

Bridgewater Primary School
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BRIDGEWATER
PRIMARY SCHOOL

Remote learning policy

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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

Remote education plans are agreed as follows:

- In the event of an individual (who has tested positive with Covid-19) or a group of children having to enter into a period of isolation (as a result of PHE advice or implementing our Contingency Plan), online learning and/or workbooks will be provided.
- Learning will be the same as the learning of children attending school.
- Purple Mash and Tapestry will be used to deliver online learning.
- I pads or Chromebooks will be available to any children who do not have access to home devices. Books and textbooks will also be supplied upon request.

When providing remote learning, teachers must be available between 8.30am and 4.00pm and are responsible for:

- Setting work –
 - Teachers will deliver an online session, via Microsoft Teams/Zoom, to students/parents to inform them about their learning for that day and to share any updates. The timings are as follows: EYFS at 9.30 am, KS1/KS2 at 9.00am and 1.00pm.
 - Teachers will set work for children in their classes (or year group if required).
 - Daily work should be provided for English, Maths and the curriculum subjects that were to be covered in class that day.
 - Weekly spelling tasks should be allocated on Spelling Shed and times tables on TTRS (Times Tables Rock Stars).

- The work should be set by 9.00am that day and the tasks set should equate to 3-4 hours of home learning (for Years 1-6). It is not a requirement that this in the form of live teaching for the duration of the time and will include video links, tasks/2Dos and links to other relevant websites.
- Work will be uploaded via the remote learning platforms: Purple Mash and Tapestry (for EYFS).
- Teachers should co-ordinate with their partner year group teacher to ensure consistency in the work set across the year group if this is required.

➤ Providing feedback on work :

- Children's completed tasks will be saved within the relevant sections of Purple Mash and Tapestry and teachers can view results of completed activities on Spelling Shed and TTRS.
- Staff will leave comments and feedback, where appropriate, for the completed tasks.
- Staff should provide feedback on the completed tasks before the end of the day for daily tasks or following the deadline set for specific tasks.

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

- If a teacher is concerned that a child is not completing online learning, Teachers will make a phone call home to discuss this with parents after the second day of online learning.
- Teachers will offer support to children and parents on their home learning as requested and direct them to the parental guides on the school website designed to support with accessing the remote learning platform).
- If a parent e-mails a member of staff via the school e.mail address, teachers should respond via the school e.mail address only and during working hours.
- Staff should respond to any complaints or concerns via a telephone call and share any concerns with their Phase Leader. If any safeguarding concerns arise; these should be shared with a Safeguarding Officer following the usual procedures.
- If a teacher is also working in school with their class and a child is to be provided with home-learning, there should be links between the in-school and remote provision.

➤ Attending virtual lessons/meetings with staff, parents and pupils –

- All teaching staff are expected to adhere to the school's dress code if attending any virtual lessons/meetings.
- When attending virtual lessons/meetings, teaching staff should avoid areas with background noise, with nothing inappropriate in the background or with a blurred background if the remote programme supports this function.
- When delivering the online session via Microsoft Teams/Zoom (EYFS at 9.30 am, KS1/KS2 at 9.00am and 1.00pm), teachers must ensure that children's cameras are turned off and microphones are muted upon commencing the meeting and remain so unless the teacher asks a child to unmute their microphone to respond to a query.

➤ Protocols for teachers –

Below are some measures to consider when delivering virtual lessons, especially where webcams are involved:

- No 'one to ones' - groups only.
- Staff and children must wear suitable clothing, as should anyone else in the household.

- Any Computer/Tablet/Telephone used by staff to communicate with pupils, must be school or Local Authority equipment. **Under no circumstances** should staff use their personal equipment for communication with pupils.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use the platforms specified by the school's SLT and approved by our IT network provider to communicate with pupils.
- Staff should record: the length, time, date and attendance of any sessions held.

2.2 Teaching assistants

If assisting with remote learning, teaching assistants must be available during their allocated 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 by informing the Headteacher, Emma Henderson, from 7.30am.

- Attending virtual lessons/meetings with staff, parents and pupils–
 - All teaching assistants are expected to adhere to the school's dress code if attending any virtual lessons/meetings.
 - When attending virtual lessons/meetings, teaching assistants should avoid areas with background noise, with nothing inappropriate in the background or with a blurred background if the remote tool supports this function.

2.3 Subject leaders

Alongside their teaching responsibilities, subject leaders are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Working with teachers teaching that subject remotely to ensure sure all work set is appropriate and consistent and meets the National Curriculum requirements.
- Working with other teachers and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and appropriate deadlines are being set.
- Monitoring the remote work set by teachers in their subject –through meetings with teachers or by reviewing work set.
- Alerting teachers to resources they can use to teach their subject remotely.

2.4 SENCO

- The SENCO will consult with teaching staff to ensure that children with an EHCP or particular SEND requirement are receiving the appropriate content and resources to support their needs during remote learning. The SENCO will also consult with the relevant professionals for advice on strategies and materials to support both the child and parent. The SENCO will contact parents if there are concerns raised in regards to SEND children accessing and engaging with remote learning.

2.5 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating and monitoring the remote learning approach across the school. The following staff can be consulted for support with remote learning provision: Miss Doherty (Computing Subject Leader) for Tapestry and Purple Mash and Phase Leaders.
- Monitoring the effectiveness of remote learning – this will be completed through regular discussions with teachers and subject leaders, reviewing work set, feedback from pupils and parents and through feedback within Phase and SLT meetings.
- Feedback from parents regarding remote learning will be requested following each group closure or lockdown closure. The results will be reviewed by the SLT and shared with staff.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.6 Designated safeguarding lead/Safeguarding Officers

- The Designated Safeguarding Lead for Bridgewater Primary School is: Mrs Emma Henderson.
- The Deputy Designated Safeguarding Leads are: Mr Sean Doherty and Miss Rosie Knipe.
- The Operational Lead for Safeguarding Practices is: Miss Karen Hopkins.
- In accordance with Keeping Children Safe in Education, the DSL (or deputy) will be available to be contacted via phone when working from home or when remote learning is being implemented.
- They will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.
- Where staff have a concern about a child, they should continue to follow the process outlined in the school Child Protection and Safeguarding Policy, this includes making a careful report of their concerns or what was said using CPOMs and informing the DSL and this can be completed remotely.
- Where a member of staff cannot access the reporting system to complete a report in the normal way, the Designated Safeguarding Lead should be informed via telephone and e.mail.
- Staff are reminded that in accordance with Keeping Children Safe in Education (paragraph 36), if they have any concerns about a child's welfare, they should act on them immediately and without delay.
- Staff are reminded that if they have concerns about the way a Safeguarding concern is being handled they can follow the school's Whistleblowing procedures, contact details for the Local Authority Designated Officer (LADO) are: 0161 603 4350 / 4445.

2.7 IT staff

School staff will endeavor to support with technical issues related to remote learning that parents and children may encounter. However, where there is an issue with the learning platform, the relevant Senior Leader will support with this. If it is an issue relating to a school device, this must be logged via Salford RM and the device returned to school. Salford RM staff are responsible for:

- Fixing issues with systems and devices used to set and collect work.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the best of their ability and to the deadline set by teachers.
- Seek help if they need it from teachers.

- › 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 and use the access guides created to support parents with accessing work on the learning platforms (which are available on the school website).
- › Be respectful when making any complaints or concerns about remote learning 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 appropriate work linked to the curriculum or child's needs – talk to the relevant subject leader or SENCO.
- › Issues with behaviour – talk to the relevant Senior Leader.
- › Issues with IT – log with Salford RM or speak to the relevant learning platform administrator.
- › Issues with their own workload or wellbeing – talk to their line manager.
- › Concerns about data protection – talk to the data protection officer (Emma Henderson).
- › Concerns about safeguarding – talk to the DSL or Deputies.

4. Data protection

4.1 Accessing personal data

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

- › Access the data on a secure internet service provider or via the server on our school network if that staff member has remote access.
- › Access the data via their school laptop or school iPad, rather than their own personal devices.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as pupils' login details or contact numbers for parents 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 or memory stick is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive or memory stick 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

It is important that all staff when interacting with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with in line with the updated Safeguarding and Child Protection Policy (which includes a COVID-19 addendum)- this is available on our school website or in our Policy folder on the staff drive. Any safeguarding concerns must be shared with a Safeguarding Officer immediately and where appropriate referrals should still be made to Children's Social Care and as required, the Police.

Online teaching should follow the same principles as set out in the schools Code of Conduct Policy.

6. Monitoring arrangements

This policy will be reviewed regularly (at least annually) by a Senior Leader. At every review, it will be approved by the school Governors' School Effectiveness Subcommittee.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and Coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- Computing and internet acceptable use policy
- Esafety policy