

Learning for Ourselves, Respect, We Can



# Remote Learning Policy

**Reviewer:** Diane South

**Reviewed and approved by Full Governors:**

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# Lyndhurst Infant School Remote Learning Policy September 2020



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Adopted by Governors:

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Covid 19 Response

**July 2021**

**The Remote Learning Policy will remain in place. The Policy will be put into place if there are any class or group closures. Children who are self-isolating will also access remote learning.**

**The class teacher must inform the team leader and ensure provision is put into place. Phone calls and feedback on 'turned in' work will follow.**

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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 aren't in school in the case of a partial or full closure
- 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 8.45am and 3 pm

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

Lyndhurst will adopt a flexible approach to working hours but staff should endeavour to keep to normal business times. If you are experiencing any difficulties, then please discuss with your line manager who will discuss this with the HT

#### **When providing remote learning, teachers are responsible for:**

- Setting work –
  - Work/subjects will be delegated by the team leader so that all areas of the curriculum are covered and that remote learning reflects the curriculum coverage at school.
  - Work is to be uploaded daily reflecting the timetable agreed by each team. This should be in advance (daily by 3 pm), so that learners can access their tasks according to the timetable
  - You may also be required to provide generic activities across year groups
  - The task should reflect a school lesson time but bearing in mind that working at home for children with their parent/carers can be intensive
  - Home learning must have clear instructions so that parent/carers feel confident to support their child's learning
  - Work will be uploaded to Google Classrooms (training to be completed by 25 September 2020) Team leaders will monitor consistency. SLT to meet remotely to discuss
  - Children/parents who experience difficulties accessing online learning will have access to paper copies of work

➤ Providing feedback on work –

- Teachers to give constructive feedback to individual children on their work on a weekly rolling program so that all children receive feedback each week – this can be via Google Classrooms or via telephone/email.
- Teams to discuss the most efficient way to do this

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

- Contact to be maintained with each class. This will be through feedback on work and through regular email/telephone calls for those who need wellness checks
- Staff are not expected to communicate with children/parent outside of normal working hours
- Any complaints or concerns should be shared with team leaders or a member of the SLT. Safeguarding concerns should follow our Safeguarding policy and protocols How to handle any behavioural issues, such as failing to complete work

➤ Attending virtual meetings with staff, parents and pupils

- Dress code – appropriate business dress as if in school
- Locations - be mindful of appropriate background – tidy with nothing personal on show.

## 2.2 Teaching assistants

If Teaching Assistants are required to support with remote learning they must be available for 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- please notify Jo Halley, Di South and your team leader.

You may be asked to complete a relevant course or prepare learning resources. HLTAs may be asked to provide learning activities relevant for the children/subjects they teach.

- If you are asked to attend virtual meetings with teachers, parents and pupils you must follow the same dress code and location advice as above for teachers.
- If you are asked to work in school, you will liaise with the SLT leading in school. You may be deployed in any year group or asked to support individual children.

## 2.3 Subject leads

- The SENDCo and TIC will support the learning of all SEND children and ensure they can access their learning either remotely or through work delivered/posted. The SENDCO will Risk Assess all children on the SEND register and liaise with their families and outside agencies as appropriate and necessary.
- Subject leads will continue to monitor their subjects across the school and ensure that colleagues have access to the appropriate learning resources ie the Oak Academy on line resources. Planned curriculum/learning objectives may need to be adapted for remote learning.
- Attend remote curriculum lead meetings with the SLT

## 2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across their key Stage or area of responsibility
- Monitoring the effectiveness of remote learning for their Key Stage or area of responsibility and discuss any concerns or issues with the Head teacher
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## 2.5 Designated safeguarding lead

The DSL is responsible for updating and monitoring the Policy and procedures. Part of this responsibility is conveying and supporting safe working practices, including up to date training.

## 2.6 IT Technician

Barby will be responsible for:

- Fixing issues with systems used to set and collect work
- Creating and maintaining staff and pupil accounts for online learning platforms
- 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

## 2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Engage with the learning opportunities offered remotely
- Complete work and meet deadlines
- Seek help if they need it, from school
- Alert teachers if they're not able to complete work or do not understand what is being asked of them
- Parent/carers are expected to support their child during their time at home. We understand that this will need a flexible approach and children may complete activities outside of normal school hours

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
- Be respectful when making any complaints or concerns
- 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
- Attend Governor's meetings and read all relevant documentation

## 3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Team leader or Head teacher
- Issues with IT – talk to Barby
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer (Nats, Barby)
- Concerns about safeguarding – talk to the DSL (DS or JH/SDY)

## 4. Data protection

### 4.1 Accessing personal data

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

- Only use their official school email account and never use personal messaging systems;
- Only access personal data if it is necessary for the purposes of remote learning and teaching.
- Only connect to personal data on the school network using approved tools for example, One Drive, Google Drive, School remote connection tools.

### 4.2 Processing personal data

- Staff must not put sensitive personal information at risk of compromise of confidentiality or any other personal information at risk of loss through the use of non-secure tools and methods (such as non-approved third party services) and/or personally owned email accounts. In particular, staff shall ensure that the use of any file synchronisation and sharing tool (for example Onedrive and Google drive) to support remote or mobile working is compliant with this and other Lyndhurst Infant School policies.
- Staff members are unlikely to need to collect and/or share personal data. However, if it does become necessary, staff are reminded to limit the processing of personal data so it is relevant, adequate and necessary to fulfil the purpose required.

### 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

Please read our Safeguarding Policy, Addendum or updated information.

## 6. Monitoring arrangements

This policy will be reviewed at the end of each term and shared with Governors and staff. The Policy will be adopted each new academic year by the Governing Body

## 7. Links with other policies

This policy is linked to our:

- Behaviour and Relationship policy
- Child protection and safeguarding policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices

- ICT and internet acceptable use policy
- Online safety policy
- Covid 19 Addendums

### Year 1 and Y2 (KS1) Remote learning Time table

Monday	Tuesday	Wednesday	Thursday	Friday
Handwriting Phonics and Spelling				
English	Maths	English	Maths	English
Maths	English	Maths	English	Maths
Reading	Physical	Reading	Physical	Reading
Physical	Reading	Physical	Reading	Physical
Humanities	Creative/Technology	Humanities	Creative/Technology	Humanities
Independent Personal Learning and Research				

Humanities: Geography, History, PSCH, RE

Creative/Technology: Art, DT, Music, Science, ICT

Independent Personal Learning: ie Child researches something of personal interest, makes something from construction, sewing or plays a game.



## Year R (EYFS) remote Learning Time table

Monday	Tuesday	Wednesday	Thursday	Friday
Handwriting				
Phonics and Spelling				
Communication, Language and Literacy	Maths	Communication, Language and Literacy	Maths	Communication, Language and Literacy
Maths	Communication, Language and Literacy	Maths	Communication, Language and Literacy	Maths
Reading	Physical	Reading	Physical	Reading
Physical	Reading	Physical	Reading	Physical
Personal, Social and Emotional/Understanding of The World	Expressive Arts & Design	Personal, Social and Emotional/Understanding of The World	Expressive Arts & Design	Personal, Social and Emotional/Understanding of The World
Independent Personal Learning and Creative play				

Personal, Social and Emotional/Understanding of The World: supports children to learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', **develop** independence and ultimately feel good about themselves.

Expressive Arts & Design: develops a child's imagination, creativity and their ability to use media and materials. The expressive arts help children to represent and understand their own feelings and ideas.

Understanding of the world: This involves children making sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment.