Oaklands Junior School

Remote Learning Policy

Approved by:	Local Governing Body	**Date:** 21.10.2020
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1. Aims

Statement of Intent

At Oaklands Junior School, we recognise the importance of maintaining high standards in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed. Through the implementation of this policy, we will address the key questions associated with remote working, such as work/assignment setting, teacher availability, online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:
1. Minimise the disruption to pupils' education and the delivery of the curriculum;
2. Ensure provision is in place so that all pupils have access to high quality learning resources whether working in school or remotely;
3. Protect pupils from the risks associated with using devices connected to the Internet;
4. Ensure robust safeguarding measures continue to be in effect during the period of remote learning;
5. Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

2. Roles and Responsibilities

2.1 Teachers

When providing remote learning in scenarios 2 and 3 (see below), teachers will be available for pupils via MS Teams during the core teaching hours of 09.00-12.00 and 13.00-15.30 on school days in term time only. If teachers are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they will report this using the normal absence procedure. Teachers need to contact the Deputy Head in case of illness.

School Staff will:
1. Adhere to this policy at all times during periods of remote learning;
2. Report any safeguarding incidents to the Designated Safeguarding Lead (DSL) and asking for guidance as appropriate;
3. Take part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software;
4. Report any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Head Teacher or Senior Leadership Team (SLT);
5. Report any defects on school-owned equipment used for remote learning to an ICT technician.

When providing remote learning, teachers are responsible for:

Setting Work

Scenario 1 (Individual Children Isolating)

Work for 10 days, which will include 10 sessions of English and 10 sessions of maths and 10 sessions of foundation subjects, will be put onto the Year group's page of Oaklands World of Learning (OWL).

Scenario 2 (Bubble Isolating)

- Teaching staff per year group will be responsible for providing 3 Assignments: Maths, English and Foundation Subjects each day. They will aim to publish them on Microsoft Teams in Assignments by 9am;

- Maths and English Assignments will consist of a video where a teacher will give an input to introduce the task. Other resources needed will also be placed there. The input may include links to online interactive learning such as BBC Bitesize or Oak Academy. A list of useful sites will be provided for staff;
- A recorded input is not required for the foundation subject assignment. Instructions and resources will be placed on an Assignment;
- All Assignments will have a chat box via MS Teams, where pupils can ask questions about the work. This will be monitored by the Year group teachers between 09.00-12.00 and 13.00-15.30. In addition, there will be a 15-minute slot between 11.00 and 12.00, when a teacher and Teaching Assistant from each Year group will be online to answer questions about that day's work.

Scenario 3 (Lockdown)
- Teaching staff per Year Group will be responsible for setting the three daily Assignments as detailed in Scenario 2. However, if a teacher is working with a Key Worker group in school, they will not be expected to make input videos or take part in the daily live question slot. The other teacher/ teachers in the Year group will set both English and Maths Assignments;
- Pupils in Key Worker groups will be expected to do their Year Group Assignments using the school iPads to support them.

Providing Feedback on Work

Scenario 1 (Individual Children Isolating)
- Teachers will access completed work from pupils on OWL or, if the pupil finds this difficult, from an email to admin@oaklands-jun.wokingham.sch.uk which will be forwarded on to the relevant teacher. Otherwise it will be returned to school in paper form after the child has finished self-isolating. Teachers will give short feedback on OWL or by email, sent via admin. Teachers will endeavour to give feedback to pupils within 3 working days of receiving work.

Scenario 2 and 3 (Bubble Isolation and Lockdown)
- Teachers will access completed work from pupils on Microsoft Teams in Assignments. They will provide feedback in Assignments within 3 working days.
- If a pupil has not viewed or handed in an assignment for 3 days, the household will be phoned by a teacher in the year group.

Keeping in Touch with Pupils who are not in School via their Parents:

Scenario 1 (Individual Children Isolating)
- Teachers will phone the pupil's household at least once during the period of self-isolation. This will be done on the School phone;
- Teachers will monitor work returned by pupils;
- Teachers will reply to emails sent to the office (via the office admin email) about the isolation work within 2 working days.

Scenario 2 (Bubble Isolation) and Scenario 3 (Lockdown)
- Teachers will record either a daily Maths or English input session. If the other year group teacher is unable to record due to illness or working at school with a Key Workers group, the partner teacher will record both;
- One teacher within each year group will host a daily 15-minute live questions Teams meeting with pupils to answer any questions or problems with the day's work. This is optional for pupils to attend. Teachers will monitor Assignment chat box during core teaching hours (09.00-12.00,13.00-15.30);

- Teachers will hold a weekly social meeting for their class on Microsoft Teams. This is optional for pupils to attend. However, if a pupil has not been seen on a Class chat or Teams live questions sessions for 2 weeks, the teacher will phone to check on the pupil using the School phone;
- Teachers will endeavour to answer emails promptly and within 3 working days but will not be expected to do so out of core teaching hours (09.00-12.00,13.00-15.30);
- Any complaints or concerns shared by parents and pupils should be shared with the Upper or Lower School Team Leader or SENCo as appropriate. For any safeguarding concerns, see section below;
- If work is not viewed or completed for 3 days in a row, teachers will phone the pupil's household to see if there are any problems and to offer support;
- When attending video meetings with staff, parents, pupils and teachers must be appropriately fully dressed and endeavour to avoid areas with background noise. Teachers should check that there is nothing inappropriate in the background;
- If during Scenario 3, a teacher is working in school with the key worker group, the other year group teacher will carry out the daily video and live question session responsibilities during this time. Pupils attending school will access the same lessons as those who are being educated remotely.

2.2 Teaching Assistants

When assisting with remote learning, Teaching Assistants must be available during the core teaching hours of 09.00-12.00 and 13.00- 15.30. If Teaching Assistants are unable to work for any reason during this time, for example due to sickness or caring for a dependant, they should report this using the normal absence procedure.

When assisting with remote learning, Teaching Assistants are responsible for:
- Attending Daily Live questions, Chat and Weekly Class Team meetings when their class teacher is hosting. They will support the teacher by managing the settings of pupils;
- Being dressed appropriately and endeavouring to avoid areas with background noise. Locations should be checked to ensure that there is nothing inappropriate in the background;
- Supporting individual pupils where possible – liaising with class teachers to support planning and resourcing for differentiated learning. Supporting designated pupils who are not in school with learning remotely. This support may be in the form of phone calls to vulnerable or SEND children;
- Preparing resources;
- Supporting the teachers in the year group but this could also be across the school (dependent upon the requirements of the school) with the remote learning;
- Undertaking remote and/or online CPD training;
- Attending virtual meetings with colleagues.

If a Teaching Assistant is also working in school in Scenario 3, the other Teaching Assistant in the year group will cover the responsibilities above during this time.

2.3 Subject Leaders

Alongside their teaching responsibilities, subject leaders are responsible for:
- Considering whether any aspects of the subject curriculum needs to change to accommodate remote learning;
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent;
- Alerting teachers to resources they can use to teach their subject remotely.

2.4 Senior Leadership Team (SLT)

Alongside any teaching responsibilities, senior leaders are responsible for:
- Co-ordinating the remote learning approach across the school, with support from the Computing Subject Leader;
- Monitoring the effectiveness of remote learning – 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.

2.5 Designated Safeguarding Lead (DSL)

The DSL who is also the Deputy Headteacher is responsible for:
1. Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period;
2. Liaising with the ICT technician and teaching staff to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online;
3. Identify vulnerable pupils who may be at risk if they are learning remotely;
4. Ensure that child protection plans are enforced while the pupil is learning remotely and liaising with Children's Social Care and other organisations where required;
5. Ensure all safeguarding incidents are adequately recorded and reported during the period of remote working.

For details of our Safeguarding policy, please go to the school website.

There is a link on the Oaklands Junior School website Home Access page to support with any safeguarding issues.

There is a link, if pupils or parents need to speak to the Parent Support Advisor on the front page of OWL.

SENCo

The SENCo is responsible for working with teachers to co-ordinate provision for pupils with Special Educational Needs and/or Disabilities (SEND) across the school. **During a period of enforced school closure, the SENCo will continue to:**

1. Liaise with the ICT technician to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required e.g. immersive reader;
2. Support class teachers in their liaising with SEND pupils at home and their families;
3. Ensure completion of necessary SEND paperwork and/or applications;
4. Ensure that pupils with Education, Health and Care (EHC) plans continue to have their needs met while learning remotely, and liaising with the class teacher, the Head Teacher and other organisations to make any alternate arrangements for pupils with EHC plans and Individual Healthcare Plans;
5. In partnership with teachers, identify the level of support or intervention that is required while pupils with SEND learn remotely;
6. Ensure that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.6 IT Staff

IT staff are responsible for:
- Fixing issues with school owned computer systems used to set and collect work;
- Advising staff with any technical issues they are experiencing;
- Reviewing the security of remote learning systems and flagging any data protection breaches to the Data Protection Lead.

2.7 Pupils and Parents

Staff can expect pupils learning remotely to**:**

- Access OWL (if Scenario 1) or Assignments in Microsoft Teams (Scenario 2 and 3) and access English, Maths and Foundation Tasks each day. Year 3 will access OWL for Scenario 2 and 3 until they have been trained to use Assignments;
- Read daily and practise times tables and spellings. Complete work to the deadline set by teachers;
- Seek help from Teachers and Teaching Assistants, if they need it, by using the chat box in the Assignment to ask questions about the work and/or the 15 minute daily live questions on Teams;
- Alert teachers if they are not able to complete work;
- Dress and act appropriately and make sure they have a suitable background when taking part in live meetings;
- Observe the behaviour and conduct defined by the member of staff in that meeting. For example, but not limited to, observing the rules around muting, unmuting and raising of hands.
- Understand that questions can be seen by everyone in Teams and to be respectful when posting questions or making comments;
- Take part in weekly live social chats (this is optional).

Staff can expect parents with children learning remotely to:
- Make the school aware if their child is sick or otherwise cannot complete work;
- Seek help from the school if they need it – encourage their child to ask questions in the Assignment chat box, or attend the 15 minute daily live question slot on Teams. If more confidential help is needed, by emailing questions to admin@oaklands-jun.wokingham.sch.uk
- Be respectful when making any concerns known to staff or raising an issue.

2.8 Local Governing Body

The Local Governing Body 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 work – talk to the Team Leader or SENCo
- Issues with behaviour – talk to the Team Leader
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to their line manager

- Concerns about data protection – talk to the Data Protection Officer (Currently the Deputy Head); Safeguarding – talk to the DSL.

4. Data protection

4.1 Accessing Personal Data
When accessing personal data for remote learning purposes:
- Teachers will access data using the School VPN and use school provided devices;
- Teachers and Teaching Assistants will practice good security management.

4.2 Processing Personal Data

Staff members may need to collect and/or share personal data (such as phone numbers) as part of the remote learning system. If 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 device 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 system and software up to date – always install the latest updates;
- Practising good security management when logging on to Microsoft Teams or accessing any other school system from a personal device.

5. Safeguarding

The school has a clear Safeguarding Policy available on the website which remains in force during any of the scenarios described. There is a Covid-19 Safeguarding Addendum in the School Policies section of the School Website.

6. Monitoring Arrangements

This policy will be reviewed annually by the SLT and Computing Subject Leader. At every review, it will be approved by local governing body.

7. Links with other policies
This policy is linked to our:
- Behaviour policy
- Safeguarding and Child Protection policy and Covid-19 Safeguarding Addendum
- Data Protection policy and privacy notices
- ICT and Internet acceptable use policy
- Online Safety policy