All learning together

Langton Primary School

Remote Learning and Contingency Plan

Adopted by: Full Governing Board
Autumn2 2020

Review date: Spring1 2021

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1   Context

At Langton School, we are committed to ensuring all pupils receive access to learning in the event of the need to self-isolate or school closure due to Covid19. We have the software capacity to provide online learning and the children are familiar with the technology.

In the event of children being unable to attend school, the Headteacher and/or class teachers will ensure that there is regular contact, including telephone contact.

2   Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school as a result of isolating due to Covid19 restrictions.
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

3   Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between 8.30am and 3.45pm

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 when a whole bubble or the school is closed, teachers are responsible for:

3.1.1   Setting work:

o Who they need to provide work for, including if they may need to cover for other classes	Teachers need to provide work for their class Daily; - English - Maths - RE - Foundation subject – over 1 week 5 different lessons would be provided covering science, ICT, Geography, History, Art, D&T, PSHCE, Music and PE (French for KS2) The five Foundation subjects covered would be chosen according to the current Topic in the School Long Term Plan.

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o The amount of work they need to provide	English; approx. 1.5 hours of work to include; reading, writing, grammar or phonic/spelling tasks
	Maths; approx. 1 hour of work to cover the day's unit
	Foundation; approx. 2 hours of work to cover timetabled foundation subjects for their class
	Supplementary work will be signposted to all families to access at Oak National Academy / BBC bitesize / National phonics sessions
o When this work needs to be set	Work for the week will be delivered by 4pm each day for the next day.
	If a bubble is isolating at short notice, work will be provided during the first full day of isolation for that day by 11am and then following that by 4pm for the next day.
	Parents will be expected to arrange collection of resources from school during Day 1 of isolation.
o Where work should be uploaded	All parents will have a login for their children to access work on the two platforms
	Alternatively, parents can email photos of work to teachers

3.1.2   Providing feedback on work:

o How they'll get access to completed work from pupils	For those families who do not have internet access, packs of work will be provided. However, the school will support parents to access internet providers e.g. BT who are currently offering support with free internet for educational purposes.
o How they're expected to share feedback with pupils	Feedback will be given where appropriate – daily feedback will be provided by teachers via the online channels.
o Parents Evening	Holding telephone consultations/virtual meetings with parents to discuss children's progress in the Autumn and Spring term.

PLEASE NOTE

For individual pupils self-isolating, a generic pre-prepared pack of consolidation work for a week will be emailed on the first day of self-isolation. This will be followed up if children remain off with additional sets of pre-prepared work. Work missed during individual self-isolation will be addressed on return to school.

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

o How contact will be made with families	Staff will make regular daily contact with families via the on-line learning platforms
	School expects families to login daily to the online learning platforms
	If no contact has been received staff will follow up on the same day.
o What expectations are on them for answering emails from parents and pupils	Staff will be expected to answer communication from parents or pupils during their normal working hours (8.30am to 3.45pm - directed time for teacher)
o How they should handle any complaints or concerns shared by parents and pupils – for any safeguarding concerns, refer to the section below	Complaints - Forward emails or information to the Headteacher/Designated safeguarding Lead (Mrs R Ray) Headteacher/ Safeguarding - Log minor observations and share with DSL - Log 'Records of concern' using the proforma and email to the headteacher or Deputy DSL (Mrs R Laverack)
o How to handle any behavioural issues, such as failing to complete work	Follow school's behaviour policy; - Discuss with parents - Inform headteacher - Virtual meeting or telephone consultation will be held by class teacher with parents to discuss concerns.

3.1.4 Attending virtual meetings with staff, parents and pupils:

o Dress code	Usual school attire should be worn for virtual meetings
o Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)	Staff to consider blurring background
o Safeguarding	For safeguarding reasons during the live lessons, children should have their device cameras turned off for the duration of the sessions. On occasion, lessons might be recorded in order to provide follow up opportunities and/or consolidation work.

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Information will be requested from families regarding the devices they have access to at home via an online survey. When arranging work, school will take into account;

- *The feedback provided by parents*
- *That families with multiple children may not all be able to access lessons at the same time if sharing devices*
- *Data or broadband provision can be compromised in rural locations affecting both staff and families*
- *School has limited ICT provision and will prioritise loan of equipment to digitally vulnerable families*

3.1.5   Staff isolating at home

In the event of teachers self-isolating, we will in the first instance, cover their absence within school through part time teachers, or engage an agency supply teacher.

Subject to circumstances and IT capacity, consideration **may** be given, to the self-isolating teacher planning work for the class from home.

3.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available for 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; call the headteacher by 7am on the day of sickness.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely:
  - Which pupils they'll need to support
    - Children isolating whilst awaiting the outcome of a Covid 19 test
    - Children with additional needs

  - How they should provide support
    - Following up on feedback to support learning logins are shared with TAs to enable them to support in providing pupils with feedback.
    - TAs to print and deliver packs of work to those children unable to access online learning

- Attending virtual meetings with teachers, parents and pupils:
  - Dress code

- Usual work attire
  - o Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)
    - Staff to consider blurring background
    - Support staff may continue to work in school when a teacher is isolating.
  - o Setting up the technology

3.3 Staff absence

In the event of absence due to illness school will endeavour to cover the absence within school through part time teachers or HLTAs. If asked to cover a class due to sudden, short-term teacher absence the rate of pay for support staff will be amended to reflect the additional responsibility.

3.4 Subject leads

Alongside their teaching responsibilities, subject leaders are responsible for:
  - o Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
  - o Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
  - o Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and appropriate deadlines are being set for completion – no more than 5 Foundation subjects per week
    - Monitoring the remote work set by teachers in their subject;
    - Autumn/ Spring/ Summer 1; Planning focus – ensuring that work set continues to reflect the   sequenced curriculum offer of school
    - Autumn/ Spring/ Summer 2; Work focus – ensuring that pupils are making progress
    - Assessments completed and monitored at the end of each term
  - o Alerting teachers to resources they can use to teach their subject remotely

3.5 SENCO/Pastoral support

Alongside teaching responsibilities, the SENCO will be responsible for;

  - • Supporting teachers providing remote learning for children with SEND
  - • Organising the termly review of pupil's targets and setting new targets
  - • Undertaking referrals to outside agencies
  - • Liaising with outside agencies; by telephone or virtual meeting

3.6 Designated Safeguarding Lead

The DSL is: Rachel Ray   Headteacher

Deputy: Rosemary Laverack

Governor: Pam Abbott

In the event of the DSL working in isolation or becoming unwell concerns should be reported to the Deputy DSL

All responsibilities remain as outlined in the School's Child Protection Policy

3.7 IT staff

School does not have dedicated IT staff available during the school day. Staff are

advised to report system technical issues to Schools ICT; 01609 536 086

schoolsict@northyorks.gov.uk

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3.8 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 unable to complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

3.9 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
- To monitor the impact of remote learning on staff workload and well-being

4 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 – Headteacher
- Issues with IT – talk to Schools ICT or School technician
- Issues with their own workload or wellbeing – talk to Headteacher
- Concerns about data protection – talk to the Headteacher
- Concerns about safeguarding – talk to the DSL

5 Data Protection

5.1 Accessing personal data

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

- Access the data for children and families using the school MIS system

5.2 Processing personal data

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

If staff are using their personal phone to call parents, they should ensure that their number is protected

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 Safeguarding

The school uses the North Yorkshire model Child Protection Policy, all staff have received a copy by email and it is available on the school website.

7 Monitoring arrangements

This policy will be reviewed and consulted upon at least termly by headteacher. At every review, it will be approved by the Full Governing Board.

8 Links with other policies and documentation

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Keeping Children Safe in Education Guidance (September 2020)
- Internet acceptable use policy

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