



ALBOURNE C.E. PRIMARY SCHOOL

Albourne, Hassocks, West Sussex. BN6 9DH

Tel: (01273) 832003 Fax: (01273) 835569

office@albournecep.co.uk

www.albournecep.co.uk Headteacher: Ms F Keeling



Remote Learning Provision

Approved by: Full Governing Body

Date: 19.9.24

Next review due by: September 2025

.....

Contents

1. Aims	2
2. Roles and responsibilities	2
3. Who to contact	6
4. Data protection	6
5. Safeguarding	
6. Monitoring arrangements	7
7. Links with other policies.....	7

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Safeguarding

It is important to note that during a time of closure, children and families may feel isolated. Some families may not have access to food, have reduced income or suffer bereavement.

- Headteacher will publish helpful material on our website and by email
- MyConcern should be kept up to date and any issues discussed with the DESIGNATED SAFEGUARDING LEAD as soon as possible.
- Contact with children should be made weekly, by work being submitted as a minimum.
- Vulnerable families should be phoned or a home visit made (revised Home Visit policy and documents are on the office desk with visitors' badges) if the child has not been seen in Google Classroom or no learning received or the child has not been in school.
- The class lists on Share point indicate the contact needed to fulfil our safeguarding and pastoral responsibilities to all our children, plus who is responsible for these contacts.
- DESIGNATED SAFEGUARDING LEADS will contact those families with multiple children at school depending on which KS the older/oldest child is in. The children have been colour-coded and the following needs to be checked when contacting families:
 - Red - Child in need - child's general welfare especially access to food
 - Yellow - Pupil premium - access to food at school or FSM vouchers or food banks if needed - before ringing. Vouchers can be offered by you and arranged by Bursar, although this may take time to arrange.
 - Green - EHCP - child's general welfare especially access to food
 - Blue - previous or ongoing concern - child's general welfare especially access to food
- Office staff will ensure that children who have been in school are 'ticked' on the class lists.
- Suggested Phone Script:
 - "We just wanted to check everyone in your family was well, especially _____. Have you been able to shop for food as normal? If not did you know there is a food bank locally at: <https://www.hurstpierpoint-pc.gov.uk/hurstpierpoint-food-bank/>

- or you can contact the diocesan family support work charity at: <https://www.familysupportwork.org/>
- How is home learning going? Have you any concerns or questions that we can help with?
- Addition for PP families only (if children not in school):
 - Did you know you can also collect food from school, have lunches provided in school or have a voucher or hamper from Chartwells if needed? We can arrange this for you." (End of script)
- Update and complete My Concern in line with established practice.
- Provide weekly food vouchers for any Pupil Premium child who is not attending school/having school meals.
- All staff are responsible for attending to the amendment to the Safeguarding policy.

Designated Safeguarding Leads will:

- DESIGNATED SAFEGUARDING LEADS will monitor My Concern weekly and respond accordingly.
- Monitor on-line safety for children in school.
- Monitoring contact with children in key stage via register grids and action any concerns

3. Roles and responsibilities

3.1 Teachers

Teachers must be available between 08:30-15:00 for teaching and until 16:30 once per week for a staff meeting. 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.

Teachers' responsibilities:

- Prepare home learning packs on a weekly basis work and post files on Google Classroom (e.g. 3pm on Friday for the following week). (NB. Office will print hard copies of all the materials for collection by Monday lunchtime.)
- Know how to use Google Classroom and use three times a week (as per timetable) to support children's learning. Three sessions will consist of: one reading, one activity (probably English or Science) and one feedback on learning during the week. One session will be phonics based in Key Stage 1.
- Converse regularly with TAs and agree what they can do at home e.g. preparing resources.
- With TAs organise exchange of library books with children who are still coming to school. Books should be put in a pile in the library
- Reading books should be changed regularly if the children are in school
- Provide work for SEND/EAL children that can be emailed direct to individual children via their own email.
- Include in home learning: daily tasks (e.g. reading (First News for one teaching activity per week), maths (using NCETM), spelling/phonics, writing, handwriting, weekly learning (e.g. science, french KS2) and longer term projects generally lasting 2-3 weeks (e.g. history/geography, art/D&T, music (using Charanga), RE – NATRE home learning resources).
- Use Oak Hall Academy materials and BBC bitesize: <https://www.bbc.co.uk/bitesize> to add richness and variety.
- Plan to include a range of on-line and off-line activities.
- Work in year group groupings e.g (Yr R-Yr2, Yr 3 Yr 4/5, Yr 5/6) to set project-based learning to last over a number of weeks.

- Ensure record yourself or ensure parents are signposted to sites where children can hear stories being read *daily* (see list from DFE for links).
- Provide feedback on work:
 - Comply with GDPR/Staff Code of Conduct regulations regarding not sharing email addresses or personal information via the internet.
 - Work will be submitted via Assignments on Google Classroom or on Tapestry for EYFS.
 - Parents and children will only expect feedback twice per week, as a maximum. Identified days for returning work are Tuesdays and Thursdays.
 - Feedback can be given either via Google Classroom or through child's email address, whichever is most appropriate and no later than 18:00.
 - Feedback should be given within 48 working hours of Tuesday/Thursday respectively i.e. by Thursday or the following Tuesday, subject to good health.
 - If any complaints or concerns arise, ask the parent to contact the school office or email parent via the school office in response to incident.
 - School's behaviour policy continues to apply in on-line settings.
- Attend virtual sessions with staff, parents and pupils:
 - Professional dress
 - Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)
 - See On-line safety policy and User Agreements for more detail.
 - These will be timetabled to allow teachers working in school part-time to be with both sets of children during the week
 - These will continue and be live as often as possible when children start to return to school.
- To minimise risk when children return to school:
 - 1:1 reading will not take place.
 - Teachers will not mark books.
- When children return to school teachers may be managing learning in school and at home. As far as possible the planning from school will be sent home.

3.2 Teaching assistants

Teaching assistants must be available between 08:40-15:15, plus a maximum of once a week until 16:15 for a whole school staff meeting (attendance is not required every week). 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.

Teaching assistants are responsible for:

- Working in school part-time, such as on a rota system.
- Supporting pupils with learning remotely by being a second adult for a teacher's class.
- Phoning identified children (INA) to check each week.
- Liaising with teachers about any resources or materials they would like support in making for the children.
- Attending virtual meetings with teachers, parents and pupils, remembering:
 - Suitable professional dress code
 - Suitable locations (e.g. avoid areas with background noise, nothing inappropriate in the background)
- Attending Teams staff meetings as per calendar.

3.4 Subject leads

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Developing documentation for their subject to support current and future planning.
- Alerting teachers to resources they can use to teach their subject remotely.
- Supporting colleagues with any subject-based queries.
- 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.

3.5 Senior leaders, including Inclusion Leader

Alongside any teaching responsibilities, senior leaders are responsible for:

- Monitoring learning that is being published on Google Classroom to check quality, accuracy, punctuality and appropriateness.
- Monitoring feedback given to children via chat or email.
- Co-ordinating the remote learning approach across the school.
- 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

3.6 Pupils and parents

Staff can expect pupils to:

- Be contactable during the required times – although parents must consider teachers may not always be in front of a device the entire time
- Try to complete English, Maths and Science work set by teachers *as a minimum*, if at all possible
- Seek help if they need it, from teachers
- Consult teachers if your child is having difficulty completing the work for any reason.
- Follow the revised rules that are in place to keep everyone safe when they return to school.
- 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 to:

- Make the school aware if their child is sick
- Seek help from the school if they need it – staff should point parents towards additional if they are struggling
- Be respectful when making any complaints or concerns known to staff or writing emails/chats to staff

- Not make comment during on-line teaching expect to give permission for the children to participate.
- Either read to their child every day or use the signposts provided by teachers to access on-line stories.
- Ensure they do not send a child who is unwell to school.
- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- 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

3.7 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 systems are appropriately secure, for both data protection and safeguarding reasons

4. Who to contact

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

- Issues in setting work – talk to the relevant subject leader or phase leader or Inclusion Leader
- Issues with behaviour – talk to the relevant phase leader
- Issues with IT – report to HET ICT service desk
- Issues with their own workload or well-being – talk to the headteacher
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DESIGNATED SAFEGUARDING LEAD on duty

5. Data protection

5.1 Accessing personal data

When accessing personal data, all staff members will:

- Access via Google Classroom
- Use school devices to access pupils' personal data and use Microsoft Teams, Google Classroom as far as possible.

5.2 Sharing and Processing personal data

Staff members may need to collect and/or share personal data such as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online. Any data should be on Sharepoint rather than via email as this is not secure.

As long as the processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

5.3 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

6. Monitoring arrangements

This policy will be reviewed after 3 months by the Senior Leadership Team.

At every review, it will be approved by Teaching Governor for recommendation to the full governing board.

7. Links with other policies

This policy is linked to our:

- Positive Behaviour Policy
- Safeguarding and Child Protection Policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy