Iveson Primary School

Where aspirations soar

Remote learning policy

Approved by:	Governing Body	**Date:** 24.09.24
Last reviewed on:	n/a	
Next review due by:	Autumn Term 2027	

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Rationale

In the event of closure or isolation, Iveson Primary is committed to providing continuity of education to our learners and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which learners or teachers are not able to attend school but are healthy and able to work as normal from home. This policy does not apply in absence due to illness.

Remote learning may also be appropriate in situations when learners, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer-term illness, assuming learners are able to complete schoolwork at home. Another relevant instance would be if, following an infectious disease outbreak, learners are self-isolating at home but are not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to learners who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take learners on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their children from school ‘as a precaution’, against official guidance, in the event of an outbreak of infectious disease.

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

Staff members are responsible for providing the best possible opportunities for remote learning. Across key stages 1 and 2 Iveson use the Google Classroom learning platform and within EYFS Evidence Me is used. Work provided through remote learning should mirror that of the physical classroom, with the same high quality learning opportunities accessible to all.

Remote Learning leaders will support staff and monitor content and engagement of virtual classrooms.

2.1 Teachers

When providing remote learning, teachers must be available between 08.30 and 15.30 (or where staff work part time their contracted 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.

When providing remote learning, teachers are responsible for:

- Setting work
    - Setting work for their own class/specific children that are out of school. Work should be differentiated where possible to mirror the classroom.
    - Each week there should be lessons of the following subjects divided equally across the five working days - please note the length of the lessons will vary and this will be indicated on timetables
        - Maths (5 lessons including Arithmetic)
        - English (5 lessons including reading and SPaG)
        - Phonics (2 lessons for KS1)
        - Science (1 lesson)
        - Art/DT (1 lesson)
        - PE (2 lessons OR equivalent of 2 hours over the course of the week)
        - Music (1 lesson)
        - Computing (1 lesson)
        - History/Geography (up to 2 lessons)
        - Spanish (for Year groups studying this suggest shortening other Foundation subjects)
        - RE (1 lesson)
        - PSHE (1 lesson)
    - Work should be scheduled to show by 09.00 on the platform. This can be scheduled in advance during planning and preparation time.
    - Work will be uploaded to the relevant classroom with resources including classroom slides and videos alongside instructions from the teacher.
    - Teachers should upload the work that is planned for their class and ensure that planned work falls in line with the sequence of learning in school. It is the teacher of the child/children who are off school to ensure that the relevant work is uploaded.
    - Where videos are shared these should be age appropriate and teachers will have watched theses prior to sharing.

    - A minimum of three hours work must be set each day for KS1 and four hours for KS2
- Providing feedback on work
    - Children will upload their completed work directly to the task and it is expected that this work is marked within the following week
    - Feedback should be shared with pupils through comments, corrections, next steps and challenges.
    - Teachers should then return the assignment to the children if they have further work to complete (based on feedback).
    - Feedback should not be sent after 1700 or before 0800
    - Feedback should be given to all pieces that are submitted and should mirror the quality and depth expected in school
- Keeping in touch with pupils who aren't in school and their parents
    - Make regular contact with students through the platform (comments on work and the stream) as well as phoning parents (using withheld number or the school telephone) if pupils are not engaging with online learning.
    - Teachers are not expected to answer emails outside working hours and are encouraged to log off the classrooms by 1700.
    - Complaints or concerns by parents or pupils should be logged on CPOMS and remote learning leaders should be alerted to this – for any safeguarding concerns, refer to the section below.
    - If children are not completing work to an appropriate standard or within the allotted time frame teachers are expected to follow this up with parents and ensure that either on return to school or through remote catch-up interventions the child is provided with opportunities to catch up with their peers.
- Attending virtual meetings with staff, parents, and pupils
    - In the event of any virtual meetings taking place, please ensure that your appearance is professional, and you are dressed appropriately following the school's dress code.
    - Ensure that you are completing your meeting in an appropriate location (use a blank/neutral background and ensure there is no potential for interruptions/distractions around you).

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for their usual contracted 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.

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

- Supporting pupils who are not in school with learning remotely:
    - Teaching assistants should provide support to those pupils in their designated year group, or 1:1 as directed by their teacher
    - Teaching assistants should respond to pupils' questions and queries either via the class stream or in the private comments section.
- Attending virtual meetings with teachers, parents, and pupils:
    - In the event of any virtual meetings taking place, please ensure that your appearance is professional, and you are dressed appropriately following the school's dress code.

- Ensure that you are completing your meeting in an appropriate location (use a blank/neutral background and ensure there is no potential for interruptions/distractions around you). If teaching assistants are working in school, where relevant class teachers will cover the responsibilities above during this time.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Ensuring remote learning follows the sequence of learning in school. For subjects which require educational equipment not readily available in the home setting (e.g., electrical circuits) Subject Leads should suggest to teachers an alternative activity to support 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
- Monitoring the remote learning set by teachers in their subject:
  - monitor the consistency and quality of work set on Google Classroom and compare this to the sequence of learning in school.
  - review completed work (work submitted on Google Classroom)
  - include remote learning as part of their regular meetings with teachers
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Chelsea Bowes and Freya Wilde are responsible for co-ordinating the remote learning approach across the school in conjunction with the SLT they will
- Monitor the effectiveness of remote learning:
  - Regular meetings with staff to provide training on remote learning resources, outline expectations, highlight good practise and share next steps
  - Support subject leads in accessing the information needed to monitor their subject
  - Review learning set on Google Classroom and ensure this follows the sequence of learning in school
  - Monitor the consistency and quality of feedback to pupils
  - Seek feedback from staff, pupils and parents and use this to develop next steps
  - Assisting pupils and parents with accessing the internet or devices
  - Helping staff and parents with any technical issues they are experiencing.
  - Feedback to the wider Leadership Team and Governors as required
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

- Our DSL is Hayley Marshall - Headteacher The DSL takes lead responsibility for child protection and wider safeguarding.

- During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.
- In the event of DSL needing to be contacted outside of school hours please email hayley.marshall@iveson-primary.co.uk and complete a CPoms notification
- When the DSL is absent, the [deputy/deputies] – Mandy Scott/ Karen Landa – will act as cover.
- If the DSL and deputies are not available, Joanne Sykes Deputy Head will act as cover (this would only be in the absence of all three other Safeguarding Leads).

The DSL has a duty to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (children's social care duty and advice team, Channel programme, and/or police), and support staff to comply with their mandatory reporting duties in cases where FGM has been identified.
- Ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues, have access to regular safeguarding supervision. (Ref: LCC Safeguarding Supervision: Policy and Guidance - Revised 2013).
- Keep the Head teacher informed of any issues and liaise with local authority officers and relevant professionals for child protection concerns as appropriate (HT is DSL this would occur if one of the other DSL's was managing a case).
- The school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- Provide reports as required for meetings. If school is unable to attend a meeting, a written report will be sent. Reports will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan, the DSL will contribute to the preparation, implementation and review of the plan as appropriate.
- The designated safeguarding lead and any deputies should liaise with the three
- safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2018). NPCC (2020). When to call the police (NPCC 2020) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- Promote the educational outcomes of children with a social worker and other pupils deemed vulnerable.

The full responsibilities of the DSL are set out in Safeguarding Child Protection Policy.

2.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents with any technical issues they are experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although this 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 (via Google Classroom or contacting school)
- Alert teachers if they are not able to complete work
- Complete a minimum of three hours work per day for KS1 and four hours for KS2

Pupils and Parents can expect staff to:

- Pre-watch any videos they sign post children to
- Use a private school – based learning platform monitored by SLT (Senior Leadership Team) and DSLs (Designated Safeguarding Leads)

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it – Google Classroom Guidance
- Be respectful when making any complaints or concerns known to staff
- Act on guidance sent from school to ensure children are kept safe when accessing YouTube

2.8 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 in setting work – talk to the relevant subject lead, SENCO (Karen Landa) or Remote Learning Leads (Chelsea Bowes and Freya Wilde)
- Issues with behaviour – talk to the relevant SLT member of phase (Joanne Sykes Phase 1, Lindsay Collinson Phase 2, Karen Landa Phase 3)
- Issues with IT – talk to IT staff (Liam Bradley - Primary Technology) or Remote Learning Leads (Chelsea Bowes and Freya Wilde)
- Issues with their own workload or wellbeing – talk to their line manager or Mental Health First Aider (Mandy Scott, Aimee Wigglesworth, or Ann-Marie Ord)
- Concerns about safeguarding – talk to the DSL (Hayley Marshall, Mandy Scott, Karen Landa)

4. Data protection

4.1 Accessing personal data

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

- Staff will access personal data on Sharepoint (secure cloud service) or Google Classroom using their individual Iveson login
- Use school devices to access the data such as laptops iPads or desktops.

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. If this processing is necessary for the school's official functions, individuals will not 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

Safeguarding Child Protection Policy found on Sharepoint (Iveson's secure cloud service) and on the School website.

Remote Learning and Safeguarding

Communicating with Parents/Carers

All communication between parents/carers and teachers needs to be through agreed channels these are.

- Email using the teachers school email address.
- Check-in calls using caller-id withheld function on personal phones – parents to be notified by whatsapp of the date and timescale teacher will contact them in so they know to answer their phones where possible this will be at least every two weeks.
- Staff are reminded that Google classroom is for communication between pupil and teacher should parents try and communicate on this forum they will be reminded to either email parent contact or phone the school office,
- Staff are not to give out or share any personal contact details.

At Iveson we deliver remote learning through Google Classroom

Pupils may comment, on Google classroom - staff are responsible for reminding them to and ensuring that they only talk about schoolwork in the 'Stream'. If need be staff may 'mute' them, i.e., stop them from posting or commenting, if they post anything that's inappropriate or bullying in nature, this will then be addressed in line with the school's Behaviour Policy.

Live sessions will follow the procedure laid out below.

- Streaming lessons
  - Teachers must be the first on and last out of live streaming sessions and should therefore log into the meet earlier than the time shared with children to ensure this happens
  - Streaming sessions are to be recorded in view only ensuring the children are muted and not visible during the session
  - Ensure all other tabs in your browser other than those needed for the session are closed
  - Record on your weekly overview/timetable when live streams are taking place

To record in Google Meet:

- In the meeting, click 'More' (the 3 dots) > 'Record meeting'
- Wait for the recording to start
- When you finish, click 'More' > 'Stop recording'
- Click 'Stop recording' again to confirm
- Wait for the recording file to be generated and saved to the Meet Recordings folder. The meeting organiser and the person who started the recording will also get an email with the recording link
- (You'll need to be using the computer version of Meet to record.)

- Live sessions/meets that require teacher to view the children

For some sessions/pupils it may be necessary to view the pupils - I.e., when providing a targeted booster group where children may be recording and showing their work within the session or where SEN children would benefit from face-to-face support. If this is the case

- Staff will notify the DSL and Remote Learning Needs prior to the meeting/session
- Notify the parents in advance that this will take place
- Remind parents to ensure children are dressed as they would for school (it is not necessary to be in school uniform but no pyjamas or nightwear) and are in a shared space in their home
- Record the session should we need to look back on this at a later date

- Telephone contact
  - Staff may contact parents on the parents' number either by the school phone or by withholding their caller-id on their mobile. Under no circumstances should they contact a child on the child's mobile phone. A phone can be passed to a sibling where it is necessary for translation purposes
  - Where calls are made for nurture sessions the call will need to be taken in a shared area of the home and a record of the call must be made on CPoms

6. Monitoring arrangements

This policy will be reviewed annually by Chelsea Bowes and Freya Wilde – Remote Learning Leads. At every review, it will be approved by the full Iveson Governing Body.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding Child Protection Policy.
- Data protection policy
- LCC guidance for Staff working in Educational Settings on the Use of Digital Technologies and Social Media
- Dress Code Policy