



Addendum to Acceptable Use Policy

To be reviewed as required in line with government updates and guidance

# Home Learning and Remote Policy

<b>Approved by:</b> Governing Body	<b>Date:</b> 17/1/21
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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
- 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 during the usual school 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.

All teaching staff have completed 12 hours of Level 1 Google Suite Online Training.

When providing remote learning, teachers are responsible for:

- Logging safeguarding concerns or pastoral concerns using CPOMS
- Setting work:
  - For any pupils working from home
  - This will be in-line with usual year group timetable to ensure consistency and fairness between those working from home and in school
  - Ensuring that approaches and tasks are appropriate and cater for individual needs and abilities
  - Assignments will be set in advance of the lesson and live lesson will be delivered according to year group timetable
  - Assignments will be set on Google Classroom and lessons will be taught via Google Meet where it is a Bubble or Whole school closure (Individuals will have tasks set via Google Classroom and may on occasion via Google Meet where needed)
  - All work should be completed in the home learning books or electronically and can be returned to teachers using Google Classroom
  - Year group colleagues liaise regularly to ensure consistency across home and school provision. Staff meeting time will be allocated to ensure consistency across school
  - Where pupils at home do not have access to a device, one will be provided wherever possible and paper packs will only be used as a last resort or where considered to be in the best interest of the child
  - If this is an individual isolating rather than a bubble or school closure the timetable and tasks will be mirrored where appropriate to do so. Alternative or adapted tasks will be provided where needed. Individuals who are isolating/learning from home will be contacted daily and must be spoken to and, wherever possible, seen weekly.
- Providing feedback on work – cover details like:
  - Feedback will be given verbally during taught lessons and remote staff will remain on Google Meets, available to pupil throughout the working day
  - Where appropriate, whole class marking will be used
  - Where tasks are submitted, teachers will respond with written or verbal feedback using Google Classroom or when making contacting with an individual that is home learning or isolating
- Keeping in touch with pupils who aren't in school and their parents:
  - Pupils are registered each morning and afternoon as they would be in school

- Where a child misses multiple lessons within the day, a log for action is made. For pupils who are isolating or home learning tasks completion is discussed as part of daily contact.
  - Contact with parents/pupils should take place within usual working hours
  - During the school day, teachers will be available to support parents/pupils in accessing learning
  - Any complaints/concerns should be logged on CPOMS
- Attending virtual meetings with staff, parents and pupils:
- In line with safeguarding policy, teachers must ensure they are adhering to the school dress code when on Google Meet sessions
  - When teaching from home, backgrounds should be blurred or careful consideration given to the location from which remote learning takes place. (There should not be: personal family photographs, other family members in the background)
  - Teaching staff will be responsible for either home learning or in school learning and this may be on a rota
  - Only in the event of a significant staff shortage, would a teacher be expected to take responsibility for in-school and remote learning. This may result in fewer live lessons during this period and more independent tasks being set.
  - No member of staff should be alone on a Google Meet with an individual pupil.
  - Where a 1:1 intervention is taking place, the 1:1 member of staff should locate themselves in a room where there are other members of staff
  - When hosting a Google Meet, the teacher should not allow pupils to join until there are at least 3 people in the waiting room (this can include other staff)

## 2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their usual 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:

- Logging safeguarding concerns or pastoral concerns using CPOMS
- Supporting the remote teacher in registering
- Supporting learning and assessment of the remote pupils, responding to messages from pupils/parents
- Where appointed as a 1:1, they may also be directed to deliver specific programmes of intervention
- Attending virtual meetings with teachers, parents and pupils – cover details like:
  - In line with safeguarding policy, teaching assistants must ensure they are adhering to the school dress code when on Google Meet sessions
  - When working from home, backgrounds should be blurred or should blurred or careful consideration given to the location from which remote learning takes place. (There should not be: personal family photographs, other family members in the background)
  - In the event of a bubble or school closure Teaching assistants will be responsible for either home learning or in school learning and this may be on a rota
  - No member of staff should be alone on a Google Meet with an individual pupil
  - Where a 1:1 intervention is taking place, the 1:1 member of staff should locate themselves in a room where there are other members of staff

- When hosting a Google Meet, staff should not allow pupils to join until there are at least 3 people in the waiting room (this can include other staff)

## 2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Liaising with the Curriculum Lead, to ensure that the remote offer is appropriate and consistent and to 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
- Deliver remote staff training where identified on the School Improvement Plan

## 2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Logging safeguarding concerns or pastoral concerns using CPOMS
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

### Deputy Head Teacher

- Monitor pastoral well-being of home learners, signposting to support materials and referring to outside agencies where needed
- Respond to/action any pastoral or safeguarding logs on CPOMS
- Monitor remote pupil attendance and implementing actions accordingly:
  - Any child not seen in school or online will be contacted daily and should school or online presence not then improve, the Early Help Attendance Officer will make home visits
  - In the event of the Early Help Attendance Officer being unable to make contact, this will be escalated to the Local Authority Attendance and Safe Guarding Teams (Tracy McKeating)

### Curriculum Lead

- Monitor effectiveness of home learning
- Logging safeguarding concerns or pastoral concerns using CPOMS
- Ensure that parents and pupils know how to stay safe online (home school agreement)

### SENCO

Monitoring the effectiveness of remote learning for all SEN pupils within mainstream and those who would usually access base provision

### **School Business Manager:**

- Directing first day response
- Ensuring DFE daily register is completed
- Ensuring safe and appropriate allocation of school devices (completion of home school contract)
- Liaison with technician, maintaining a log of devices allocated and to which families
- Ensuring that those eligible for free school meals, receive their entitlement
- Coordinating frontline response to technical issues from parents/referring IT when needed

### **2.5 Designated safeguarding lead**

The DSL is responsible for:

- Ensuring that all staff have up-to-date information about how to keep themselves safe and remain professional online
- Ensuring staff are aware of warning signs when working remotely with children
- Ensuring that all parents and pupils understand how to behave appropriately
- Ensuring that the first day response form for vulnerable pupils is returned to the LA on a daily basis
- Making referrals where concern has been made and threshold is thought to be met
- Supporting and providing feedback to members of staff where concerns have been raised
- Attending remote safeguarding meetings
- Coordinating monthly safe guarding team meetings

### **2.6 IT staff (Computing Lead, Home Learning Lead, Agilisys)**

IT staff are responsible for:

Insert details, such as:

- 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
- Password protecting all staff and school devices
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always installing the latest updates
- Providing parents with advice on how to set parental settings on devices issued by school

## 2.7 Pupils and parents

Pupils and parents are expected to sign and adhere to the Home/School Agreement in the Appendices of the Acceptable Use Policy.

Staff can expect pupils (support by parents when appropriate) learning remotely to:

- Be contactable during the school day (although may not be on the device all day)
- 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
- Be dressed appropriately and ready to work
- Follow the online protocol (for example: mute, use of hand up, not screenshotting or sharing images, using chat for school purposes only) as directed by staff and related policies
- Any school device being used at home must be used solely for school purposes and by pupils not friends of family members
- School email addresses are solely for school use

Staff can expect parents with children learning remotely to:

- Be contactable throughout the school
- 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
- When children are using school devices at home, parents must ensure that devices are used for school purposes only and that appropriate parental settings are in place and/or the child is supervised when online

## 2.8 Governing Body

The governing body 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:

- Issues with the setting of appropriate work - talk to the relevant subject lead or SENCO
- Issues with behaviour – Deputy Head
- Issues with IT Hardware – School Business Manager

- Issues with IT platform (Google Classroom) – Home Learning Lead
- Issues with their own workload or wellbeing – Head Teacher or Deputy Head Teacher
- Concerns about data protection – School Business Manager/ Data Protection School Lead
- Concerns about safeguarding – DSL (Deputy Head Teacher or identified Deputy DSLs)

## 4. Data protection

### 4.1 Accessing personal data

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

- Use secure school approved platforms (Google Suite, CPOMS, Target Tracker, Sims)
- Use a school device
- Use school email address
- Keep passwords secure
- Log out of secure platforms when not in use

### 4.2 Processing personal data

Staff members may need to collect and/or share personal data such 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)
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends

## 5. Safeguarding

See separate safeguarding policy

## 6. Monitoring arrangements

This policy will be reviewed at least annually or subject to DFE, or local authority direction

## 7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding & Child Protection policy
- Data Protection policy and privacy notices

- Home-school agreement
- Acceptable Use policy
- Curriculum policy