

Blue Coat C.E. (Aided) Junior School



Remote Learning Policy

Adopted: January 2023

To Review: January 2025

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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

2.1 Teachers

When providing remote learning, teachers must be available between 8:30am – 4:00pm.

If teachers are unable to work for any reason during this time, for example due to sickness or caring for a dependent, teachers should report this using the normal absence procedure.

Where teaching partners are unavailable, teachers are responsible for those duties.

Please also see Appendix A – Remote Learning Flowchart

When providing remote learning, teachers are responsible for:

- Setting work
 - Teachers are responsible for assigning work to their own class. If the class is shared or part time, the teacher who would normally be with them during that time is responsible. If the partner teacher in that year group is ill, the other teacher will assign to the whole year group. Teaching Partners and SLT will be responsible for giving feedback on the work to the class with the ill teacher.
 - Each day teachers will post a suggested daily timetable of remote learning activities on the Google Classroom. Work set needs to be equivalent to at least 4 hours per day.
 - Each day - one English, one reading, one Maths and a foundation subject will be provided based on the classes timetable – if one teacher is responsible for a year group both classes will follow the same timetable.
 - Resources and instruction need to consider that children working at home will need more support than in school. Instructions for tasks need to be clear and scaffolded. Reading lessons must have an adult reading the text and the text visible for the children.
 - The teacher is responsible to ensure that all work set is appropriate for all students, understanding that support at home may not be the same as at school. The teacher should communicate with teaching partners regarding lessons assigned and which ones will need to be differentiated and for which children.
 - Work needs to be set and scheduled on the Google Classroom for the next day by 3pm.

- Teachers should work closely with their year group partner teacher to ensure the entire year group are receiving the same quality of remote learning. As much as possible, year groups should receive the same resources and work.

➤ Providing feedback on work:

- Teachers to ensure that children receive feedback on all assigned work. Feedback should be meaningful and help children move forward in their learning.
- Feedback should be shared through marking on Google classroom.
- Teachers to review all items that are 'self-marked' and give specific feedback to children who have not met the expected standard for that assignment.
- As much as possible, feedback for Maths and English should be given on the same day that it is submitted – if it is submitted before the end of the workday. For foundation subjects, feedback should be given by the end of the week.
- Feedback should be varied and include audio and/or video feedback.
- Common misconceptions should be addressed at the beginning of the next lesson.
- Celebration of great work should happen at the beginning of the next lesson.

➤ Keeping in touch with pupils who aren't in school and their parents:

- Daily contact with pupils not in school via Google Classroom; weekly contact with parents via Class Dojo – Make contact with parents on first day of remote learning to ensure the family has access to online remote learning. Phone calls to be made to children who are not engaging with remote learning or appear to be struggling.
- Teachers should respond to all parent and pupil emails that pertain to questions regarding work set. Teachers should not answer emails or messages outside of working hours.
- Any complaints or concerns shared by parents and pupils should be logged onto CPOMS followed by a notification to SLT.
- Use a staged response for children not engaging with remote learning. First check in with parents to find if they need alternative work or method of receiving work. If this does not improve engagement, follow up with an additional phone call. Refer to SLT if persistent.

➤ If attending virtual meetings (in school or at home) with parents and pupils:

- Dress code is the same as for work.
- Ensure you are in a neutral space with no background noise and nothing in the background.

In the event that school is placed in Tier 4 (critical worker and vulnerable children), teachers will be in school and will still provide all of the above in addition to teaching in school. Teaching partners will cover classes throughout the day to ensure the teacher has time to check in with children at home. Whilst teachers are working with children in school, teaching partners are monitoring Google Classroom and Class Dojo for messages and marking where appropriate.

In the event that a whole class, Key Stage or whole school have to self-isolate or school closure (key worker and vulnerable children only):

- Class Teachers will post suggested daily timetables on Google Classroom for their class. The timetable must include a question or other fun engagement activity that all children can access and answer. This will be used to 'register' the children.
- The daily timetable will include English, reading and Maths and one foundation subject and contain tasks and links to follow, as above. A minimum of four hours of work needs to be set.

- The teacher will post other optional events and enrichment activity ideas at least once per week to help keep the children engaged and enthusiastic, as well as supporting their social interaction and physical and emotional wellbeing at this time.
- Daily Google Meets need to happen for every year group. This should be a 10 minute check in to give whole group feedback from the previous day or give hints and tips for the day. This can be done as a year group for all children who are at home.
- At least once per week, schedule live face-to-face contact opportunities for children, to maintain a sense for them of being part of a class using Google Meet. This does not need to be a lesson. This could be a 'fun' activity this can be in place of the daily check –in on that day or in addition to.
- Host controls for all Google Meets with children need to be set to require the host to be the first in the meeting, screen sharing for participants turned off and chat function turned off.
- Use tracker sheets and update throughout the day. Tracker sheets should be shared with all relevant members of staff including SLT – teachers and teaching partners should work together to support each other in updating the tracker sheet.

2.2 Teaching Partners

When assisting with remote learning, teaching partners must be available between 8:30am-4:00pm (or normal working hours if less than full time).

If they 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.

Please also see Appendix A – Remote Learning Flowchart

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

- Supporting pupils who aren't in school with learning remotely:
 - **The first and most important role of the teaching partner in remote learning** (whether the teaching partner is working in school or at home) is to look at the work that is to be assigned and ensure that SEN and lower ability students will be able to access the learning without any further support. Thinking about individual students possible support may include: checking task instructions and clarifying or simplifying; breaking instructions down into simpler tasks; giving extra prompts to help scaffold learning or even finding a different task that is more appropriate.
 - If teaching partner is in school, checking in on any children in class/year group who are at home via Google Classroom, Class Dojo and/ or phone calls as appropriate.
 - If teaching partner is working remotely due to a 'bubble' being at home, they will use a school mobile provided to ring all families at least once per week to check in, starting with SEND and vulnerable children, including those identified by the teacher as not engaging.
 - Support teacher as per teacher requests.
- Attending virtual meetings (in school or at home) with teachers, parents and pupils:
 - Dress code is the same as for work
 - Ensure you are in a neutral space with no background noise and nothing in the background.

In the event that school is placed in Tier 4 (critical worker and vulnerable children), teaching partners will be in school and will still provide all of the above in addition to covering classes in school. Teaching partners will cover classes throughout the day to ensure the teacher has time to check in with children at home. Whilst teachers are working with children in school, teaching partners are monitoring Google Classroom and Class Dojo for messages and marking where appropriate.

In the event that a whole class, key stage or whole school have to self-isolate:

- We appreciate that some families will not be able to engage with the full timetable, and in this case suggest they focus on key learning priorities to try to reduce the impact on children's core Maths and English skills.
- Monitor comments from students on the Google Classroom feed. As necessary, remind children to keep comments appropriate and kind. Delete inappropriate comments and contact parents.

In all instances, job roles and responsibilities will need to be flexible depending on staff absences.

2.3 Subject Leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Provide remote learning links alongside the medium term plans with an indication of work that should be completed by children.
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent.
- Monitoring the remote work set by teachers in their subject to ensure that it is accessible and appropriate for all and adapt plans as needed.
- 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:

- Co-ordinating the remote learning approach across the school – Deputy Head.
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set and/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 is responsible for:

- Refer to KCSIE 2022 and School Safeguarding policy regarding responsibilities of DSL.

2.6 Office Staff

Office staff are responsible for:

- Communicating with teachers/ SLT about individual students who need remote learning due to self-isolating.
- Facilitating distribution of devices for families who do not have a device at home.
- Working with teachers/ SLT to get packages to families as needed.

2.7 Pupils and Parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day.

- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching partners.
- 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.

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 or SENCO.
- Issues with behaviour – use CPOMS and contact parents/ carers - report to SLT if behaviour continues or escalates.
- Issues with own workload or wellbeing – talk to line manager.
- Concerns about data protection – talk to the data protection officer.
- 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:

- Use devices provided by the school (Chromebooks) which are password protected.
- Personal devices should not be used.

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 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).

- Making sure the device locks if left inactive for a period of time (this is in the settings of the Chromebook supplied by the school). Staff should ensure that this feature is still on.
- Not sharing the device among family or friends.
- Keeping operating systems up to date – always install the latest updates.

5. Safeguarding

Safeguarding policy on school website.

6. Monitoring Arrangements

The deputy head teacher will review this policy annually. At every review, the governing body will approve it.

7. Links with other Policies

This policy is linked to our:

- Behaviour policy
- Safeguarding policy
- Data Protection policy and Privacy Notices
- Acceptable Use policy
- Online Safety policy

8. Appendices

Appendix A – Remote Learning Flow Chart

	Student	Teacher	Teaching Partner
Student is not in school due to illness	No Remote Learning	No Remote Learning	No Remote Learning
Student is self-isolating due to family member illness (family member has a test scheduled)	No Remote Learning whilst waiting for results	No Remote Learning whilst waiting for results – if parents ask for work for the child, please provide online help such as Mathletics, Spelling Shed, Lexia and promote reading at home (If waiting for results goes on for more than 2 days, Remote Learning to begin)	No Remote Learning whilst waiting for results – if results are more than 2 days, assist in checking on Remote Learning.
Student is self-isolating due to family member illness – test has come back positive.	Remote Learning	Assign Remote Learning tasks to match the objectives of those in class for all subjects.	Check in on Remote Learning throughout the day.
If child who was self-isolating becomes ill.	Remote Learning suspended	No Remote Learning	No Remote Learning
Teacher is ill (not Covid)	Supply teacher in with class	No work off ill – except first day of lesson plans which should be left out from previous day.	Provide support for supply as usual – assist in finding lesson plans and resources if teacher off ill for more than one day.
Teacher isolating due to family member illness	Supply teacher	Continue to provide all lessons and resources from supply and send through before 3pm each day to teaching partner – check in with SLT daily for further instructions.	Provide support to supply as usual – check emails from teacher to print and prepare lesson plans and resources.
Teaching partner isolating due to family member illness.			Work to be assigned by SLT / teacher daily

If bubble / school is shut by public health

(Please note these instructions will be reviewed based on advice from Public Health)

Public Health only advises students to self-isolate for two weeks.	Remote Learning	Provide Remote Learning following same objectives as in school– work in school to continue to do other duties/ teach other classes throughout the day.	Continue to support – SLT to determine where support is needed
Public Health advises students and teachers /teaching partner to isolate (teacher is not ill)	Remote Learning	Provide Remote Learning from home following the same objectives as in school – check in with SLT daily	Support with Remote Learning to be assigned by SLT / teacher daily
Full lockdown with only key workers in school.	Remote Learning	Teachers will revert to 6week block of work already planned for all children in and out of school. English – All will follow 6 week block from Oak National Academy Maths – follow order of Power Maths use Oak National Academy / White Rose	Support with Remote Learning Support teacher with students in school throughout lessons to give them time to work with remote learners.

Appendix B – Tiered Response

Coronavirus: planning for tiered local restrictions

Here is what the 4 ‘tiers of restriction’ will mean for our school and the actions we’ll take for each one:

TIER	WHAT IT MEANS FOR OUR SCHOOL	ACTIONS WE’LL TAKE
1	➤ We will remain open for all pupils. ➤ Visitors will be asked to wear face coverings when moving around communal areas in school where it is difficult to maintain social distancing, unless they are exempt from wearing one. ➤ Staff will be asked to wear face coverings and socially distance during staff meetings.	➤ Supply of masks and visors available for staff and visitors. ➤ Signs on the door to reception to remind visitors of wearing face coverings. ➤ Office staff to advise visitors as to how to dispose of masks (<i>use supplied plastic bag and dispose of off site</i>). ➤ Remote Learning available for pupils who are self-isolating.
2	➤ We will remain open for all pupils. ➤ We will maintain the same rules on face coverings on-site as in Tier 1.	➤ Supply of masks and visors available for staff and visitors. ➤ Signs on the door to reception to remind visitors of wearing face coverings. ➤ Office staff to advise visitors as to how to dispose of masks (<i>use supplied plastic bag and dispose of off site</i>).
3	➤ We will remain open full-time for all pupils. ➤ We will maintain the same rules on face coverings as in tier 1.	➤ Supply of masks and visors available for staff and visitors. ➤ Signs on the door to reception to remind visitors of wearing face coverings. ➤ Office staff to advise visitors as to how to dispose of masks (<i>use supplied plastic bag and dispose of off site</i>).

TIER	WHAT IT MEANS FOR OUR SCHOOL	ACTIONS WE'LL TAKE
4	➤ We will only remain open for vulnerable pupils and the children of critical workers. ➤ We will provide remote education for all other pupils. ➤ We will maintain the same rules on face coverings on-site as in tier 1.	➤ All children will use blocked curriculum plans both in school and remotely. ➤ As our school have a high number of critical workers and vulnerable children, all staff will be in teaching so no staff rota will be put in place. Vulnerable Pupils We will strongly encourage vulnerable pupils to continue attending school. To do this, we will: ➤ Work with our local authority, Durham County Council ➤ Contact a pupil's parent or carer, and (where applicable) social worker if the pupil doesn't attend, to find out why and discuss their concerns Free School Meals We will work with Taylor Shaw to prepare meals or food parcels for all pupils eligible for free schools meals, whether they are at home or on-site.

Sources

- [COVID-19 contain framework: a guide for local decision-makers](#), GOV.UK - DHSC
- [How schools can plan for tier 2 local restrictions](#), GOV.UK - DfE
- [Guidance for full opening: schools](#), GOV.UK – DfE