



# **Remote Learning Policy**

## **for**

# **Hertsmere Jewish Primary School**

**Reviewed by: Adam Bright**

**Reviewed on: November 2023**

**Date of Next Review: November 2024**

## Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis. The policy was last reviewed and agreed by the Governing Body on November 2023.

It is due for review on November 2024.

Signature *R. Klak-Levi* Headteacher

Date: November 2023

Signature *J. Grunberg* Chair of Governors

Date: November 2023

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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. Use of remote learning

All pupils should attend school, in line with our attendance policy.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- › Occasions when we decide that opening our school is either:
  - Not possible to do safely
  - Contradictory to guidance from local or central government
- › Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because they have an infectious illness

## 3. Roles and responsibilities

### Class Teachers

- › responsible for the planning and provision of daily work using Google Classroom. If it is more beneficial to follow up with the work in person, this should be done as soon as the child returns to school.

### Teaching Assistants and LSAs

- › support online access to remote learning for groups or individuals where necessary.

### Subject Leaders

- › monitor the coverage of curriculum areas

### Senior Leadership

- › ensure the quality of curriculum coverage and provision within their key stage, as well as ensuring that their teams are clear about their responsibilities.
- › ensure equality of access and standards of teaching

### Inclusion Lead

- › support learners who may need extra support or access either directly or liaising with teachers and's. To ensure the curriculum is modified accordingly.

### 3.1 Teachers

When providing remote learning, teachers must be available between their normal work hours of 8.15 – 16.15. If a teacher is working in school, please be aware that this will only be able to respond at their earliest convenience.

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, teachers should:

- Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
- Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely

They are also responsible for:

- Setting work – cover details such as:
  - The amount of work provided should be:
    - 3 hours a day on average across the cohort for Key Stage (KS1)
    - 4 hours a day for KS2
  - Work needs to be set by 8am on the day required
  - Work should be set at a minimum for English, Maths and Jewish Studies (plus another foundation subject if needed)
  - Work should be uploaded onto Google Classroom; ensuring it is clear what needs to be completed and easily accessible in the classwork section.
- Providing feedback on work:
  - Feedback should be provided on all work submitted within 72 hours of completion.
  - Where of more benefit to the child, feedback should be provided when the child is back in school – however this should be communicated.
  - In KS2, for cloze tasks (such as arithmetic or filling in activities), answer sheets can be provided and the children can self-assess this work.
- Keeping in touch with pupils who aren't in school and their parents
  - If a child is unable to attend school, the expectation is that the class teacher will have direct contact with the child daily, either by phone call or through Google Meet.
  - Teachers are expected to respond to emails within 48 hours of receiving and are not expected to email outside of their normal working hours.
  - If there are any complaints or concerns, these should be addressed through the normal channels of communication.
  - Where possible, children be able to participate in lessons using Google Meet.
- Attending virtual meetings with staff, parents and pupils – cover details like:
  - Dress code for virtual meetings – work dress code should be adhered to at all times
  - Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)
  - Avoid filming or recording in a bedroom where possible – if not, use a virtual background
  - Double check that any other tabs open in the browser are appropriate for children to see
  - Use professional language

## 3.2 Teaching assistants

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

- Supporting pupils to access their online learning
- TAs will be allocated children to support with online learning
- TAs to receive support on how to use Teams to deliver interventions and how to access Google Classroom
- Attending virtual meetings with teachers, parents and pupils where required

## 3.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Ensuring adequate subject/curriculum coverage is planned and facilitated on remote timetables.

- › Liaising with class teachers to support planning of topic work and to also support additional learning resources where appropriate e.g. presentations, online resources, websites etc.
- › SENCo to support all pupils on the school's SEN Register to ensure they are accessing remote learning where they are not in school. SENCo to give additional support and advice to parents/carers during any potential lockdown or periods of self-isolation.
- › Monitoring the remote work set by teachers in their subject – coordinators to liaise with teachers to monitor quality of curriculum and standards of teaching and learning.

### **3.4 Senior leaders**

The Senior Leadership Team has overarching responsibility for the quality and delivery of remote education. Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and confident in its use.

They should continue to overcome barriers to digital access where possible for pupils by, for example:

- › Distributing school-owned laptops accompanied by a user agreement or contract (if possible)
- › Securing appropriate internet connectivity solutions where possible
- › Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- › Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

They are also responsible for:

- › Co-ordinating the remote learning approach across the school.
- › Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

### **3.5 Designated safeguarding lead (DSL)**

- › The DSL is responsible for Safeguarding and Child Protection. Please see Safeguarding Policy, e-Safety and Online Learning Policies (and all related policies).
- › See Safeguarding and Child Protection Addendum on website - go to School Information > School Policies.

### **3.6 IT support staff**

IT support staff 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
- › Assisting pupils and parents with accessing the internet or devices

### **3.7 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
- › Act in accordance with normal behaviour rules of the school

Staff can expect parents with children learning remotely to:

Insert details, such as:

- › Engage with the school and support their children's learning and to establish a routine that reflects the normal school day as far as reasonably possible
- › 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

### **3.8 Governing board**

The governing board is responsible for:

- › Monitoring the school's approach to providing remote learning to ensure education remains of as high a quality as possible
- › Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

## **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 Assistant Headteacher
- › Issues with behaviour – talk to the relevant Assistant Headteacher or Inclusion Team
- › Issues with IT - contact the School Office
- › Issues with their own workload or wellbeing - talk to their line manager
- › Concerns about data protection - Headteacher
- › Concerns about safeguarding - talk to the Designated Safeguarding Lead

## **5. Data protection**

### **5.1 Accessing personal data**

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

- › Use the school's agreed learning platforms. Google Classroom, Microsoft Teams, Tapestry and other stand-alone sites such as Times Table Rock Stars.

### **5.2 Processing personal data**

Staff members may need to collect and/or share personal data such as emails, phone numbers etc. as part of the remote learning system; however, this should be kept to a minimum and through Scholar Pack where possible. 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.

### **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**

Please see the School's updated Child Protection and Safeguarding Policy.

## **7. Monitoring arrangements**

This policy will be reviewed by Rita Alak-Levi, Headteacher, annually. At every review, it will be approved by the Headteacher in conjunction with the Safeguarding Link Governor, Judy Greenberg.

## **8. 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
- ICT and internet acceptable use policy
- Online safety policy