

# **Link Learning Trust Brookburn Primary School**



## **Remote Learning Policy**

**Adopted: October 2020  
To be reviewed: October 2021**

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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 for a full bubble closure and individual self-isolation.

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

We have made a decision that pre-recorded lessons and not live lessons is more appropriate for our remote learning. We are committed to inclusion at all levels, live lessons are likely to exclude some children, we will use pre-recorded lessons to minimise inequality.

### 2.1 Teachers

When providing remote learning for a whole bubble, teachers must be available between 8.30am to 4pm

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 for a whole bubble, teachers are responsible for:

Setting work:

- For the children in your class or those in your usual teaching groups.
- The following work needs to be set so that there is consistency and equality of opportunity for all children: see appendix 1
  - ✓ Google classroom pre-recorded English and maths lesson.
  - ✓ Phonics / grammar activity / English activity.
  - ✓ Rockstars
  - ✓ Independent reading and activity
  - ✓ Arithmetic
  - ✓ Outdoor or physical activity
  - ✓ Creative activity
- This work needs to be set before 4pm the day before ready for an email sent out at 9am the morning after.
- Work should be uploaded onto Google classroom.
- The Phase leaders co-ordinate with other teachers in the phase, to ensure consistency
- For SEND children work, if appropriate, may need to be set separately.
- For families that may need them, work packs may be used.

Provide feedback on work using Google classroom.

If work packs are being used: these need to be brought back to school or collected as necessary by staff in school. These can either be delivered to the member of staff home for feedback or staff still in school will complete feedback. Another work pack will be delivered to families the next school day.

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

- Using Google classroom.
- If necessary phone calls can be made ensuring the contact number is blocked. For example if children are not completing work set.
- All staff are to change their settings to ensure emails are not answered outside school hours (8.30am to 5pm)
- Any complaints or concerns shared by either families or staff must be escalated to the phase leader, Deputy or head as appropriate.
- If there are any safeguarding concerns this must be communicated to Emily Henderson or Schelene Ferris (DSLs) and CPOMs completed.

Attending virtual meetings with staff, parents and pupils:

- Dress code, please ensure this is appropriate (see Staff handbook)
  - Ensure locations are quiet and avoid areas with background noise with nothing inappropriate in the background.
  - Attend and contribute to the Pastoral care team meeting
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- If teachers are still teaching in school and individual self-isolating children are not in school:
    - the standard online learning package is to be used (see appendix 1)
    - Staff from school call on the second day.
    - If the child is isolating for 14 days, three telephone calls are to be made over the 14 days.
    - The standardised letter parentmail is to be used to alert parents that work is being set remotely.
  - Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely. This report should be followed up with a phone call to the DSL if they are not on site. In the event that the DSL cannot be contacted then one of the deputy DSLs must be contacted.
  - In the unlikely event that a member of staff cannot access CPOMS from home, they should email the Designated Safeguarding Lead. This will ensure that the concern is received.
  - Staff are reminded of the need to report any concern immediately and without delay.

## 2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.30am to 4pm. 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:

- Target children will be identified by the classteacher.
- The support on offer will be outlined by the classteacher, SENDCo, Senior TA or Deputy Head.

Attending virtual meetings with staff, parents and pupils:

- Dress code, please ensure this is appropriate (see Staff handbook)
  - Ensure locations are quiet and avoid areas with background noise with nothing inappropriate in the background
  - Contribute, as required, to the Pastoral care team meeting
- 
- Complete on-line training as required.
  - If Teaching Assistants are self-isolating and well, and the bubble has not been closed. Teaching Assistants must be in daily communication with the class teacher or Phase leader so that they are supported to work from home.
  - Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely. This report should be followed up with a phone call to the DSL if they are not on site. In the event that the DSL cannot be contacted then one of the deputy DSLs must be contacted.
  - In the unlikely event that a member of staff cannot access CPOMS from home, they should email the Designated Safeguarding Lead. This will ensure that the concern is received.
  - Staff are reminded of the need to report any concern immediately and without delay.

### **Pastoral Care lead TA**

Contribute to the Pastoral care team meeting

Maintain contact with families of children with an EHCP and other agreed children.

Maintaining reports and other documentation linked to the role.

Support teachers in enabling vulnerable and identified EHCP children to access the curriculum and SEMH provision.

### **2.3 SENCO**

THE SENCO is responsible for:

Support teachers in considering what aspects of the subject curriculum need to change to accommodate remote learning

Alerting teachers to resources they can use to teach their subject remotely

Maintain contact with families of children with an EHCP and other agreed children.

Providing pre recorded lessons for identified children with EHCPs as agreed between class teacher and SENDCo.

Contribute to the Pastoral care team meeting

Maintaining reports and other documentation linked to the role.

### **2.4 Headteacher**

Senior leaders are responsible for:

Co-ordinating the remote learning approach across the school.

Monitoring the effectiveness of remote learning by regular Google meetings with the phase team (every other day) and accessing Google classroom

Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Chair the Pastoral care team (weekly) decide next steps as appropriate.

Maintaining contact with individual self-isolating staff so they are supported to work from home.

### **2.5 Deputy Head and Designated safeguarding lead**

The DSL is responsible for:

Contributing to the Pastoral Care team

Manage the Pastoral Care Team approach for children not in school

The optimal scenario is to have our trained DSL available on site. Where this is not possible, they or trained deputy will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online management system (CPOMS) and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school.

It is important that all staff and volunteers have access to a trained DSL (or deputy). On each day, the staff on site will be made aware of who that person is and how to contact them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely. To access ICPC/RCPC held at Manchester Safeguarding and Improvement Unit, a report should be sent to [qualityassurance@manchester.gov.uk](mailto:qualityassurance@manchester.gov.uk) whereby a reply email will be sent 24 hours before the conference containing the dial in details and reports from other partners. We will ensure the person sending the report is the person who will be calling into the conference as the SIU will not be contacting other safeguarding staff separately.

## **2.6 SBM:**

SBM staff are responsible for:

Fixing technical issues with Google Classroom.

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 Admin Attendance Support :**

- Identify children who are self-isolating
- Maintain the self-isolating register
- Daily communication regarding known information with the SLT.
- Contribute to the Pastoral Care Team.

## **2.8 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 – 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

## **2.9 Trust Board**

The trust 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**

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

Issues in setting work and behaviour – talk to your Phase lead and SENDCo if appropriate.

Issues with IT – talk to SBM

Issues with their own workload or wellbeing – talk to Phase lead, Deputy or headteacher

Concerns about data protection – talk to the data protection officer, Karen Lord

Concerns about safeguarding – talk to the DSLs, Emily Henderson or Schelene Ferris

### 3.2 Phone calls

- School staff will only contact pupils via the landline or a parent/carer mobile and never directly to a pupil's mobile.
- The staff member should ensure that the parent is aware they are speaking to the child.

## 4. Data protection

### 4.1 Accessing personal data

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

Data is secured on Google Drive for leadership team and teachers.

Support staff use Google Classroom and the child's gmail email.

All staff to use LINK Learning Trust's Acceptable Use policy. (staff server)

Staff MUST not use their own personal devices.

### 4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses 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

Keeping operating systems up to date – always install the latest updates

Read and operate within the trust's Acceptable Use policy.

## 5. Technological considerations

Teachers must consider which websites and activities they signpost to carefully, remembering that online access on school devices will have internet content filtering systems in place that are unlikely to be replicated in the home environment. Pupils may be inadvertently exposed to inappropriate content or advertising. Only trusted sites must be used. The school laptops borrowed by children during bubble self-isolation will be managed through the set up system so that children can only use sites agreed by school and are not able to web browse.

## **6. Safeguarding**

Please refer to the trust's Covid Safeguarding appendix (staff server)

## **7. Monitoring arrangements**

This policy will be reviewed annually by the headteacher. At every review, it will be approved by trust board.

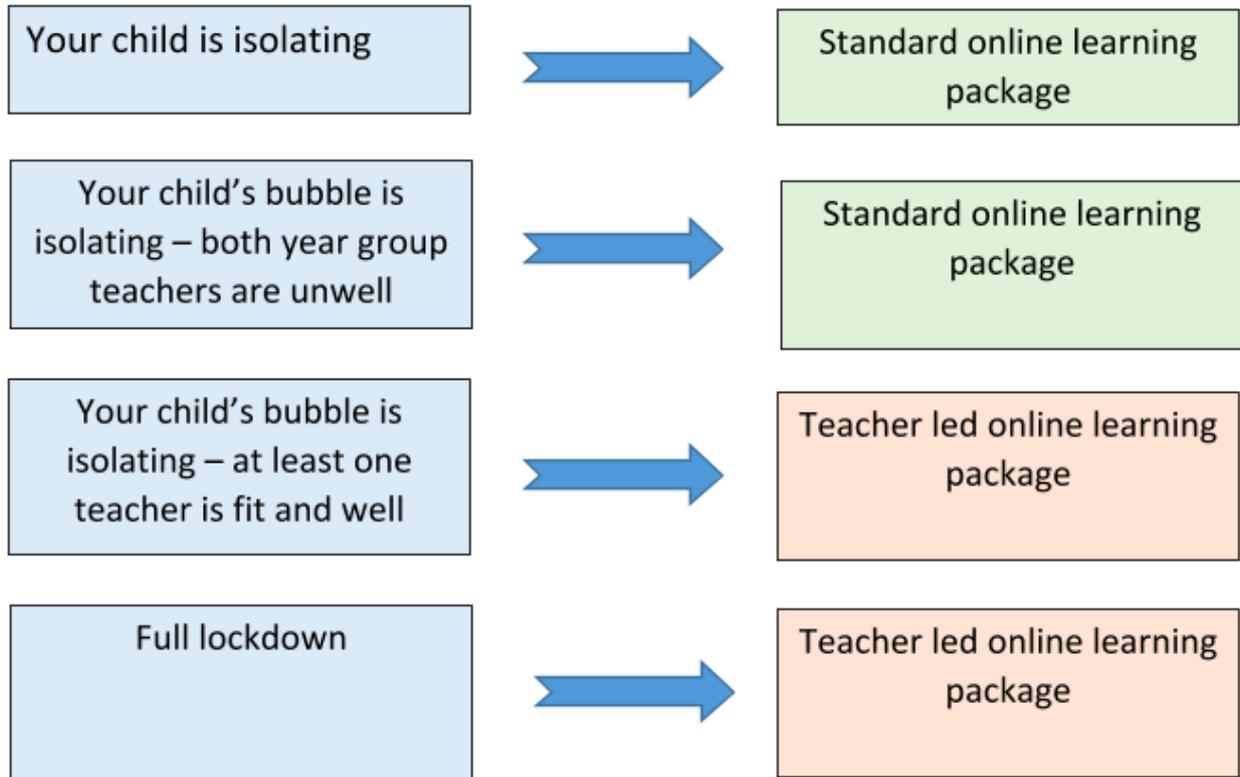
## **8. Links with other policies**

This policy is linked to our:

- Communication policy
- Child protection and safeguarding policy including the coronavirus addendum to our child protection and safeguarding policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy



**Brookburn Remote Learning Plan**



<p><b>Standard online learning package</b></p>	<p>TT Rockstar</p> <p>Sumdog Letterjoin Spelling shed</p> <p>Oak Academy</p>
<p><b>Children with SEND with EHCP or specific IEP targets</b></p>	<ul style="list-style-type: none"> <li>• Teachers to speak with specific parents of SEND learners to agree alternative linked lessons on Oak Academy ( earlier yr gp)</li> <li>• Teachers to RAG rate content within lessons to make it accessible to most pupils.</li> <li>• SENDCo to send additional supporting materials</li> <li>• SENDCo to provide targeted pre recorded IEP lessons linked to specific cognitive learning targets of identified children requiring higher level of input.</li> <li>• 1:1 TA to check in with EHCP pupils daily in instance of class closure(where TA also isolating )-phone call/zoom.</li> </ul>
<p><b>Teacher led online learning package</b></p>	<ul style="list-style-type: none"> <li>• Daily pre-recorded English and mathematics lesson by a teacher of that year group uploaded onto google classroom</li> <li>• Daily pre-recorded Phonics lesson for EYFS/KS1</li> <li>• Daily GPS lesson for KS2</li> <li>• Y2-6 weekly pre-recorded French lesson</li> <li>• 3 non-core lessons and resources uploaded onto google classroom</li> <li>• Work uploaded to google classroom – feedback given by school staff</li> <li>• Teachers available via google classroom to answer any queries or questions</li> </ul>

