learners and those learners attending the academy.

- Teachers will promote Online Safety as part of their work.

Providing feedback on work:

- Children/parents must use the portfolio to upload work via photos or 'hand in' completed sheets. In EYFS they also use Tapestry.

- Teachers will provide feedback either 1:1 via the portfolio or a general feedback via video.
- Teachers will ensure children/parents are aware when the work is completed to the correct   standard.
- Specific feedback to children may also include a telephone call.

> Keeping in touch with pupils who aren't in school and their parents:
- Regular contact will be made with home if a child is off for COVID reasons. This will happen through the office via a telephone call or text and by the teacher via Class Dojo.
- The expectation for teachers should be that they answer Class Dojo and emails during the hours of 8.30am -4.00pm.
- Any complaints or concerns should be shared with the Key Stage leads or the Senior Leadership Team. If it is a safeguarding concern, then the usual procedures should be followed i.e. record on CPOMS or contact a Designated Safeguarding Lead directly if you have a serious safety concern.
- If there is little or no work being completed, the teacher should contact the parent to explore the reasons and look to overcome any potential barriers. If this persists, then teachers should inform the DSLs / SLT.

> Attending virtual meetings with staff, parents and pupils:
- Dress code should be suitable attire to meet with parents and children.
- Locations for hosting the meetings/recording messages should be carried out in an area that is appropriate. It is recommended to use a 'background' provided by the virtual meeting apps.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their normal 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 for the Academy.

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

> Supporting pupils who aren't in school with learning remotely:
- Providing pupils that are shielding/not in school for COVID reasons with relevant support. This can be done through Class Dojo with TAs having full access to Class Dojo.
- TAs can assist with assessing and feedback through the Class Dojo portfolio; checking parents are ok with the work; comment on any work that is uploaded.

> Attending virtual meetings with teachers, parents and pupils:
- Dress code should be appropriate for working with parents and children.
- Locations for hosting the meetings/recording messages should be carried out in an area that is appropriate. It is recommended to use a 'background' provided by the virtual meeting apps.

When teaching assistants are working in school, they will be given time to support any children who are remote learning. This can be through video/Class Dojo and use of the portfolio feedback.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

> Subject curriculum that is up to date and links to the remote learning. Any external resources link directly to the long term plans.

> 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 – by having access to the Class Dojo and being able to see what is being set. All subject leads will have access to teacher medium term plans.

> Alerting teachers to resources they can use to teach their subject remotely – as and when they are available.

- The SENDCO will be available to be contacted by parents needing support.
- The SENDCO will be available to support teachers with the remote learning and any appropriate differentiation that is needed.
- The SENDCo will monitor the provision for pupils with SEND.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Supporting staff with any concerns that they may raise.
- Monitoring the effectiveness of remote learning – the Principal and Deputy Principal will liaise with staff via 'Teams' once a week through a staff meeting. There is a weekly focus on remote learning and safeguarding. There is an opportunity to provide models of good practice and feedback. Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Monitoring the security of remote learning systems – the Principal will ensure regular GDPR and safeguarding updates are shared and discussed with staff. Teachers and parents aware of e-safety and this is signposted for all on the website.

2.5 Designated Safeguarding Leads

They can be contacted via school email or phone to discuss any concerns.

The Safeguarding policy is in place for the academy and an addendum adapted for the current pandemic.

The DSLs will be available every-day. The DSLs are:

Julia Miles – DSL and Principal

Emma Kato – Alternate DSL and Deputy Principal

Dawn Marshall – Alternate DSL and Inclusion Lead

Angela Brain – Alternate DSL and KS1 Lead

Jo King – Alternate DSL and Assistant SENDCo

Jackie Stanton – Alternate DSL and Extended Schools (Hedgehogs) Manager

2.6 ICT Support

EMAT ICT Team are responsible for:

- Supporting issues around managing Office 365 and Teams, including email addresses.
- Fixing issues with hardware in the academy.
- Helping 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.

Class Dojo

- The academy's ClassDojo Mentors can support with practical advice in navigating the system. These are listed in the school directory on the site.
- Further support can be obtained from the ClassDojo Teacher Help Desk, accessible through the site.

Norwich Road Academy

- Will endeavour to support pupils and parents with accessing the internet and devices, where they are able.
- Will provide practical advice to pupils and families, as the first point of contact.

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.
- Consider the timing of messages to staff and recognise that they may not always receive and immediate response.

2.8 Academy Council

The Norwich Road Academy Council is responsible for:

- Monitoring the academy's approach to providing remote learning to ensure education remains as high quality as possible. This will include challenging the impact and evidence of any remote learning.
- 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 Leader or SENCO
- Issues with behaviour/ lack of engagement– Key Stage Lead / Inclusion Lead/ Senior Leadership Team.
- Issues with IT – talk to Computing Lead or contact the IT Helpdesk.
- Issues with their own workload or wellbeing – talk to Senior Leadership Team
- Concerns about data protection – talk to the Principal
- Concerns about safeguarding – record on CPOMS and/or talk to one of the named Designated Safeguarding Leads

4. Data protection

4.1 Accessing personal data

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

- Treat all personal data as the valuable and sensitive information that it is.
- Use One Drive if sharing information, where possible.
- Use the staff laptop provided rather than their own personal devices
- Any GDPR concerns/questions please contact the Principal without delay.
- Ensure any data breaches are reported immediately

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. Academy/EMAT email addresses must be used at all times and personal contact information must never be shared.

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)

> Ensure that portable pen drives should not be used to store information.

> Making sure the device locks if left inactive for a period of time

> Not sharing the device among family or friends.

> Keeping operating systems up to date – always install the latest updates.

> Store devices safely at home and out of view in vehicles.

5. Safeguarding

Any safeguarding concerns/nagging doubts should be passed onto the DSL as soon as possible. The staff member with the concern will also be required to record this on CPOMs. Please refer to the current Safeguarding policy for further information.

As part of the curriculum offer, teachers should promote internet safety and safe online behaviours with their class.

6. Monitoring arrangements

This policy will be reviewed regularly by the Deputy Principal and it will be approved by the Academy Council.

7. Links with other policies

This policy is linked to our:

> Behaviour policy

> Safeguarding Policy and Covid19 Addendum

> Data protection policy and privacy notices

> Home-school agreement

> ICT and internet acceptable use policy

> Online safety policy