Remote Learning Policy

Churchill Park Academy

Approved by:	Ellie Weatherall	**Date:** 09/01/2021
Last reviewed on: 09/11/202		
Next review due by: 09/03/2021		

Contents

1. Aims

This remote learning policy for staff aims to:

Ensure consistency in the approach to remote learning for students 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 teaching, teachers must be available between 9.00am – 3.00pm.

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 by informing SLT by e-mail.

When providing remote teaching, teachers are responsible for:

Setting work:

<u>Class Working from Home (Remote Learning)</u>

Teachers must ensure that the following guidelines are followed. If these are not possible teachers must speak with SLT to discuss alternative provision.

- o Remote learning at Churchill Park will include a mixture of; telephone and video calls home, suggested home timetables, live lessons, pre-recorded lessons and videos, EHCP Home Learning Packs **(Appendix 2)** and daily suggested activities. The expectations for these vary for each pathway; pre-formal, semi-formal and formal an overview can be seen in **Appendix 1** however these will vary depending on class and student needs.
- o Signposting parents and carers to appropriate websites and apps for ideas and support if required.
- o Setting work which is appropriate to the age and stage of the student – remember **'personal appropriateness' –** see Home Learning - Staff-Administration-A Covid 19 Autumn Term - for further information and ideas.
- o Setting work in a timely manner to give parents and carers time to prepare.
- o Adding to the school website home learning activities section; forward additions to the PSA.
- o Providing students with feedback, where work is uploaded to Class Dojo, Evidence for Learning or e-mail, please feedback within 24hrs.
- o Co-ordinating with other teachers in parallel classes, to ensure consistency across the year key stage/pathway and to make sure students with limited access to devices can still complete the work

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

During this period, you will increase the amount of contact you have with learners and families, both online and via telephone.

- o Weekly contact via phone, email or app is expected, where it has not been possible to make contact refer to PSA and SLT in the first instance.
- o If using a personal phone, please only make calls to parents by blocking your number (use 141 before dialing the number)
- o Please make sure you only use your CPA account to email learners.

- If emailing learners, please cc in your line manager, for your own safety. Any complaints or concerns shared by parents and students should also be passed on to SLT,

    Lower School: Iwona- iburczyk@churchillpark.co.uk

    Upper School: Darlene dgrimsby@churchillpark.co.uk

    Sixth Form: Sophie sfinney@churchillpark.co.uk

- **for any safeguarding concerns, please see section below You should log any phone calls on the class communication log (se Appendix 5) for any cause for concerns please upload notes to CPOMs**.

- Where students are not completing work please contact SLT for advice.

- There is a chance learners will seek contact with teachers using other social media platforms. Please do not accept any contact attempts via this. Ensure your accounts are secure and that any potential breaches here are reported immediately to your DSL.

- Teachers are not expected to answer emails/provide feedback outside of their working hours

For more information on keeping yourself safe see **Appendix 3**

Attending virtual meetings with staff, parents and students:

- Dress code: please wear appropriate clothing as you would when attending a meeting in school.

- Locations: avoid areas with background noise and ensure there is nothing inappropriate in the background

Should SLT wish to hold a meeting, Teams allows meetings to be held online, and your attendance will be required. If the meeting time is unsuitable because of childcare, please communicate this with the organiser so that an alternative time when you can attend, may be arranged.

2.2 Teaching assistants

As much of a teaching assistant's time is taken up with immediate and face-to-face work with students. We will endeavor to provide suitable working tasks and/or training, which can be completed whilst at home this will be directed by the Class teacher or SLT.

When teaching assistants are not supporting their class teacher with remote learning or phone calls home (See **Appendix 4** for more information on calling home) or SLT then they should be enrolling on a CPD course and logging their participation on the form shared with staff via Google Docs.

Teaching assistants must be available between 9.00-3.00pm.

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 by contacting SLT.

If teaching assistants will also be working in school, where relevant explain who will cover the responsibilities above during this time.

Should SLT wish to hold a meeting, Teams allows meetings to be held online, and your attendance will be required. If the meeting time is unsuitable because of childcare, please communicate this with the organiser so that an alternative time when you can attend, may be arranged.

2.3 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 – using surveys for feedback from parents/carers, meetings with teachers, reviewing work set

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

Considering whether any aspects of the curriculum need to change to accommodate remote learning

Working with teachers to make sure all work set is appropriate and consistent

Monitoring the remote work set by teachers in their Key Stage by being copied into emails and reviewing work set and/or holding regular meetings with teachers

Alerting teachers to resources they can use to teach remotely

Monitoring and covering absences so remote learning continues

Providing advice to teachers when students are not engaging with remote learning

2.5 Designated Safeguarding Leads

The DSL are responsible for:

➢ Continuing to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority Virtual School Head (VSH) for looked-after and previously looked-after children.

➢ Ensuring that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that puts them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and school staff will explore the reasons for this directly with the parent. Where parents are concerned about the risk of the child contracting COVID-19, school staff and/or the child's allocated social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

➢ Offering a place to students identified as being vulnerable, who may be on the edge of receiving children's social care support.

➢ Continuing to liaise with allocated social workers and agreeing with parents/carers whether children in need should be attending school. Following up on any student that was expected to attend, who does not in line with usual attendance procedures. Following up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend. In all circumstances where a vulnerable child does not take up their place at school, or fails to attend as expected, DSLs will notify the child's allocated social worker and agree a plan to contact the family.

➢ Keeping up to date with the latest Norfolk Safeguarding Children Partnership advice and guidance from the LA. They will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely in line with the NSCP guidance on attending and contributing to child protection conferences and Developing Child Protection Plans.

➢ Contacting families via email, telephone if staff have concerns which they have recorded on CPoms.

2.6 Students and parents

Staff can expect students learning remotely to:

Be contactable during the school day

Complete work and feedback regularly to teachers

Seek help if they need it

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 – school staff will signpost parents towards appropriate support or contact the PSA if appropriate

Be respectful when making any complaints or concerns known to staff

2.7 Board of Trustees

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 parallel class teachers and SLT

Issues with behaviour – talk to SLT

Issues with IT – email Sue Branson operations@kwestacademy.com who will then forward concerns to UpTech

Issues with their own workload or wellbeing – talk to SLT and or the Wellbeing Team

Concerns about data protection – talk to the data protection officer

Concerns about safeguarding – talk to the DSLs

4. Data protection

4.1 Accessing personal data

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

Access the data, on the server using the school IT network

Use school devices; laptops or I-pads rather than your own personal devices

4.2 Processing personal data

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

If antivirus and anti-spyware software is not installed contact KWEST

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

5. Safeguarding

Please refer to the Safeguarding Policy and Addendum which is available on the school website and in the CPoms library.

6. H&S Guidance on Effective Home Working

• All staff, regardless of their work location, are advised to take at least a 30-minute rest break for every 6 hours worked. Many staff working from home forget or choose not to take a break but this is not advised as it can affect your health and your productivity. It is recommended that you take a 5-minute break from the screen in every hour; this could be a change of task such as to make a telephone call.

• When working at a desk, avoid awkward, static postures by regularly changing position.

• Avoid eye fatigue by changing focus or blinking from time to time.

7. Monitoring arrangements

This policy will be reviewed as required but at least annually in the first instance by SLT. At every review, it will be approved by the Trustees.

8. Links with other policies

This policy is linked to our:

➢ Behaviour policy

➢ Safeguarding policy and coronavirus addendum

➢ Data protection policy and privacy notices

➢ Home-school agreement

Appendix 1

<u>Churchill Park Home Learning Guidelines</u>

	Pre-Formal	**Semi-Formal**	**Formal**
Contact	- Weekly video or phone calls with families, carers and students where appropriate. Calls to be recorded in log and any concerns uploaded to CPOMs. These calls can be conducted by any member of the class team. - Emails home where calls have not been successful or a preferred option. - ClassDojo message board can also be used for quick communication (text style format)		
Home Learning	**Suggested Daily Timetable** **EHCP and PLG home learning packs** **Live Lessons** **Example:** **Daily Videos** **Daily activities-These will be differentiated through the various pathways and in accordance to students needs.** .		
Assessment	- Teachers to share long term outcomes from EHCP including short term PLG (personal learning goals) and suggested learning opportunities sent home (see template). Parents, carers and Students to upload evidence of learning to preferred platform (EfL, ClassDojo, Email) - Staff to complete student PLG PITA (point in time assessments) - Students Progress meetings		

Appendix 2

Name		
EHCP Home Learning Plan		
Outcomes (by end of key stage)	**Personal Learning Goals**	**Activities to support PLGs** *Including additional activities to develop skills working towards achieving long term outcomes.*
1.		•
2.		•
3.		•
4.		•
5.		•

Appendix 3

Keeping yourself safe when contacting learner and family's

During this period, you will increase the amount of contact you have with learners and families, both online and via telephone.

- o Please make sure you only use your CPA account to email students and their families.
- o If using a personal phone, please only make calls to parents by blocking your number (use 141 before dialling the number).
- o You should log any phone calls on the tracker communication sheet and for any concerns upload notes of the call to CPOMs.
- o There is a chance learners will seek contact with teachers using other social media platforms. Please do not accept any contact attempts via this. Ensure your accounts are secure and that any potential breaches here are reported immediately to your DSL.
- o Any safeguarding concerns please contact the following DSLs

> eweatherall@churchillpark.co.uk
>
> iburczyk@churchillpark.co.uk
>
> sfinney@churchillpark.co.uk
>
> charris@churchillpark.co.uk

Appendix 4

Guidance for Phone Calls

Staff Should

- Call in school hours as much as possible
- Keep a record of the date and time of each call
- Have a parent there at the child's end, and have the phone on speaker phone
- Block their number so parents don't see it. (Give parents a heads-up of what time you'll be calling if you're blocking numbers, so they're more likely to pick up.)
- If possible, have another member of staff on the call. If this isn't possible, record the call, with parents' permission. Explain you're recording for school records only

Video calls

- Sit against a neutral background
- Avoid recording in their bedroom if they can (if that's not possible, use a neutral background)
- Dress like they would for school – no pyjamas!

On call:

- Is the student well (health, food, safeguarding issues)?
- Do they have internet access?
- Are they able to access remote learning? Do they need any guidance?
- Are they managing with remote learning?
- Have they submitted work to their class teacher on ClassDojo
- Escalate any immediate issues to DSL on CPOMS. DSL to follow up as appropriate.
- Provide a daily summary of calls and fill out call logs

Appendix 5

Class Communication Log

Student Name	Date	Conversation Notes	To Do Refer to SLT Refer to DSL
	Week 1:		
	Week 2:		
	Week 3:		
	Week 4:		
	Week 5:		
	Week 6:		
	Week 7:		
Student Name	Date	Conversation Notes	To Do Refer to SLT Refer to DSL
	Week 1:		
	Week 2:		
	Week 3:		
	Week 4:		
	Week 5:		
	Week 6:		
	Week 7:		