



Cleves School
Learning Together

Remote Learning Policy 2022

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Created by	Craig Smith following guidance from The Key
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1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the school's approach to remote learning
- 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 in the event of a bubble or whole school closure

Teachers must be available between 8.00am and 4.00pm. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should notify the Headteacher or Deputy Headteacher as soon as possible. If it affects the completion of any work required, ensure that arrangements have been made with the Year Leader or member of SLT to ensure work is completed.

Teachers are responsible for:

- Running and organising their Google Classroom
- Setting work for remote learning when a year group bubble closes or when the whole school is requested to close due to a national or regional lockdown.
- Creating and displaying a timetable for the week (with year group colleagues), similar to that taught in school. This must include subjects from across the curriculum. This should take the child 4 hours to complete each day as per the DfE guidance.
- Creating a daily register to track engagement
- Holding live morning meetings with their class via Google Meet at 8.30am or 9.00am
- Ensuring children have access to the remote learning provision each day through being on duty to support children who are stuck or require help.
- Ensuring children have continued interaction with the teacher and other pupils through the daily live morning meetings and weekly google meet feedback sessions.

- Liaising with year group partners to produce weekly and daily plans ensuring that the maths and literacy lessons are video recorded using ScreenCastify.
- Providing daily feedback to pupils in a range of forms – written feedback, voice feedback, google meet sessions, virtual stamps through the Google Classroom and other approved platforms (e.g. Seesaw)
- Alert SLT to the children that are not engaging with the remote learning tasks and are causing concern so that parents can be contacted and support can be put in place.
- Creating additional online resources to support lessons throughout the week on Google Classroom. These will range from pre-recorded lessons by the class/year group teacher as well as other approved resources from White Rose Hub, Oak Academy and other well used school resources.
- Ensuring children and parents know how to complete assigned work, submit it, use templates, take photos of written work and upload
- Delivering online safety lessons to children- how to interact on the live google meet, cyber bullying, appropriate language, safe searching - Continue the use of the 'Think you know' resources which support children's online safety at a time when they will be spending much more time online.

2.1a In the event of individual pupil self-isolation

- Weekly home learning to be set via the Cleves Hub for all individual pupils who find themselves in isolation
- Children in isolation will be directed towards the available work as soon as possible once a child has been identified as self-isolating. This is available on the Home Learning section of the Cleves Hub
- Daily lessons will span across the curriculum and lessons will closely match to the curriculum delivered in school. These will come from the White Rose Hub and Oak Academy Resources.

2.2 HLTAs and Learning Support Assistants

HLTAs and Learning Support Assistants must be available for the normal working hours - Monday to Friday. During this time, they are expected to check work emails and be available when called upon to support the children with their learning. 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 to their line manager as soon as possible.

HLTAs and Learning Support Assistants are responsible for:

- Supporting pupils with learning remotely through regular phone calls to pupils who are identified and requiring help.
- Attending virtual meetings with teachers and other members of staff as required
- Organising and running live google meet sessions with groups of pupils as required.

2.3 Subject leads

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Supporting teachers with setting relevant online learning via Google Classroom

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – SLT (Craig Smith – designated lead)
- Monitoring the effectiveness of remote learning – reviewing work set by teachers weekly, monitoring feedback given by teachers and engagement levels of pupils.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated Safeguarding Lead (DSL)

The DSL is responsible for:

- Maintaining contact, collating, passing on information and responding to any concerns.

For more details, please refer to the COVID-19 Child Protection Addendum

2.6 SENCO

The SENCO is responsible for:

- The provision and adaptation of the remote learning offer for pupils with SEND
- The allocation of roles and responsibilities of the teaching assistants and HLTAs
- Communication with parents of children with EHCPs

2.7 Pupils and Parents

Staff can expect pupils to:

- Be contactable during the hours of the school day 9.00am – 3.15pm – although they may not always be in front of a device the entire time
- Seek help if they need it, from teachers or teaching assistants through clearly communicated
- Be respectful during live sessions
 - Be appropriately dressed
 - Be located in a communal part of the home, not their bedroom

Staff can expect parents to:

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

- Alert teachers if their child is not able to complete work
- Be in the vicinity of live google meet sessions
- Not use a live google meet session to speak to the teacher or adult about any concerns or queries they may have

2.8 Board of Trustees

The Board of Trustees are 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 systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

If staff have any questions or concerns, they should contact the following individuals:

- Issues in setting work – Year Leader or Remote Learning Lead (Craig Smith)
- Issues with behaviour – SENCO/SLT
- Issues with IT – Deputy Headteacher
- Issues with their own workload or wellbeing – SLT
- Concerns about data protection – talk to the data protection officer (School Business Manager)
- Concerns about safeguarding – talk to the DSL

All staff can be contacted via the school email addresses

4. Data protection

4.1 Accessing personal data

When accessing personal data, all staff members will:

- All staff have access to the weekly concern sheet to record any parent contact or concerns about children. If it is a safeguarding concern, the DSL must be contacted immediately by phone
- Teachers are able to access parent contact details via the school reception from 8.00 to 4.00pm. Do not share any details with third parties
- School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils.
- Withhold their mobile number if calling a parent/carer using their mobile phone from home.

4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

While this may be necessary, 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)
- 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 - all laptops has Sophos software
- Keeping operating systems up to date – always install the latest updates

5. Safeguarding

Please see our Child Protection Addendum for updates concerning safeguarding in relation to COVID-19

For all live Google Meet sessions, the protocols set out in appendix 2 will be followed.

6. Monitoring arrangements

This policy will be reviewed as and when updates to remote learning are provided by the government by Craig Smith (Deputy Headteacher).

7. Links with other policies

This policy is linked to our:

- Contingency Plan (also linked below in the appendix)
- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy
- ICT and internet acceptable use policy
- Online safety policy
- Staff Code of conduct

APPENDIX 1

Cleves School Contingency Plan - January 2022

Following the latest government guidance, we have reviewed carefully how we can continue to provide the most effective teaching and learning for our pupils over this challenging period. The well-being of our pupils, parents and staff remains our most important priority.

At Cleves, we will provide a range of learning opportunities for parents to access in the event that their child works from home. We do understand the potential difficulties faced by parents when children are educated at home and we fully appreciate that children may not always be able to complete all home learning activities set. Teaching staff will work in partnership with parents to minimise the disruption to education as much as is reasonably practicable and support pupils who are learning at home.

We have identified four scenarios

SCENARIO ONE - School open as normal

- All children attend.
- All staff attend.
- A broad and balanced curriculum will be delivered by each class teacher.

SCENARIO TWO – Individuals are absent from school through a requirement to self isolate or through an authorised reason that means they are unable to attend school.

- Year group leaders will provide a curriculum overview of the learning taking place each term which will be available on our school website.
- If a pupil is going to be absent for a period of time, which is authorised by the school, parents/carers will be directed to the Home Learning section on the Cleves Hub where daily activities and tasks, relevant to each year group, will be provided using a range of school and approved external resources such as from the Oak Academy and White Rose Hub.
- As staff will be teaching other children in school during the day, interaction and feedback opportunities through Google Meets will not be available in this instance. Further individual support for vulnerable children and pupils with SEND will be provided and agreed with the parents. This could include regular support phone calls.

SCENARIO THREE - Partial school closure due to a member of the bubble group testing positive for coronavirus.

- School opens for all other children apart from the affected bubble.
- All available staff attend school.
- Any self-isolating teaching staff and teaching assistants (providing they are well) will work remotely from home to provide suitable planning and support for children who are at home.
- We will offer online home learning to pupils in affected year groups who are working at home via Google Classroom. This will, whenever possible, match

the curriculum content that is being taught in school for other pupils in that year group.

- Individual support will be offered by our learning support staff for pupils specifically identified by class teachers. This will usually, but not exclusively, be those pupils with special educational needs and will involve daily or weekly phone calls to talk through the home learning tasks or provide scaffold and differentiation.
- Each week, we will provide pupils with the opportunity to talk virtually to their class teacher in small groups via Google Meets. This will give the teachers an opportunity to provide feedback to pupils about their learning and for pupils to talk about their home learning experience.
- Daily written or voice recorded feedback will be given on work completed and uploaded to the Google Classroom.
- We will offer the loan of a chromebook to any families of children who don't have reliable access to the internet.
- We will communicate regularly with parents/carers via email to pass on information and provide updates.

SCENARIO FOUR - Government enforced school closure

- School closed to all staff and pupils for those who are children of critical workers, SEND or Vulnerable pupils.
- Children of Critical Workers and Vulnerable pupils will be supported in school by available staff and teaching assistants.
- Teaching staff will work remotely from home to provide suitable planning and learning for their classes. This will focus on english and maths but will also include a range of other subjects and topics. Again, this will, whenever possible match the intended taught curriculum, which would have been in place had school been open. 4 hours of remote learning will be provided each day. Lessons will be recorded using the video software - ScreenCastify
- We will offer remote learning to all pupils via Google Classroom. In addition we will offer a 20 minute daily live class sessions and weekly feedback sessions via Google Meet for all pupils.
- Individual support will again be offered by our learning support staff for pupils specifically identified by class teachers. Again, this will usually, but not exclusively, be those pupils with special educational needs and will involve daily or weekly phone calls to talk through the home learning tasks or provide support, scaffold and differentiation.
- Learning Support Assistants will offer weekly google meet reading sessions for identified groups of pupils
- Daily written or voice recorded feedback will be given on work completed and uploaded to the Google Classroom.
- Additional materials such as workbooks and reading materials will be available for parents to collect if they wish.
- Additional materials will also be provided to support the less able and more able pupils.
- We will offer the loan of a chromebook to any families of children who don't have reliable access to the internet.
- We will communicate regularly with Parents/Carers via email to pass on information and provide updates.

APPENDIX 2

Google Meet (General Guidance to staff)

Please [click here](#) to view the screencastify I have put together for using Google Meet

- Ensure the background behind the teacher is neutral and appropriate before starting the meeting
- 5 minutes before your meeting starts, go to - <https://meet.google.com/>
- Click 'join or start meeting' and give your meeting a name. This bit is very important!
- When the new window loads, click on the green 'join now' button
- A white window pops up as you join the meeting and there is a link. Copy the link and email it to the children or class that are invited to join via gmail. If you are emailing a class, please use 3h@cleves.co.uk and not class3h@cleves.co.uk Make sure you title the email as per the guidance in the section above. The link should be sent immediately prior to the meeting otherwise you will find that children turn up at different times.
- Make sure you stay in the meeting and do not leave.
- At the bottom right of the screen are three dots, click on these and then click on 'record meeting'
- The children will then start to join the meeting.
- For the small group meetings, please then ask the child to go and get the adult in the house so that you know that they are in the vicinity of the meeting. If the child appears to be in their bedroom, then ask the adult for the child to move to a communal area. This won't be possible in the 'Daily Live Meeting' but flag any concerns afterwards
- At the end, make sure you are the last one in the meeting before closing and leaving yourself. This will make sure that the children can not re-enter. It may be worth leaving the meeting running for ten minutes after the meeting finishes to make sure children don't re-enter.