Jennett's Park CE Primary

Remote learning policy

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1. Overview

Our aims here at Jennett's Park are to ensure we live out our vision: Empowering our children to flourish and achieve under God's love. This comes from the passage in the bible where Jesus says: I have come to let you live life in all its fullness (John 10:10).

No one expected to have to so quickly manage remote learning and this policy aims to define our approach to the problem facing schools at the moment and our approach in Jennett's Park CE Primary.

Our Rainbow Promise underpins everything we do at school. Just as the Rainbow was a sign of God's promise to Noah that from that moment God would enable Noah and the people of the earth to flourish and experience life in all its fullness. So as a school community we promise to do our best to enable all the pupils and adults of our school to flourish academically and professionally so that they might reach their potential.

The Rainbow is also a symbol of the diversity of our school community, but as a church school we recognise that we are all created and valued by God, and so as a school community we commit to care for and value each other.

The dove symbolises our need to persevere in some aspects of life as it is not always the first time we find success. It was not the first time that Noah had tried to find dry land and so we much seek strength within ourselves and from God to achieve.

All children and young people have a right to a primary education, which should be free. Our aim is that learning at Jennett's Park CE Primary School should empower children. It should celebrate success and progress for all, and be part of our role as heart of the local community.

These are our Promises to keep to our children to be able to serve the common good with our work as part of the Church of England. By following our Promises we know our curriculum suits local needs

At Jennett's Park we are:	Our Promises:
Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

2. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school when a class closes
- Ensure consistency in approach to remote learning for individual pupils who have to self-isolate due to COVID
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

3. Remote Learning Strategy

Circumstances where this policy will become operational

The systems and procedures outlined in this remote learning policy will come into effect under any of the following circumstances:

• a pupil, groups of pupils, class or bubble are required to self-isolate at home

• in the implementation of a local area or national lockdown and subsequent school closure

•if a member of staff is required to self-isolate but able to work from home

4. Roles and responsibilities

- 4.1 Teachers
- Learning Support Assistants
- Subject leaders & Inclusion lead
- Senior Leaders
    - Assessment Leader
    - Remote Learning Leader
    - Phase leads
- Designated Safeguarding Leads
- Office Staff and IT Team
- Parents and Pupils
- Governing Board

4.1 Teachers

When providing remote learning, teachers must be available between 8:45- 3:15 if they are a full-time teacher. This will be adapted to reflect the hours of a part time teacher.

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 –:
    - Class teachers should provide work for their year group. In times of sickness they may to share this to all in the year not just their class.
    - Expectation of work to provide
        - Learning will still be at parent's discretion but we will aim to give a more structure timetable.
        - We will use Seesaw for Y1-6.
        - Tapestry runs for Year N-YR
        - Outgoing Squid emails will share information.

- secretary@jennetts.bonitas.org.uk can be continued to use for support.
- Online learning system for older years will provide 1 Maths, 1 English per day, reading/story challenges and a 'project.' EYFS and Y1 will additionally be provided with learning for phonics.
- Teachers to be online to accept submissions and give live feedback.
- Teachers should record a twice weekly message to class using video format.
- Daily link to lesson/powerpoint (use of Read write inc, White Rose, Oak Academy, BBC)
- Children send in work – via tapestry or seesaw or to secretary@ email

  - Work will be set by 9am each morning
  - Work should be uploaded to Tapestry and Seesaw
  - Staff should co-ordinate with other teachers in their phase and to the remote learning team, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work
  - We have printed booklets to supplement those with limited access

- Providing feedback on work:
  - Staff should access completed work from pupils via Seesaw or Tapestry
  - Staff are expected to feedback to pupils with a comment or a like
- Keeping in touch with pupils who aren't in school and their parents:
  - Staff should make regular contact in a bubble / class closure. A reasonable expectation in closure is a marvellous me and response to all work set. Parents may wish to email for advice which can then be shared back individually or in relation to group advice on a shared correspondence or FAQ. Staff will check in after long periods of closure (3 weeks +) with a return to school phone call.
  - Expectations are on them for answering emails from parents and pupils. Teachers are not required to answer emails outside of working hours.
  - Staff should refer complaints or concerns shared by parents and pupils to their phase leader and line manager– for any safeguarding concerns, refer teachers to the section below.
  - When handling any behavioural issues, such as failing to complete work staff should follow the code of conduct and the behaviour guidelines. They should seek advice from phase leaders.
- Attending virtual meetings with staff, parents and pupils:
  - See below in safeguarding section for comments on dress code and location

If teachers will also be working in school our plan is that the lessons are covered by team of staff who are self-isolating/ on reduced timetables staff provide overview to remote learning.

4.2 Learning Support Assistants

When assisting with remote learning, Learning Support Assistants must be available following their normal working pattern typically 8:45 – 3:15.

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, Learning Support Assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely:
  - They may be directed to support a class when a teacher is absent and teaching remotely.
  - They may help by logging in and commenting on our platforms Seesaw (Year 1 and above) and Tapestry (EYFS)
- In times of closure they may be expected to attend virtual meetings with teachers, parents and pupils:
  - See links in code of conduct for Dress code

- LSA's should be aware of locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

4.3 Subject leads & Inclusion lead

Alongside their teaching responsibilities, subject leads and Inclusion lead are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote 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, 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

4.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school. Phase Leaders will have overall direction to what their phase produces.
- 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.

4.5 Designated safeguarding lead

Jennett's Park CE Primary School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: Liz Savage

The Deputy Designated Safeguarding Lead is: Gemma Robinson

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection and safeguarding records including our MyConcern recording system. They will liaise with the offsite DSL (or deputy) and as required liaise with children's social workers. This may include providing access for social workers to see children in school as part of an assessment or required contact.

The Role of the Designated Safeguarding Lead is to:

- Make sure all staff are aware how to raise safeguarding concerns
- Ensure all staff understand the symptoms of child abuse and neglect
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Attend multi agency meetings as required
- Monitor children who are the subject of child protection and child in need plans
- Maintain accurate and secure child protection records

4.6 IT staff & Office team

BONITAS IT staff and Office Team 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 remote learning systems and flagging any data protection breaches to the data protection officer

- Assisting pupils and parents with accessing the internet or devices

4.7 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
- 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 – 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

4.8 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

Self isolation procedure

If a child needs to self- isolate or is not in school due to Covid related illness, our outlined procedure is:

1) Parent confirms child is ill / Child sent home
2) School to confirm if parent has access to Tapestry (Nursery, Reception) or Seesaw (Year 1 through to Year 6)
3) If parent cannot access these printed works to be given
4) School activates online work for children to access at home
5) School checks in once a day to comment on submitted pieces
6) Parent to email to school for any other bespoke advice

5. 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 then Phase leader or SENDCO if further support is needed
- Issues with behaviour – talk to the relevant teacher then Phase Leader
- Issues with IT – talk to IT staff via reporting system
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

6. Data protection

6.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will use agreed platforms only

6.2 Processing personal data

Staff members may need to collect and/or share personal data 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.

6.3 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

7. Safeguarding

7.1 Online safety in schools and colleges

Jennett's Park CE Primary School will continue to provide a safe environment, including online. This includes the use of an online filtering system within school.

Where students are using computers or devices in school, appropriate supervision will be in place.

7.2 Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the school code of conduct.

Jennett's Park CE Primary School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider if delivering virtual sessions, especially where webcams are involved:

- No live 1:1s unless another adult in the room, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils

In relation to LIVE LESSONS – JPCE ARE NOT CONDUCTING TEACHER LED LIVE LESSONS AT PRESENT DATE. They will record teacher content and share to aid children's understanding. Each year group will be offered a weekly get together through an online playground led by a known adult and a member of SLT.

- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Staff should record, the length, time, date and attendance of any sessions held.

8. Monitoring arrangements

This policy will be reviewed every two years by the Senior team or as need be. At every review, it will be approved by Children and Learning Governors.

9. 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
- Esafety policy