BOND PRIMARY SCHOOL

Working together to create confident lifelong learners

Remote Learning Policy

Bond School October 2020

Last reviewed on:	October 2020
Next review due by:	October 2021

As a staff we are committed to ensuring our children continue to learn at Bond Primary School. Whilst learning is important, the communities' well-being is at the forefront. We understand that there may be times of illness, caring for the vulnerable and caring for other children within the home and this must be the priority for the community. However, we will endeavour to support our learners at this time and continue to learn and grow. Please keep in mind that this is new to all of us and we may have some teething problems.

What is Remote or Distance Learning?

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home. In developing these contingency plans, we expect teachers to:

• use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations

• give access to high quality remote education resources

• select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use

• provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access

• recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect teachers to:

• set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects

• teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject

• provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos

• gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work

• enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

• plan a programmer that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

- We expect teachers to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect teachers to avoid an over-reliance on long-term projects or internet research activities

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

Remote teaching for staff who are self-isolating

Teaching staff are required to self-isolate if they show symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this. If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence.

- Following contact with school,

- School will ask staff about their intention to get tested. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made. Whilst self-isolating, and if able to do so, staff will be given an individual project to work on which is line with whole school improvement priorities. These projects will be communicated by the Senior Leadership Team and will be allocated on a case-by-case basis. Staff may also be asked to support with the online learning provision for their year group.

2.1 Teachers

When providing remote learning, teachers must be available between 8:45am- 4:15pm.

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

When providing remote learning, teachers are responsible for:

> Setting work:

    o   Children in their class/year group. Teachers may need to provide work for their parallel class if cover in needed. They will need to know who they need to provide work for, including if they may need to cover for other classes

    o   Teachers will need to provide daily maths and English, and expectations to be set that children will engage in daily reading (20-30 minutes) and they can keep a log of their reading on google classrooms to share with teachers. Children must be encouraged to undertake some form of physical activity on a daily basis. This is important for both their physical and mental well being At least once weekly children should be set work for the following subjects:

        ▪   Science

        ▪   PSHE

        ▪   Science

        ▪   IT

    o   It is important that learning is differentiated for EAL and SEN children. Children must not be sent home learning that they would not normally be able to access. Where appropriate use visuals to support the learning for key children e.g. widgets

o The work will need to published in google classrooms by 3:30pm for completion on the following day. Google classrooms has the function for work for the whole week to be uploaded and teachers release work on set days.

o Teachers should ensure that PPA is used to upload worksheets to be used during lessons or to complement classroom teaching.

o Teachers must continue to liaise with each other to ensure that there is consistency across the year groups in terms of quality and quantity of work set. If one teacher is working from home and the other is teaching, they should arrange to collaborate remotely during allocated PPA time

❯ Providing feedback on work:

o Children can complete work online using google classrooms. This allows teachers to be able to check their learning remotely and provide feedback on completed work.

o Children should receive feedback on their learning daily in maths and English to ensure that any misconceptions can be quickly addressed before continuing their learning journey

o Marksheets where appropriate can be shared with parent/carers to support checking of learning

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

o Teachers must ensure that regular contact is made with parents/carers. Contact will be via google classroom and should be a minimum of twice weekly. If working form home, teachers must not use their own phones to contact parents even if parents request a call. Staff can alert staff on site to any difficulties and SLT can make contact with key parents as necessary. Teacher's main form of contact will be via google classroom or class dojo.

o Teachers are not expected to respond to correspondence from parents/carers outside of their directed hours daily requirement:

▪ Nursery teachers: 8:15 – 3:45 (less 60 minutes' break) 6 hours 30 mins x190 days 1235 hours

▪ KS1 KS2 teachers: 8:30 – 3:30 (less 45 minutes' break) 6 hours 45minutes

o If teacher receive complaints or concerns shared by parents and pupils, these must be reported to a member of SLT to follow up. If concerns relate to safeguarding, these must be recorded and sent to SLT using USO-FX. If working form home, teachers must call the school to speak to a safeguarding officer as well record the concern and send via USO-FX

o Failure to complete work should be followed up with correspondence with parents/carers either by phone or through class dojo. As Class Dojo is used to record learning behaviour, this platform can be used to support the expectation that learning shod be completed and dojo points reflect this. If a child has not complete their work on three occasions, this must be referred to SLT who will contact parents to investigate reason for this.

❯ Attending virtual meetings with staff, parents and pupils:

o Google classroom allows teachers to run a virtual classroom via its hangout meets function within tech test, this function can also be used to arrange meetings with parents or groups of pupils to support, guide and teach whole class or groups.

o Teachers can upload videos to support children's learning (modelling /explaining learning or reading class novel/story) however if you choose to do this then you must practice the following safeguarding principles:

▪ Maintain high levels of professionalism at all times – professional boundaries are even more important now that you are working from home and on display in other's homes

▪ Do not record from intimate areas in your home – pick a neutral area if recording from home

▪ Do not record from your bedroom or bathroom

- Make sure that you are dressed appropriately as if you were at work
- Once you have chosen the spot from which you would like to make a recording, ensure that you pay attention to what can be seen in the background – a plain background is best with no personal items on show. Remove any alcohol or other inappropriate objects if recording from home.
- Teachers who are on site can record teaching input to share across their year group and then upload for viewing by children at home. At least two lessons weekly for each subject (English and Maths) can be recorded and sent home. A timetable for lesson availability must be shared with parents so that they know when and how they can access e.g.2 hours every morning to support English and Maths and an additional hour to support teaching and learning in other subjects.
- Permission must be gained from the parents of all children before recording can take place if live classroom recordings are taking place.
- Shared lessons must not show children in the class but must show the slides and the class teacher providing instruction and modelling from the front of the classroom.
- Only school equipment can be used to record live lessons involving children

The following are links that provide online lessons that could be used to support learning in your year groups:

https://www.thenational.academy/

https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education)

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8:45am – 3:15pm. 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:

- o This might include children who would normally require additional support during class teaching
- o Support will be given via google classrooms where children can post questions and the TA can record responses

> Attending virtual meetings with teachers, parents and pupils:

- o Virtual meetings need to be arranged and set up by class teacher. It is the class teacher's responsibility to notify parents when this will be taking place and with whom. If conducting virtual meeting with groups of children from a location outside of school, staff must ensure that they:

  - Maintain high levels of professionalism at all times – professional boundaries are even more important now that you are working from home and on display in other's homes
  - Do not record from intimate areas in your home – pick a neutral area if recording from home.
  - Do not record from your bedroom, bathroom.
  - Make sure that you are dressed appropriately as if you were at work
  - Once you have chosen the spot from which you would like to make a recording, ensure that you pay attention to what can be seen in the background – a plain background is

best with no personal items on show. Remove any alcohol or other inappropriate objects if recording from home.

- Teaching Assistants who are on site can use devices in staffroom/PPA room/Library to conduct live pupil support meetings. Teaching Assistants will be timetabled by the class teacher to offer this support for approximately 30 minutes at least twice weekly
- Permission must be gained from the parents of all children before live meetings can be held

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 –, such as through regular meetings with teachers or by reviewing work set and using Leadership time to monitor remote learning

> 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 –Donna Hindle DHT with responsibility for Teaching and Learning will co-ordinate our remote learning approach

> Monitoring the effectiveness of remote learning – DHT will undertake monitoring of remote learning alongside subject leaders (Reading, Writing, Maths and SENco). They will have access to each classes google classroom to monitor what is being sent home, quality of feedback children receive and quality of what is being place online in addition to regular meetings with teachers and subject leaders

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

2.5 Designated safeguarding lead

The DSL is responsible for:

In addition to the role and responsibilities of all staff the DSL will:

- Hold the lead responsibility for safeguarding and child protection (including online safety) in the school and this responsibility is not able to be delegated.
- Liaise with the Local Authority, the three safeguarding partners and work in partnership with other agencies in line with Working Together to Safeguard Children.
- Report concerns that a child may be at risk of radicalisation or involvement in terrorism, following the Prevent Referral Process. If the matter is urgent, the Police must be contacted.
- The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).
- Refer cases where a crime may have been committed to the Police as required.
- Liaise with the "case manager" and Local Authority Designated Officer for child protection concerns in cases which concern a member of staff or a volunteer; and refer cases where a person is dismissed

or left service due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency, as required.

- Follow DfE and KCSIE guidance on 'Peer on Peer Abuse' when a concern is raised that there is an allegation of a pupil abusing another pupil within the school.
- Be available during term time (during school hours) for staff in school to discuss any safeguarding concerns. Appropriate and adequate cover arrangements will be arranged by the DSL and the school leadership for any out of hours'/term activities.
- Act as a source of support and expertise in carrying out safeguarding duties for the whole school community.
- Follow DfE and KCSIE guidance 'Peer on Peer Abuse' and the school's Child protection and safeguarding Policy when a concern is raised that there is an allegation of a pupil abusing another pupil within the school.
- Be available during term time (during school hours) for staff in school to discuss any safeguarding concerns. Appropriate and adequate cover arrangements will be arranged by the DSL and the school leadership for any out of hours'/term activities.
- Act as a source of support and expertise in carrying out safeguarding duties for the whole school community.
- Encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all staff.
- Access training and support to ensure they have the knowledge and skills required to carry out the role. DSL training must be updated at least every two years and their knowledge and skills refreshed at regular intervals but at least annually.
- Have a secure working knowledge of Merton Children's Safeguarding Partnership procedures and understand the assessment process for providing Early Help and statutory intervention, including the local authority Family Wellbeing Model and referral arrangements.
- Have a clear understanding of access and referral to the local Early Help offer and will support and advise members of staff where intervention is appropriate.
- Understand and support the school delivery with regards to the requirements of the Prevent Duty and provide advice and guidance to staff on protecting children from radicalisation.
- Liaise with school staff (especially pastoral support, behaviour leads, school health colleagues and the SENDCo) on matters of safety and safeguarding.
- Be alert to the specific needs of a Child in Need, those with SEND and Young Carers.
- Understand the risks associated with online activity and be confident that they have the up to date knowledge and capability to keep children safe whilst they are online at school; in particular, understand the additional risks that children with SEND face online and the associated and appropriate support they require.
- Keep detailed, accurate records (either written or using appropriate secure online software), that includes all concerns about a child even if there is no need to make an immediate referral and the rationale for decisions made and action taken.
- Ensure that when a pupil transfers school, their Child Protection file is passed to the new school as soon as possible, and within statutory timescales (separately from the main pupil file and ensuring secure transit) and that confirmation of receipt is received.
- Ensure that where a pupil transfers school and is on a Child Protection Plan or is a Looked After Child, their information is passed to the new school immediately, using the Child protection file, CPOMs/ My Concern if available at the transition school, and that the child's social worker is informed. In addition, consideration should be given to a multi-agency schools transition meeting if the case is complex or on-going.
- Ensure that a copy of the Child Protection file is retained until such a time that the new school acknowledges receipt of the original file. The copy should then be securely destroyed.
- Work with the DSL team, local authority and social workers to make informed decisions in the best interests of the child, for instance the child's safety, educational outcomes and welfare. This should be a matter of routine. Furthermore, the social worker and the DSL need to work together to respond to unauthorised absences etc., and promote welfare.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and SLT to ensure that relevant members of staff, know who these children are, understand their academic progress and attainment and maintain a culture of high

aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

- Report to the headteacher any significant issues for example use of the MCSP multi-agency escalation procedures enquiries under section 47 of the Children's Act 1989 and police investigations.
- Ensure that the case holding Social Worker is informed of any child currently with a child protection plan who is absent without explanation.
- Ensure that all staff, within 3 months of employment at Bond Primary School and updated once a year thereafter, sign to say they have read, understood and agree to work within the school's Child Protection Policy, Staff Behaviour Policy (Code of Conduct) and Keeping Children Safe in Education (KCSIE) Part 1 and annex A and ensure that the policies are used effectively.
- Organise child protection and safeguarding induction, regularly updated training, following the training guidance published by the London Borough of Merton Safeguarding in Schools Officer, and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences.
- Ensure that in collaboration with the school leadership and governors, the Child Protection Policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly.
- Ensure that the Child Protection Policy is available publicly and that parents are aware that referrals about suspected harm and abuse will be made and the role of the school in this.
- Will ensure that the name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and deputies, are clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- Meet all other responsibilities as set out for DSLs in Keeping Children Safe in Education 2020.

2.6 IT staff

IT staff (MMICT) and IT lead 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 (School Business Manager)

> Assisting pupils and parents with accessing the internet or devices

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

> 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

2.8 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

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
- Issues with behaviour – talk to DHT
- Issues with IT – talk to IT leader/School Business Manager who will liaise with MMICT as appropriate
- Issues with their own workload or wellbeing – talk to a member the Senior Leadership Team
- Concerns about data protection – talk to the data protection officer (School Business Manager)
- Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

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

- Contact the school office to obtain any personal information
- Staff must not make phone calls to parents/carers using their personal phones
- Where staff members have concerns about a child, they must report this a safeguarding officer who will then make contact with parents/carers or relevant agencies
- Sharing of information that may contain personal data should be shared via secure USO-FX

Before sharing data, all staff members will ensure:

- They are allowed to share it.
- That adequate security is in place to protect it.
- Who will receive the data has been outlined in a privacy notice.

Please refer to Data Protection Policy

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as pupil login 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.

Staff must ensure that any digital data is coded, encrypted or password protected both on a local hard drive and on a network drive that is regularly backed up off-site. This school uses the LGFL Gridstore System for off-site backup.

Digital data is coded, encrypted or password-protected, both on a local hard drive and on a network drive that is regularly backed up off-site. This school uses the LGFL Gridstore System for off-site backup.

Memory sticks will not be used to hold personal information unless they are password-protected and fully encrypted.

However, staff are reminded to collect and/or share as little personal data as possible online.

If remote access to school systems is permitted and permission is granted remote access will be via LGFL CISCO anywhere client. Use of second factor authentication is mandatory for remote access to the school network. This includes the use of both 'soft' and 'hard' One Time Passwords.

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

Our safeguard duty remains the same as such due care and diligence needs to be taken when supporting children's learning and interactions remotely. Please refer to Bond Child Protection and Safeguarding Policy and COVID19 Safeguarding Addendum – both can be found on staff share drive in the policies folder.

6. Monitoring arrangements

This policy will be reviewed termly by Senior Leadership team. At every review, it will be approved by the full governing board/chair and vice chair of governors

7. Links with other policies

This policy is linked to our:

> Behaviour policy

> Bond Child protection and Safeguarding policy and coronavirus addendum to our child protection policy

> Data protection policy and privacy notices

> Home-school agreement

> ICT and internet acceptable use policy

> E-safety policy

> Privacy Policy