Saltaire Primary School

Remote Learning Policy

Version	01/2024
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Remote Learning Summary

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

2.1 Teachers

When providing remote learning, teachers must be available between 09.00 and 15.30

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

  o In the event of a closure and teachers are working from home/school - host a Google Meet to provide instruction, guidance and modelling for the work set and provide whole class feedback on work which has been set

  o Maths and English work to be set which is broadly of a similar amount as they would normally set in class

  o Other curriculum subjects which can be accessed from home

  o Work should be provided using Google Classroom

  o Co-ordinate home learning packs for children who are unable to access online provision. This can be done in communication with year group partner teachers, and the Senior Leadership Team who can deploy staff to copy and deliver where needed

- Providing feedback on work

  o Whole class feedback can be given during Google Meet sessions

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

  o For children who are not in school when their class is attending, the teacher should aim to telephone once weekly for a well-being check-in

  o Otherwise, children and parents can use the message function on Google Classroom to communicate with their teacher during normal school hours

  o Teachers should keep account of which children are accessing home learning provision and telephone parents of children who are not

- In the event of any complaints or safeguarding concerns, teachers should consult with a member of the Senior Leadership team and/or DSL

- Attending virtual meetings with staff, parents and pupils
  - Dress code is the same for remote learning as in school
  - Be mindful of the background for virtual meetings

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 09.00 and 15.30 or 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. When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely
  - Work under the direction of the class teacher
  - Preparing resources and responding to messages
  - If working in school, preparing and delivering home learning packs
- Attending virtual meetings with teachers, parents and pupils
  - Dress code is the same for remote learning as in school
  - Be mindful of the background for virtual meetings

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
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- 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
- Monitoring the effectiveness of remote learning – evaluating feedback from teachers, children and parents and making necessary adjustments
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

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

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:

Leader of Learning

Rob Whitehead or Chris Evans

4. Data protection

4.1 Accessing personal data

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

- Use Arbor and Google Drive
- Use school Chromebook

4.2 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.

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

Staff should follow the Child Protection Policy

6. Monitoring arrangements

This policy will be reviewed bi –annually by Rob Whitehead, Chris Evans and the Senior Leadership Team. At every review, it will be approved by the Teaching and Learning Committee of the 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

Remote Learning Summary	
Guidance	**Our Home Learning Provision**
Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations	Follow the planned curriculum sequence for the year group at the point of closure or a child isolating.
Give access to high quality remote education resources Click on the images for links to the home learning directory	Free access to educational platforms such as TT Rockstars Class Page on eSchools to provide useful links, videos and additional resources across a broad range of curriculum subjects Log in details to be sent home
Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use	We use Google Classroom for the setting of work daily, messages and feedback. White Rose videos Oxford Owl Reading Planet Purple Mash
Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access	White Rose Workbooks Other teacher selected printed resources
Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum	Adapted/personalised packs for children with additional or specific need Teacher email address given to parents Monitoring of engagement and targeted support
Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects	The learning tasks will be the same as we would provide in class
Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about	We will follow the planned curriculum sequence and adapt this to deliver remotely We have high expectations and provide targeted support where needed

what is intended to be taught and practised in each subject	
Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos	White Rose Instructional Videos National Oak Academy and BBC Bitesize videos Teacher led Google Meet to explain new content and tasks
Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers	Follow up virtual meetings will ensure misconceptions are addressed, feedback provided and learning celebrated. Children and teachers will be able to message their teacher for clarification and/or support Teachers will contact children whenever necessary Low threshold, high ceiling tasks will be provided to help match learning to need Zoom meetings and three learning tasks per day alongside routine practice materials Children will access whole school assemblies virtually The Senior Leadership Team will keep in frequent communication both with the class teacher working remotely and attend some virtual meetings with the class.