Buckstones Community Primary School

Remote Learning and Working Policy

Written and agreed by staff:

Adopted by Governors:

Signed by Chair:

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1. Aims

At Buckstones Primary School, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This remote learning policy for aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

2. Roles and responsibilities

2.1 Teachers

Teachers must be available between 9am and 3.15pm. 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 to Sarah Healey. If it affects the completion of any work required ensure that arrangements have been made with either Sarah Healey or Melanie Platt.

When providing remote learning, teachers are responsible for:

- Setting work: (See Appendix1)
  - Create a weekly timetable and post it onto the class page on the website;
  - Inform parents how the work can be returned to the teacher to be marked i.e. share their First Class email;
  - Class teachers will provide approximately three activities per day for their pupils plus reading using Oxford Owl;
  - Activities should include one English (either Spelling, Reading Comprehension, Grammar or Writing); one Maths (including Arithmetic and Problem Solving) and one other curriculum subject;
  - English and Maths activities should be based around the Oak Academy online learning videos. A hyperlink should be created and posted on the class page for each lesson e.g. https://classroom.thenational.academy/lessons/to-identify-the-features-of-a-non-chronological-report-c4uket OR use Twinkl powerpoints OR create own videos or powerpoints;
  - Other curriculum work can be worksheets, activities from Espresso, Purple mash, Twinkl etc.;
  - Work for the first week needs to be posted on the website within 24 hours of the children being sent home;
  - Teachers are to email feedback and this should be done within 48 hours of receiving the work.
- Providing feedback on work:
  - Pupils' work will be marked and when and where appropriate feedback given within 48 hours of receiving;
  - Only send feedback in school time i.e. 9am -3.15pm;
  - Parents will submit photographs, worksheets etc. to the teacher either using email or Tapestry;
  - Teachers and teaching assistants will provide feedback via email.
- Keeping in touch with pupils who aren't in school and their parents:
  - Teachers and/or Teaching assistants are to attempt to make contact with all parents/pupils in their class every week via telephone call when in school or from a withheld number or using Tapestry in Reception. Contact details can be accessed via the office/ and or on cpoms. Do not share contact information with a third party. Record all contacts with parents and any concerns record on cpoms. Alert Safeguarding Lead (Sarah Healey or Melanie Platt) if there is a safeguarding concern.
  - Contact should be polite and encouraging. Teachers must not give out personal information and only use their First Class email account. Any issues that are received are to be dealt with professionally and if there is a concern Sarah Healey should be CC'd in the communication.

- There is an expectation that pupils maintain a good work ethic during the period of remote learning. Teachers will contact parents via telephone if their child is not completing their schoolwork or their standard of work has noticeably decreased.

- Attending virtual meetings with staff, parents and pupils:
  - If virtual meetings have been organised either via Zoom or Microsoft Teams choose carefully where you are located during the meeting. Avoid areas with background noise and be conscious of what can be seen in the background.
  - Teachers must make themselves available to join virtual meetings with staff, other professionals and/or parents.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal working hours on the days they are normally required in school.

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 to Sarah Healey.

Details of responsibilities. This could include:

- Supporting pupils who aren't in school with learning remotely:
  - When requested by SENCo or class teacher;
  - All pupils with EHCPs to be contacted daily by their Teaching Assistant and personalised work set for them;
  - Take responsibility for a group's home learning as directed by the class teacher;
  - Provide support for class teachers either by producing resources, contacting parents on behalf of the class teacher or attending virtual meetings.

2.3 Co-ordinators

If the period of remote learning is longer than half a term alongside their teaching responsibilities, co-ordinators are responsible for:

- 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, and deadlines are being set an appropriate distance away from each other;
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set;
- Alerting teachers to resources they can use to teach their subject remotely.

2.4 Head Teacher and SENCo

The Head Teacher is responsible for:

- Communicating with parents via parentmail and the school website about remote learning arrangements as soon as possible;
- Co-ordinating the remote learning approach across the school;
- Monitoring the effectiveness of remote learning activities for example through contact with teachers and co-ordinators and reviewing work set;
- Identifying which families may have no access to the internet and ensuring that hard copies of learning activities planned by the teachers are made available to the parent for collection or delivery;
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations;
- Overseeing the wellbeing of the staff and pupils.

The SENCo is responsible for:

- Co-ordinating the remote learning for the pupils with EHCPs;
- Monitoring the effectiveness of remote learning activities for example through contact with teachers and teaching assistants co-ordinators and reviewing work set;
- Lead liaison with SEND pupils and their families at home.

2.5 Designated safeguarding lead

The DSL is responsible for:

- Maintaining contact, collating, passing on information and responding to any concerns.

  See the Child protection and safeguarding: COVID-19 addendum.

2.6 Office staff

When working from home, office staff must be available during their normal working hours on the days they are normally required in school.

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 to Sarah Healey.

When working from home, are responsible for:

- Responding to emails and any queries from staff and parents;
- Completing tasks on parentmail, parentpay, attendance, FMSiS and SIMs;
- Completing the daily DfE attendance submission;
- Writing of minutes from meetings;
- Complete any tasks set by head teacher and teachers.

2.7 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- 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

2.8 Pupils and parents

Staff can expect pupils learning remotely to:

- Be present for remote learning by 9.00am and cease their remote learning at 3.15pm from Monday to Friday, with the exception of breaks and lunchtimes;
- Breaks and lunchtimes will take place at the following times each day:
    - Morning break will take place at 10.30 until 10.45am.
    - Lunchtime will take place at 12.00 until 1.15pm.
- All schoolwork completed through remote learning must be:
    - Finished when returned to their teacher;
    - Returned on time;
    - Completed to the best of the pupil's ability;
    - Be the pupil's own work.
- Pupils are expected to maintain a good work ethic and follow the timetable shared on the Class Page on the website;
- Pupils are expected to seek help from their teachers or teaching assistants if they need it;
- Alert their teacher if they are not able to complete their 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;
- Only contact staff using the First Class email addresses given during the time of remote learning, any other time contact the school office;
- Be respectful in their communication with staff.

****Teachers and Teaching Assistants who have to isolate because their child has been sent home to self-isolate or their child has symptoms and is waiting for the results of a test or is self-isolating because they are a contact with someone who has tested positive, then they must be available during their normal working hours. Teachers to communicate with Sarah and Teaching Assistant normally in their class and provide work that Sarah can step in and teach. Teaching Assistants will be asked to complete work or training sent by Sarah and/or Melanie.**

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 all 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 with behaviour – talk to Sarah Healey;
- Issues with IT – talk to Russell Taylor or Fingertips Solutions;
- Issues with their own workload or wellbeing – talk to Sarah Healey;
- Concerns about data protection – talk to Sarah Healey;
- Concerns about safeguarding – talk to the DSL (Sarah Healey or Melanie Platt)

4. Data protection

4.1 Accessing personal data

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

- Ensure pupils' contact data will be shared via Google drive. No paper copies of contact information will be taken off site.
- Only use school laptops and devices. Teaching Assistants can borrow school laptops to support remote learning.

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.

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 are recommended (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

5.1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our 3 local safeguarding partners Oldham Council, Greater Manchester Police and the Oldham Clinical Commissioning Group.

It sets out changes to our normal child protection policy in light of the Department for Education's guidance Coronavirus: safeguarding in schools, colleges and other providers, and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a social worker, including children:

  With a child protection plan

  Assessed as being in need

  Looked after by the local authority.
- Have an education, health and care (EHC) plan.

5.2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, Keeping Children Safe in Education.

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online

5.3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

5.4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

We will keep all school staff informed by text message and rota as to who will be the DSL (or deputy) on any given day, and how to contact them.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be Valerie Joyce.

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

5.5. Working with other agencies

We will continue to work with children's social care and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance.

5.6. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately by recording it on cpoms.

5.7. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately and report to the DSL.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

5.8 Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately. In particular, children are likely to be spending more time online (see section 11 below).

5.9. Online safety

We will continue to have appropriate filtering and monitoring systems in place in school.

Fingertips Solutions will support school throughout the period and are available to contact throughout the day.

5.10 Outside school

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 5.4.

We will make sure children know how to report any concerns they have back to our school and signpost them to other sources of support too.

5.11 Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online;
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school. We have let parents know via regular letters, parentmail, texts, school office contact and tapestry.

5.12 Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils. We have set up a section on the website with support and links for children's emotional health and well-being.

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

6. Monitoring arrangements

This policy will be reviewed annually by the Head teacher. It will be shared with all members of staff and other stakeholders.

It will be approved by the Full Governing Body.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

Appendix 1

What 'remote learning' can I expect from Buckstones Primary School?

This information is to be used as a general guide and parents can expect further details of remote learning for their child as and when it is required. We aim to implement remote learning from your child's second day of absence. There are 2 general scenarios outlined below; the first scenario where your child is not permitted to attend school and the second outlines the actions in the case of a whole bubble not being permitted to attend school.

Circumstance	Remote learning
My child (and their siblings if they are also attending Buckstones Primary) is absent because the household is required to self-isolate for 14 days. The rest of their school bubble are attending school and being taught as normal.	A timetable of lessons will be placed on the Class Page on the school website. A pack of work including: ➢ Children should access Oxford Owl on a daily basis where reading books appropriate for the child are available ➢ Children in Year 3 upwards should access Times Table Rock Stars daily for practice in fluency in multiplication and division facts ➢ Maths activities following on/mirroring the maths being covered in the classroom at that time. ➢ English tasks following the sequence of learning happening in the classroom. The quantity will be dependent on age/stage of your child. ➢ Phonics activities for EYFS and KS1 to work on the sounds your child will be missing ➢ Topic task(s) following the lessons being covered in class that week. These will either be safely delivered each week or emailed to parents. The work should be returned when the children return to school.

Circumstance	Remote learning
My child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19. We enter another 'lockdown' with total school closure.	A timetable of lessons will be placed on the Class Page on the school website. ➢ Children should access Oxford Owl on a daily basis where reading books appropriate for the child are available ➢ Children in Year 3 upwards should access Times Table Rock Stars daily for practice in fluency in multiplication and division facts ➢ Maths lessons uploaded to the Class page on the website using the Oak Academy trust videos and activities or Twinkl powerpoints and activities, following on/mirroring the maths being covered in the classroom at that time. ➢ English lessons uploaded to the Class page on the website using the Oak Academy trust videos and activities or Twinkl powerpoints and activities, following on/mirroring the English being covered in the classroom at that time. This will include spelling, grammar, writing and reading. ➢ Topic task(s) will be uploaded to the Class page on the website for children to complete and hand in virtually using email. This will be lessons your child would have had in class this term which can be most easily adapted to remote learning. ➢ EYFS activities will be set via the website and handed in virtually using Tapestry. ➢ 1:1 support if your child receives 1:1 support and they are isolating, a more bespoke programme of support will be set up. This may include phone calls / video chats with your child's 1:1 support.