



# **FORT FEDERATION**

*Friendship for all, **One vision, Readiness to learn and Trusting in God***

The Lord is my rock, my fortress and my protector  
2 Samuel 22:2

## ***Remote Learning Policy***

**Policy Review Date:** 10<sup>th</sup> February 2021  
**Reviewed by:** Full Governing Body

**Next Review Date:** Summer Term 2021

**Signed by the Chair:**

**Date:** 10<sup>th</sup> February 2021



Living, loving and learning forever:  
becoming the best  
as we journey together

**The policies of this Federation have been developed from our vision. Our belief is that our policies seek to create inclusive, holistic environments based on Christian values linked to British shared values where all adults and children can flourish.**

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## 1. Aims

This remote learning policy 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
- Reflect the school’s commitment to the UN Conventions of the rights of the child specifically article 28,29 and 31.

## 2. Roles and responsibilities

### 2.1 Teachers

When providing remote learning teachers must be available between 8.30am and 3.30pm to support pupils

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 procedures between 6am and 4pm by ringing a member of SLT. If the absence affects the completion of any work required, the teacher will make arrangements with SLT to ensure work is completed.

When providing remote learning, teachers are responsible for:

- Setting work:
  - Teachers will assign work for their own class and create and upload a timetable for the week similar to that taught in school, including a mixture of live and pre-recorded lessons. This must include subjects from across the curriculum.
  - Teachers will hold daily live morning sessions via Google Meet in the morning to speak to class. They are not all scheduled for 9am, as children often need to share devices, but are staggered through the first hour between 9 and 10 am.
  - Teachers will set work by 8am on the day of the remote learning.
  - Teachers will ensure children have access to online lessons that match the length of lessons normally taught in school.
    - KS1 3 hours minimum
    - KS2 4 hours minimum
  - Using google classroom the children have the ability for interaction with the teacher and other pupils in different ways throughout the day.
  - Creating and providing access to online resources to support lessons throughout the week on Google Classroom. These will range from Oak Academy pre-recorded lessons (potentially leading to pre-recorded lessons by the class/year group teacher) and live google meetings.

Additional resources used include: Phonics Bug, White Rose Maths and IMoves.

- Teachers will coordinate the work they assign with other teachers as necessary
- Ensuring children know how to complete assigned work, turn it in, use templates, take photos of written work and upload
- Marking and commenting of children's work will be through set pieces clearly identified each week.
- Delivering online safety lessons to children- how to interact on the live stream, cyberbullying, appropriate language, safe searching, code of conduct
- Where accessibility is an issue, paper copies of work will be provided, and pupils and parents will be made aware of how to submit their work, however the school will continue to work with families to improve their access to remote learning.
- Encourage pupils to maintain a healthy body and mind by reminding them to take regular breaks and exercise as well as getting some fresh air. PE will play an important part of the home learning materials and will include daily physical exercise.

➤ Providing feedback on work:

- Teachers will access completed work from pupils via Google Classroom. Children will turn in/ submit learning.
- Teachers can feedback, mark and return work to pupils via the private messaging feature
- Five pieces of identified pieces of work will be marked and commented on. All pieces will need to be submitted by Friday and will be returned by the following Friday. Morning google meet sessions will be a time to discuss learning problems.
- As confidence grows in the use of google classroom, small feedback groups will take place.

➤ Keeping in touch with pupils who are not in school and their parents:

- If a pupil is not in school, staff will communicate with parents via email and to the child by the private message function in Google Classroom.
- Merits given to children for excellent work
- Parents to be called if pupils do not attend the daily morning Google Meet/ or who are not engaging in the home learning. Teachers monitor which children are logging onto the google classroom.
- Teachers will address any concerns raised by parents as soon as they have space in the day but will prioritise the children's issues first. Teachers will be liaising with SLT where necessary. All communication between staff and parents must be courteous and respectful.
- ⊖ All parent communication needs to be through the administrator's email box or phones messages. A staff member will reply to emails/calls within 48hrs of receipt, replies will be made between 9am and 4pm.
- Teachers will endeavor to make contact with all pupils in their class every day via Google Meet, for non- attendance, the parent/carer will be contacted by telephone.
- Teachers and SLT will identify any pupils who are not completing their work and contact parents to offer support and discuss the next steps to enable the pupil to recover any lost learning.

➤ Attending virtual classes/meetings with staff, parents and pupils

- A form of live learning lessons which are pre-recorded lessons such as Oak Academy and White Rose will be used. Meetings via Google Classroom will be used during periods of bubble or school closure to support learning and wellbeing. These will offer social interaction between pupils and teacher.
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background; pupils will not blur their background)
- Dress code: staff will wear usual professional school attire during virtual meetings.
- Children should not be eating during google classroom meetings.

- No other person should be attending the meetings apart from the pupils and the teachers.

### ➤ Teachers working in school, teaching a class and providing remote learning

- Where teachers are also working in school, they will provide remote learning tasks, in line with classroom lessons being taught that day via Google Classroom
- Teachers will use the same resources to support learning
- Teachers will 'live meet' from the classroom via Google Classroom in accordance with the weekly timetable for the class
- Where teachers are also working in school, they will respond and provide feedback to remote learning where agreed throughout the week.

## 2.2 Teaching assistants

When assisting with remote learning teaching assistants will all be attached to a class. Teachers and Teaching assistants will work in pairs to supervise and teach their assigned class bubble. Teaching assistants will be required in school for their contractual hours.

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 assisting with remote learning teaching assistants are responsible for:

### ➤ Supporting pupils in the classrooms with their learning remotely

- When requested by the SENCO
- Teachers will communicate with teaching assistants to identify pupils needing support.

### ➤ Attending virtual meetings with teachers, parents and pupils if necessary

- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background; pupils will not blur their background)
- Dress code: staff will wear their usual professional attire during virtual meetings

If teaching assistants are also working in school, they may be asked to cover the class for short periods to assist the teacher while they also provide remote learning

## 2.3 Subject leads

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- 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 will do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely
- The SENCO will be available to support and monitor the remote learning offer for those children with SEND and work with teachers to make reasonable adjustments to the work set so that pupils with SEN can be successful
- The SENCO will also be available to parents and carers of children with SEND via email or phone on Wednesday afternoons to support and review the learning offer in accordance with in school plans and parental feedback.

## 2.4 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 – reviewing work set by teachers weekly, monitoring online learning programs like Reading therapy, monitoring email correspondence between parents and teachers and listening to pupil feedback
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Monitoring the technology requirements of families (e.g. available devices and internet connection) and assisting where possible.

## 2.5 Designated safeguarding lead

The DSL is responsible for:

- Monitor those children who have become missing in education through non-engagement or communication.
- Keep regular updates of children on the vulnerable list.
- Maintaining contact, collating, passing on information and responding to any concerns.
- Ensuring CPOMS is available and effectively used by staff and that timely actions are taken
- Ensuring that all staff are clear about identification of incidents/concerns as a result of their remote learning provision
- All staff follow the policies outlined below
- Concerns are being escalated in accordance with the Child Protection and Safeguarding policy and the Covid-19 amendments to the Child Protection policy.

## 2.6 IT coordinators and administrators

are responsible for:

- Creating emails
- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they are experiencing
- Reviewing the security of systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices. Offer alternative devices if available.

## 2.7 Pupils and parents

Staff can expect pupils to:

- Be contactable during the hours of the school day 9am – 3.15pm – although they may not always be in front of a device the entire time
  - Complete and submit work to the deadline set by teachers, where possible (staff will advise on how to complete and submit work as part of the setting of work)
  - Seek help if they need it, from teachers or teaching assistants
  - Alert teachers if they are not able to complete work
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Staff can expect parents to:

- Seek help from the school if they need it – staff should refer parents to the Class sections on our website and the 'Learning Whilst at Home' page for the Google Classroom information and other useful links for learning.
  
- Be respectful when raising any concerns with staff. If issues have not been resolved, be directed to the complaints policy.

## 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 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 – talk to the relevant subject lead/SENCO/SLT
- Issues with behaviour – talk to the SENCO/SLT
- Issues with IT – talk to IT coordinators - C. Ireland and N. Bladon who can contact support if needed
  
- Issues with their own workload or wellbeing – talk to the Executive Headteacher
- Concerns about data protection – talk to the data protection officer (A Denner)
- 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:

- access CPOMS via a secure password, ensuring they log out after use and not allowing access to the site to any third party.
- access parent contact details via school administrators and not share any details with third parties.
- not to share their access permissions with other members of staff.
- use school provided laptops, teachers will not use own personal devices

## 4.2 Processing 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 does not 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
- › Keeping operating systems up to date – always install the latest updates

## 5. Safeguarding

Please see the following for updates concerning safeguarding in relation to home learning.

**COVID-19 Appendices to the Child Protection Policy which details reference to remote learning curriculum and risks online.**

The Child Protection and Safeguarding policy and Covid-19 Annexes are available on the federation website.

## 6. Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the government by N Bladon (Head of School). At every review, it will be approved by the Full Governing Body.

## 7. Links with other policies

This policy is linked to our:

- › Behaviour policy
- › Child Protection and Safeguarding policy and Covid-19 Appendices
- › Data protection policy and privacy notices
- › ICT and internet acceptable use policy
- › Online safety policy
- › Email Policy