

BARLOWS PRIMARY SCHOOL

Remote Learning Policy

September 2020 in Response to Covid-19 (Spring 2021 Update)



Committee with oversight for this policy	Curriculum Committee
Policy to be approved by the Curriculum Committee	
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Contents

Aims and Objectives	Page 2
Who is this policy applicable to?	Page 2
Roles and Responsibilities	Page 2
- Teachers	Page 3-4
- Learning Support Assistants	Page 5
- SENDCO	Page 6-7
- DSL	Page 7
- Phase Leader / Key Stage Leader	Page 8
- Welfare Team	Page 8
- Admin Team	Page 8
- Bursar	Page 9
- Subject Leaders	Page 9
- IT Technician	Page 9
- Senior Leaders	Page 10
- Parents and Pupils	Page 10
- Governing Body	Page 11
Access to digital devices	Page 12
Who to contact	Page 12
Data protection	Page 12
- Accessing personal data	Page 12
- Processing personal data	Page 12
- Keeping devices secure	Page 12-13
- Making calls home to parents and carers (including conversations had with pupils)	Page 13
Safeguarding	Page 13
Monitoring arrangements	Page 13
Links with other policies	Page 13

Remote Learning Policy

Barlows Primary School has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

This document is a statement of the aims, principles and strategies for managing remote learning at Barlows Primary School during the Coronavirus pandemic.

Aims and Objectives

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (including those with SEND and pupils who are identified as disadvantaged) who aren't in school through use of quality online and offline resources and teaching videos.
- Set out clear expectations for all members of the school community with regards to remote learning.
- Ensure consistency in the approach to remote learning for pupils who aren't in school.
- Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support
- Consider continued education for staff and parents (e.g. CPD, Supervision and Parent-Teacher meetings)
- Support effective communication between the school and families and support attendance

Who is this policy applicable to?

- A child (and their siblings if they also attend Barlows Primary School) is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as usual.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19, and are therefore required to self-isolate.
- Any child, who attends Barlows Primary School and is required to stay at home as part of a local or national lockdown which includes schools, and may include key worker children, subject to local / government directives.

Remote learning will be shared with families when pupils are absent, due to Covid related reasons.

Roles and Responsibilities

Barlows Primary School will provide a refresher training session and induction for new staff on how to use:

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| ➤ Google Classroom | ➤ Oxford Owl |
| ➤ Showbie | ➤ Sora Virtual Library |
| ➤ Mathletics | ➤ ActiveLearn/ Wordsmith |
| ➤ TT Rockstars / Numbots | ➤ White Rose Maths |
| ➤ ReadiWriter | |

and additional relevant online applications, as appropriate to their role.

Roles and Responsibilities: Teachers

Remote Learning Response: Teachers Roles and Responsibilities

- When providing remote learning, teachers must be available between 8:30am and 4:00pm.
- If they are 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 are responsible for:

Individual Pupil self-isolating (Not part of a whole school or year group closure)

A bubble is self-isolating

A local or national lockdown

Where schools are instructed to remain open for keyworker children, staff will be on a rota accordingly to enable home learning provision.

Setting Work

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| <ul style="list-style-type: none"> ○ Teachers will set work for the pupils in their classes as usual. This is delivered in classes. ○ For pupils who are self-isolating on an individual / family basis, teachers will provide paper copies of classwork to be collected or delivered where possible. Delivery may be via a staff member or tracked postal service. ○ Work will be delivered on a week by week basis i.e. if a pupil has to self-isolate part way through a week, the remaining week's work will be made available by the start of the next school day, with the following week's work available at the start of the first day. | <ul style="list-style-type: none"> ○ Teachers will set work for the pupils in their classes. This includes those responsible for any streamed groups in Key Stage 2. Work for pupils who receive daily 1:1 Support for specific SEND needs, will be provided by the SENDCO. ○ Teachers will work with their co-teacher (as applicable) to set work for the year group together. ○ The work set should follow the usual timetable for the class had they been in school wherever possible, to ensure pupils continue to have access to a broad, balanced and appropriately challenging curriculum. ○ Lesson input will be adapted with the use of quality lesson videos e.g. from the Oak National Academy to provide a consistent approach. ○ Each lesson within Google Classroom will have a set of written instructions and a pre-recorded teacher video of these lesson instructions. ○ Presentations and resources requiring explanation will be updated by teachers with voice notes explaining e.g. the slides. ○ Activities delivered within Google Classroom will be adapted to enable pupils to submit online e.g. via Google Forms. ○ Weekly/daily work will be shared online by 8am. Staff will use scheduling tools to assist with this. ○ Teachers in Nursery to Year 2 will be setting work via Home Learning Planners shared on Showbie. Work will be submitted via Showbie. ○ Teachers in Year 3 to 6 will be setting work on Google Classroom, work will be submitted on Google Classroom. ○ A home learning email address is provided as a backup option, should there be any issues for pupils submitting work via Google Classroom or Showbie. ○ In the event that a teacher is unable to set work for the class owing to illness or caring for a dependent, alternative staff will be appointed to cover this. This may include PPA staff and / or leaders, as appropriate. ○ Work for the following day, will be scheduled 2 days prior, i.e. work for Wednesday will be scheduled by 4pm on Monday. Work will be scheduled to go live at 8am daily. ○ Work will be required to be submitted by pupils no later than 8pm two days later i.e. Monday's work will be due on Wednesday by 8pm. ○ Teachers will include the SENDCO, DHT, PPA Team and Coteacher in their Google Classroom set up, to enable support to be provided accordingly. ○ Teachers will use agreed emoji icons to support easy access and reference within Google Classroom and Showbie. |
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Learning and Support Materials

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| <ul style="list-style-type: none"> ○ Teachers will ensure the materials provided for remote learning are suitably adapted to enable pupils to access the content being delivered from home. ○ Where appropriate, for example in writing, models/examples will be provided to support learning. | <ul style="list-style-type: none"> ○ Teachers will ensure the materials provided for remote learning are suitably adapted to enable pupils to access the content being delivered. This will include differentiated activities as appropriate. ○ Presentations and resources requiring explanation will be updated by teachers with voice notes explaining e.g. the slides. ○ Where appropriate, for example in writing, models/examples will be provided to support learning. |
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<ul style="list-style-type: none"> ○ Where appropriate, support materials such as word banks, word mats, calculation videos and templates / writing frames will be provided to structure pupil's learning accordingly. 	<ul style="list-style-type: none"> ○ Where appropriate, support materials such as word banks, word mats, calculation videos and templates / writing frames will be provided to structure pupil's learning accordingly.
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Receiving work from pupils

<ul style="list-style-type: none"> ○ Pupils will submit work via Showbie. ○ Teachers will access submitted work via Showbie ○ In exceptional circumstances, work may be accepted though the school admin or home learning email address, with prior agreement. 	<ul style="list-style-type: none"> ○ Pupils will submit work via Google Classroom or Showbie accordingly. ○ Teachers will access submitted work via Google Classroom or Showbie. ○ In exceptional circumstances, work may be accepted though the school admin or home learning email address, with prior agreement.
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Providing Feedback on work

<ul style="list-style-type: none"> ○ Feedback on work will be provided via voice note, written comment, marks and / or marking in Showbie (or Google Classroom where appropriate), as applicable within two days of the learning activity taking place in line with the timetable. This is providing the work is submitted within the required timeframe. For example, an activity delivered and submitted on Monday would receive feedback no later than Wednesday evening, provided it was submitted on Monday. ○ Comments and voice notes will be succinct, identifying relevant success and next steps as appropriate. 	<ul style="list-style-type: none"> ○ Feedback on work will be provided via comment or voice note as applicable within two days of the learning activity taking place in line with the timetable providing it is submitted within the required timeframe. For example, an activity delivered and submitted on Monday would receive feedback no later than Wednesday evening, provided it was submitted on Monday. ○ Feedback may be in the form of a voice note, written comment, marks or marking as appropriate. ○ Comments and voice notes will be succinct, identifying relevant success and next steps as appropriate.
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Keeping in touch with pupils who aren't in school and their parents

<ul style="list-style-type: none"> ○ If there is a concern around the level of engagement of a pupil/s, parents should be contacted via telephone to assess whether school intervention can assist with pupil engagement. Teachers will contact the appointed welfare team, who will contact the parent via school mobile phones. If contact has not been successful, the welfare team will inform a member of the SLT, who will decide on an appropriate course of action. ○ Contact numbers will be accessed by the school's secure CPOMS account only. Contact details will not be written down or taken home. ○ CPOMS will be updated by staff accordingly, in line with welfare calls. ○ All parent/carer emails should come through the school admin account barlows-ao@barlows.liverpool.sch.uk. ○ Any parent / carer emails from the school will be responded to via the school ParentMail account during school hours. Where this is not possible, the school admin email or home learning email may be used. ○ Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, these should be referred immediately to the DSL.
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Creating Instructional Videos for Home Learning

<ul style="list-style-type: none"> ○ Not applicable 	<p>When recording instructional videos for home learning teachers should:</p> <ul style="list-style-type: none"> ○ ensure they are appropriately dressed. ○ use locations free from background noise and use plain backgrounds or appropriate virtual backgrounds where possible. ○ ensure backgrounds and content are appropriate to their role and appropriate for instructional videos being viewed by pupils. ○ teachers will not be required to deliver live video lessons at present. The focus remains on consistent, quality video materials, instruction and resources. The school will continue to review this in line with guidance.
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Online staff meetings / line management meetings

<ul style="list-style-type: none"> ○ attend essential online staff meetings / line management meetings as required, to support school business, pupil learning and staff wellbeing. ○ attend relevant remotely delivered CPD.

Roles and Responsibilities: Learning Support Assistants

Remote Learning Response: Learning Support Assistants

- When providing remote learning, Learning Support Assistants must be available between 8:30am and 4:00pm. If this does not fall within their contracted hours, they should liaise with a member of the senior leadership team.
- If they are 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, Learning Support Assistants are responsible for:

Individual Pupil self-isolating

A bubble is self-isolating

A local or national lockdown

Where schools are instructed to remain open for keyworker children, staff will be on a rota accordingly to enable home learning provision.

Learning and Support Materials

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| <ul style="list-style-type: none"> ○ To support learning as directed within their role. | <ul style="list-style-type: none"> ○ Supporting teachers with the preparation of learning resource materials within their role, as required. ○ Carrying out administrative tasks on school provided devices to assist with remote learning and curriculum catch up plans. ○ Providing reading support via school mobile telephones. This may include listening to readers, assisting with instruction, supporting access to learning platforms, providing login details as requested. |
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Keeping in touch with pupils who aren't in school and their parents

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| <ul style="list-style-type: none"> ○ To support welfare contact as requested by the Senior Leadership Team. | <ul style="list-style-type: none"> ○ Contacting parents and carers as part of the welfare team (where designated to do so), to check on pupil's welfare and learning needs, as directed by the headteacher. This will be completed via a school allocated device (mobile). ○ Contact numbers will be accessed by the school's secure CPOMS account only. Contact details will not be written down or taken home. ○ CPOMS will be updated by staff accordingly, in line with welfare calls. ○ All parent/carer emails should come through the school admin account barlows-ao@barlows.liverpool.sch.uk. ○ Any parent / carer emails from the school will be responded to via the school ParentMail account during school hours. ○ Any complaints or concerns shared by parents or pupils should be reported to a member of SLT- for any safeguarding concerns, these should be referred immediately to the DSL. |
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Additional duties

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| <ul style="list-style-type: none"> ○ Not applicable | <ul style="list-style-type: none"> ○ During the school day, Learning Support Assistants will complete tasks as directed by a member of the SLT or their Line Manager. |
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Online staff meetings / line management meetings

- attend essential online staff meetings / line management meetings as required, to support school business, pupil learning and staff wellbeing.
- attend relevant remotely delivered CPD.

Roles and Responsibilities: SENDCO

Remote Learning Response: SENDCO

- When providing remote learning, the SENDCO must be available between 8:30am and 4:00pm.
- If they are 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, the SENDCO is responsible for the earlier mentioned teacher roles and responsibilities in addition to:

Individual Pupil self-isolating

A bubble is self-isolating

A local or national lockdown

Where schools are instructed to remain open for keyworker children, staff will be on a rota accordingly to enable home learning provision.

Setting Work for SEND pupils in receipt of 1:1 Support or who have an EHCP

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| <ul style="list-style-type: none"> ○ Teachers will set work for the pupils in their classes as usual. This is delivered in classes. ○ For pupils who are self-isolating on an individual / family basis, teachers will provide paper copies of classwork to be collected or delivered where possible. Delivery may be via a staff member or tracked postal service. The SENDCO will be responsible for ensuring pupils with SEND receive any appropriate support materials or SEND specific resources for example, pencil grips, slanted boards. ○ Work will be delivered on a week by week basis i.e. if a pupil has to self-isolate part way through a week, the remaining week's work will be made available by the start of the next school day, with the following week's work available at the start of the first day. The SENDCO will be responsible for checking the suitability of materials for pupils with SEND, EHCPs or 1:1 Support. | <ul style="list-style-type: none"> ○ The SENDCO will set work for the pupils in the ARP provision, Send pupils in receipt of 1:1 support or those who have an Educational Health Care Plan. This includes those pupils who are awaiting their EHCP to be finalised. Work will be set and reviewed in line with the 'Teachers roles and responsibilities' where the SENDCO assumes the responsibility of 'the teacher' for these pupils. ○ The SENDCO will liaise with class teachers accordingly to ensure pupils with SEND are provided with a broad and balanced remote learning curriculum which is adapted to meet their needs. ○ The work set should follow the usual timetable for the class had they been in school wherever possible, to ensure pupils continue to have access to a broad, balanced and appropriately challenging curriculum. ○ Weekly/daily work and specific SEND materials will be shared online by 8am. Staff will use scheduling tools to assist with this. ○ In the event that the SENDCO is unable to set work owing to illness or caring for a dependent, alternative staff will be appointed to cover this. This may include PPA staff and / or leaders, as appropriate. ○ The SENDCO will monitor and lead the quality of provision for SEND pupils. |
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Learning and Support Materials

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| <ul style="list-style-type: none"> ○ Ensuring the materials provided for remote learning are suitably adapted for pupils with SEND as required. | <ul style="list-style-type: none"> ○ The SENDCO will ensure the materials provided for remote learning are suitably adapted to enable pupils to access the content being delivered. This includes pupils in the ARP provision, SEND pupils in receipt of 1:1 support or those who have an Educational Health Care Plan. This also includes those pupils who are awaiting their EHCP to be finalised. Presentations and resources requiring explanation will be updated by teachers with voice notes explaining e.g. the slides. ○ Appropriate accessibility tools will be made available and parents notified accordingly. |
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Receiving work from pupils

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| <ul style="list-style-type: none"> ○ Pupils will submit work via Showbie | <ul style="list-style-type: none"> ○ Pupils will submit work via Google Classroom or Showbie accordingly. ○ Teachers will access submitted work via Google Classroom or Showbie. ○ In exceptional circumstances, work may be accepted though the school admin email address, with prior agreement. |
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Providing Feedback on work

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| <ul style="list-style-type: none"> ○ Feedback on work will be provided via comment or voice note as applicable within two days of the learning activity taking place in line with the timetable providing it is submitted within the required timeframe. For example, an activity delivered and submitted on Monday would receive feedback no later than Wednesday evening, provided it was submitted on Monday. | <ul style="list-style-type: none"> ○ Feedback on work will be provided via comment or voice note as applicable within two days of the learning activity taking place in line with the timetable providing it is submitted within the required timeframe. For example, an activity delivered and submitted on Monday would receive feedback no later than Wednesday evening, provided it was submitted on Monday. ○ Feedback may be in the form of a score, comment or voice note as applicable. ○ Comments and voice notes will be succinct, identifying relevant success and next steps as appropriate. |
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- o Comments and voice notes will be succinct, identifying relevant success and next steps as appropriate to individual SEND requirements.

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

- o If there is a concern around the level of engagement of a pupil/s, parents should be contacted via telephone to assess whether school intervention can assist with pupil engagement. Teachers will contact the appointed welfare team, who will contact the parent via school mobile phones. If contact has not been successful, the welfare team will inform a member of the Senior Leadership Team, who will decide on an appropriate course of action.
- o Contact numbers will be accessed by the school's secure CPOMS account only. Contact details will not be written down or taken home.
- o CPOMS will be updated by staff accordingly, in line with welfare calls.
- o All parent/carer emails should come through the school admin account barlows-ao@barlows.liverpool.sch.uk.
- o Any parent / carer emails from the school will be responded to via the school ParentMail account during school hours.
- o Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, these should be referred immediately to the DSL.

Additional responsibilities

- o Liaising with the Computing Lead and Technician to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- o Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- o Identifying the level of support.
- o Monitoring and adapting provision accordingly.
- o Supporting staff in adapting the curriculum for pupils with SEND.

Attending online staff meetings / line management meetings

- o attend essential online staff meetings / line management meetings as required, to support school business, pupil learning and staff wellbeing.
- o attend relevant remotely delivered CPD.

Roles and Responsibilities: Designated Safeguarding Lead (DSL)

Remote Learning Response: Admin team

- o The DSL will be responsible for:

Remote Learning

- o ensuring vulnerable families are contacted a minimum of 2 times per week during periods of self-isolation, partial or full closures.
- o ensuring a relevant member of staff attends safeguarding related meetings.
- o The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

Roles and Responsibilities: Phase/Key Stage Leader

Remote Learning Response: Phase / Key Stage Leader

- The Phase Leader / Key Stage Leader will be responsible for:

Remote Learning

- regularly monitoring the quality of lessons, resources and provision within their phase/key stage, responding accordingly.
- ensuring activities and lessons from their phase/key stage are scheduled and delivered in line with the policy.
- liaising with the SLT regarding quality and consistency of provision for their phase/key stage.

Roles and Responsibilities: Welfare Team

Remote Learning Response: Welfare Team

- staff allocated to the remote learning welfare team will be responsible for:

Remote Learning and Welfare Support

- contacting designated families to check on pupils' welfare and home learning experience.
- update CPOMS accordingly.
- update and liaise with senior leaders on matters requiring attention.
- liaise with senior leaders to follow up on requests and queries
- respond to queries as directed by leaders (this includes queries related to Home Learning)
- alerting the DSL, without delay to any specific welfare or safeguarding concerns

Roles and Responsibilities: Admin Team

Remote Learning Response: Admin Team

- Admin staff will be responsible for:

Remote Learning and Welfare Support

- forwarding communications to relevant staff, informing senior leaders accordingly and within a timely manner.
- responding to queries and requests in a timely manner, within school hours.
- supporting the collection/delivery/postage of paper based materials and other resources as required.
- supporting with photocopying paper based resources as applicable and ensuring these are ready for collection/delivery/postage (as applicable).
- ensuring FSM pupils receive allocated food / food vouchers as directed by the headteacher.

Roles and Responsibilities: Bursar

Remote Learning Response: Bursar

- The bursar will be responsible for the following (in addition to those responsibilities set out for the Admin Team):

Remote Learning and Welfare Support

- checking the barlows-ao@barlows.liverpool.sch.uk email inbox throughout school hours.
- forwarding communications to relevant staff, informing senior leaders accordingly and within a timely manner.
- working with the senior leadership team to ensure value for money when arranging the procurement of equipment or technology.
- ensuring that the school has adequate insurance to cover all remote working arrangements.

Roles and Responsibilities: Subject Leaders

Remote Learning Response: Subject Leaders

- Alongside their teaching responsibilities, subject leads are responsible for:

Curriculum content

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Ensuring relevant subject specific materials are provided to pupils e.g., reading books/materials
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to appropriate resources they can use to teach their subject remotely
- supporting with online access through provisioning users and providing login credentials. This may be done in conjunction with the contracted technician.

Roles and Responsibilities: IT Technician (Contracted)

Remote Learning Response: IT Technician

- The IT technician, under the direction of the Senior Leadership Team, will be responsible for:

Remote Learning and Device Support

- Fixing issues with systems used to set and collect work
- Helping staff 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 staff with supporting pupils and parents with accessing the internet or devices
- Setting up devices for remote learning

Roles and Responsibilities: Senior Leaders

Remote Learning Response: Senior Leaders

- o Alongside their teaching responsibilities, senior leaders are responsible for:

Remote Learning

- o Co-ordinating the remote learning approach across the school
- o Monitoring the effectiveness of remote learning through regular online meetings with teachers and subject leaders, reviewing work set or communicating with pupils and parents for feedback.
- o Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- o responding to device access queries
- o responding to alternative access queries such as requests for paper copies
- o allocating relevant tasks and duties to staff in line with the headteachers' direction
- o the headteacher will allocate members of staff to undertake duties as part of a Welfare Team.
- o the headteacher, supported by the DSL, will allocate welfare calls to staff and determine the frequency.

Roles and Responsibilities: Pupils and Parents

Remote Learning Response: Pupils and Parents

- o Pupils and Parents are expected to:

Remote Learning and Device Support

Staff can expect pupils learning remotely to:

- o Be contactable during the school day – although consider they may not always be in front of a device the entire time
- o Complete work to the deadline set by teachers
- o Seek help if they need it, from teachers or teaching assistants (via parents/carers as appropriate)
- o Alert teachers if they're not able to complete work (via parents/carers as appropriate)

Staff can expect parents with children learning remotely to:

- o Make the school aware if their child is unwell or otherwise unable to complete work
- o Seek help from the school if they need it via the school email: barlows-ao@barlows.liverpool.sch.uk or via telephone: 0151 525 2751
- o Be respectful when making any complaints or concerns known to staff
- o Support pupils in establishing a 'school day' routine
- o Informing school staff if they are experiencing difficulties accessing learning resources, online learning or other remote learning concerns.
- o Respond to welfare calls

Roles and Responsibilities: Governing Body

Remote Learning Response: Governing Body

The Governing Body will be responsible for:

Remote Learning and Device Support

- 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
- Ensuring the welfare of the staff and pupils

Access to digital devices

The school will continue to access the Government's digital devices scheme in line with the criteria set by the government.

Where devices are not available through this scheme, school will make available where possible, a number of devices to be loaned to individual for the purpose and duration of home learning.

Who to contact

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

- Support in setting work – talk to the relevant subject lead or SENCO
- Support with behaviour – talk to the relevant phase or senior leader
- Support with IT – log issues via the IT help desk solution, in addition, inform the Computing Lead of urgent requirements.
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer or headteacher
- Concerns about safeguarding – talk to the DSL

Data protection

Accessing personal data

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

- ensure two factor authentication is used to access contact details via CPOMS
- ensure personal information is not written down and only recorded within secure online access i.e. CPOMS.
- only access the data using school provided and designated devices i.e. not personal devices.

Processing personal data

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

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
- Not share passwords for devices or services
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

Making calls home to parents and carers (including conversations had with pupils)

- Staff to call in school hours as much as possible
- Staff to ensure someone else at school is aware the call is being made, and keep a record of the date and time of each call
- For calls involving pupils on the phone, have a parent present at the child's end and have the phone on speaker phone
- Calls are only to be made via school telephones or school purchase mobile phones
- Caller ID to be blocked

Safeguarding

Staff should refer and adhere to the updated Child Protection Policy in relation to the current situation, this can be found on the school website.

Monitoring arrangements

This policy will be reviewed annually by the senior leadership team. At every review, it will be approved by the full governing body.

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
- ICT and internet acceptable use policy
- Online safety policy