Manor Farm Community Junior School

Remote / Home and School Learning Policy

This policy is a direct response to Government expectations of schools in providing learning for all pupils during the COVID-19 crisis.

Approved by: Full Governing Body	**Date:**
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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
- Ensure consistency in the approach to learning for pupils who are in school
- Set out expectations for all members of the school community with regards to remote and in-school learning
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

Phase Leads

- ensure that all pupils are receiving appropriate work that matches their individual needs.
- ensure that work is being marked and pupils are given feedback that enables them to continue and progress in their learning.
- support staff who are struggling to provide appropriate learning and support to pupils

SENDCo

- ensure that pupils on the SEN register are receiving levels of support to help them in their learning
- identify any 'interventions' that could be used remotely
- liaise with parents to provide support to them with their child's learning
- ensure EHCP pupils have support when they are in school
- monitor and coordinate remote learning for children on the SEN register

2.1 Teachers

When providing remote learning and when in school, teachers must be available between 08.30 and 16.00.

If you are unable to work for any reason during this time, for example due to sickness or caring for a dependent, you should report this using our normal absence procedure.

When providing remote learning, teachers are responsible for:

- Setting work for their class and year group. Each year group can make their own arrangements, but must inform their phase lead.
- The amount of work they need to provide.
- When this work needs to be completed by. (Remember not all children have instant access to a device or may need to share. Turning around work can not be viewed in the same way as if a child is in school.)
- Uploading work onto Google Classroom, with clear instructions for pupils, to help them understand what is expected of them.
- Coordinating with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.
- Provide feedback on work – consider the following:
    - How you access completed work from pupils. Ensure pupils know!
    - How you share feedback with pupils
    - When to finish sharing feedback on completed work
- Keep in touch with pupils who aren't in school and their parents:
    - Pupils are expected to make regular contact through the daily registration session when working from home. Ensure pupils know how they should do that. Pupils in school are getting regular contact and completing work.
    - If a pupil has not joined registration and has not engaged with online learning, you should contact parents to check everything is ok. This may need to be at the end of the school day. There may be a genuine reason for a child not engaging remotely. Record that you have contacted a parent and what their response was. A recording sheet to do this will be provided asap. This will ensure we are all doing things the same way.You need to get to know the circumstances of your pupils at home.
    - If a child is not engaging/completing online work, after you have initially spoken to parents, refer this to your phase leader. Use your professional judgement on when to refer up. Remember we cannot expect every household to respond instantly or in the same way. Hence getting to know your pupils home situation is so important. Hopefully you having contacted parents will get a positive response.
    - Do not answer parent emails outside of school hours (8:30 - 4:00). If you are unsure of how to respond to a query, direct this to your phase leader or BW if an SEN query. Send any responses to parents via the school office.
    - If any concerns arise around safeguarding, you must complete CPoms in the same way as if you were in school.

- Attending virtual meetings with staff, parents, pupils, other agencies:
    - You should be suitably and professionally dressed.
    - Consider your location (e.g. avoid areas with background noise, nothing inappropriate in the background)

When working in school, ensure you are available to attend the morning registration with your remote class pupils, a TA in school can oversee your bubble at this time. A TA from your year group, at home, should monitor Google Classroom for your class while you are in school. Good teamwork and good communication channels are vital to the success of remote learning. Each year group can organise themselves, but please keep your phase leader informed on what and how you are doing things.

2.2 Teaching Assistants

When assisting with remote learning, at home or at school, teaching assistants must be available between 08.30 and 15.45.

If you are unable to work for any reason during this time, for example due to sickness or caring for a dependent, you 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 - you need to ensure you know
    - Which pupils you need to support
    - How you should provide support
- Attend virtual meetings with teachers, parents, pupils and outside agencies, (as appropriate)
    - You should be suitably and professionally dressed.
    - Consider your location (e.g. avoid areas with background noise, nothing inappropriate in the background)
- Provide support to teachers in your Year Group on a range of activities directed by the teachers.

When working in school teaching assistants will work alongside and under the direction of the teachers leading the bubbles. Each bubble contains pupils across all 4 years. When in school the focus must be on the pupils in each bubble and you should not carry out tasks for teachers at home.

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
- 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 – consider how to 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 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 – 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
- Communicating with parents on remote learning initiatives being used or introduced
- Informing the Governing Body of the schools approach to remote learning and reporting on its impact.
- Liaising with local schools on remote learning practice and initiatives, seeking to provide the best practice possible for the school.
- Responding to Local Authority requests/advice with regard to remote learning.
- Responding to DfE initiatives/legislation which are brought in.

2.5 Designated safeguarding lead

The DSL is responsible for:

- Managing and addressing all matters relating to Child Protection, initially through the CPoms system in use.
- Attending, when possible, meetings involving outside agencies. Provide reports when attendance is not possible
- Keeping the Heateacher informed on all CP matters

2.6 Administration staff

School Business Manager: School Administration Officer; Digital Administration Assistant are to:

- Carry out their respective roles, working at times in school and at times at home remotely
- To be available every contracted day and when working in school, between 8:30 and 16:00
- Maintain in school registration (bubbles) and to provide the daily information for the DfE and the Local Authority.
- Support parents with any questions or concerns they have regarding school attendance or remote learning. These can be passed on to appropriate staff members if required.
- Ensure lunches are provided for FSM children in school and/or for FSM provision when at home.

2.6 IT staff

IT staff 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

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
- Be online to attend daily morning 'registration' sessions.
- Complete work 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 staff know of any resources, they should point parents towards these if they're struggling.
- 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
- Ensure that staff well-being is being given due care and attention, particularly with regard to the extra demands put on staff in providing and managing remote learning

3. 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 lead or SENCO - BW
- Issues with behaviour – talk to the relevant head of phase or year
- Issues with IT – talk to IT staff - JD
- Issues with their own workload or wellbeing – talk to the Headteacher
- Concerns about data protection – talk to the data protection officer - CL
- Concerns about safeguarding – talk to the DSL - GH

4. Data protection

Data protection is the responsibility of all staff and everyone is expected to ensure data is handled correctly, ensuring confidentiality and privacy.

Please see the Data Protection Policy for issues relating to the protection of data used in remote learning

5. Safeguarding

The School Child Protection Policy should be followed and adhered to at all times. Please see the Child Protection Policy for issues/concerns/procedures to follow.

6. Monitoring arrangements

This policy will be reviewed currently every half-term, or when Government guidelines require this, by the Headteacher. At every review, it will be approved by the full Governing Body or by the Chair of Governors/Safeguarding Governor if there are minor changes. The FGB will be kept informed of any changes.

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