



## Remote Learning Plan for parents and carers

<b>Approved by:</b>	Senior Leadership Team	<b>Date:</b> September 20 <sup>th</sup> 2020
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## **Aims**

This remote learning plan aims to:

- **ensure consistency in the approach to remote learning for children who are not in school;**
- **set out expectations for all members of the school community with regards to remote learning; and**
- **provide appropriate guidelines for data protection.**

We are committed to working in close partnership with families. We recognise that each family is unique and that, because of this, remote learning will vary for different families in order to suit individual needs.

Our school will provide the necessary support and training for staff to enable the provision of high-quality remote education for children during COVID related absence.

**If parents take their child/ren on holiday to a destination subject to quarantine, or choose to keep their child at home, the absence will be unauthorised and subject to the relevant fining procedures. Children will not receive remote learning during their absence.**

## **Roles and responsibilities**

### **Teachers**

If staff 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 must be available during normal school working hours.

Where possible, in recognition of the importance of a structure, teachers will endeavour to create a 'school day' approach.

**In each case where remote learning takes place, there may be circumstances which impact on the responsibilities below; they may be need to be adapted in terms of how much time will be available for teachers to carry out all/some/none of them (e.g. if teachers are working in school due to partial closure).**

**The remote learning team, led by a senior member of staff, will ensure the best provision for children, given the circumstances.**

When providing remote learning, teachers are responsible for:

- **Setting work:**
  - each day for the children in their classes;
  - which reflects the amount in a normal school day;
  - which reflects the school's broad and balanced curriculum, taking heed of incremental learning;
  - with frequent and clear explanations of new content, delivered through high quality resources; these may include pre-recorded lessons given by the teacher or from a high-quality source such as White Rose Maths;
  - in Google Classroom or printed packs, if accessibility is an issue;
  - which ensures consistency across the year group and to allow children with limited access to devices to complete the work; and
  - which supports the different learning needs in the class such as dyslexia, autism or language difficulties.
- **Providing feedback, throughout the week, on work which is submitted by its due date and time using e.g.:**

- the 'private comments' or 'stream' section of Google Classroom;
- Google Meets as appropriate; and
- recorded comments.
- Keeping in touch with children who are not in school and their parents or carers:
  - via regular 'check-in' phone calls, if a child/ren is/are isolating;
  - through a daily Google Meet session, if the whole class is isolating (with another member of staff present);
  - by responding to [parentmessages@williamtyndale.islington.sch.uk](mailto:parentmessages@williamtyndale.islington.sch.uk) or notifications from a child about the work set via Google Classroom, during working hours only;
  - via 'check-in' calls, if there is a concern around the child/ren's engagement with the learning; and
  - communicating how parents should handle any complaints or concerns.
- Registering any safeguarding concerns, which may arise from communications with children or parents or a lack thereof:
  - ensuring a record is kept and referred to our DSL or a deputy DSL.
- Attending virtual meetings with staff, parents and children:
  - having due consideration for their suitable appearance and location.

## Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal working hours.

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 assisting with remote learning, teaching assistants will complete tasks as directed by the class teacher or the Senior Leadership Team.

These tasks could include:

- ensuring they have checked in with children about the learning set by the teacher;
- supporting teachers' Google Hangout sessions and/or other meetings;
- making note of any child who does not attend live sessions;
- creating resources;
- supporting Key Worker and Vulnerable children who remain in school;
- providing pastoral support as directed by the Pastoral Lead;
- creating images/icons to support communication within the learning e.g. 'Read for 10 minutes' could be accompanied by an image of a book;
- engaging with a group of children (with another adult present if done in the form of an online meeting) to pre-teach vocabulary or key concepts;
- checking in via phone/Google Meets with a specific child/groups of children to make sure everything makes sense and check if there are any questions;
- making sure that e.g. SEND children have the necessary physical resources they might have in the classroom such as sensory support, writing slopes, visual timetables, etc.;
- feeding back on work in terms of maintaining motivation rather than the academic feedback; and
- gathering parents' and children's views on how accessible the learning is through phone calls, etc.

## **Subject leaders**

Alongside their teaching responsibilities, subject leads are responsible for:

- considering whether any aspects of the subject curriculum need to change to accommodate remote learning;
- supporting teachers with appropriate resources and approaches which enable the successful teaching of their subject remotely; and
- monitoring the remote work set by teachers in their subject such as through regular meetings with teachers or by reviewing work set.

## **Senior Leadership Team**

Alongside any teaching responsibilities, senior leaders are responsible for:

- co-ordinating the remote learning approach across the school;
- monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set and considering feedback from staff, children and parents;
- monitoring the security of remote learning systems, including data protection and safeguarding considerations;
- providing support for staff on the school's learning platform: Google G Suite;
- providing continued support for staff with any outside agencies;
- ensuring equal access in terms of equipment needed by disadvantaged or vulnerable families;
- providing support for parents and carers on how to use Google Classroom, etc; and
- providing an assemblies curriculum to complement the learning across the school.

## **SEND Leader**

The SEND leader will take responsibility for:

- ensuring that children with an EHCP or on SEND support continue to have their needs met as far as is possible, liaising with agencies and other organisations who support their needs;
- supporting staff to meet SEND children's needs; and
- supporting parents or carers with regular communication.

## **Designated Safeguarding Lead**

The DSL is responsible for:

- managing and dealing with all safeguarding concerns in line with the school's Child Protection policy, including the COVID annexe; and
- leading the pastoral team to support children's current needs, as well as those that arise from being at home in difficult circumstances.

## **IT technicians**

IT staff are responsible for:

- fixing issues with systems used to set and collect work;
- helping staff with any technical issues they are experiencing; and

- reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.

## Children and Parents or Carers

- Staff can expect children learning remotely to:
  - be contactable during the school day – although understanding they may not always be in front of a device;
  - complete work to the deadline set by teachers;
  - seek help if they need it from staff and/or their parents or carers both in terms of their work and their emotional wellbeing; and
  - alert staff if they're not able to complete work.
- Staff can expect parents or carers with children learning remotely to:
  - make the school aware if their child is sick or otherwise cannot complete work;
  - support their children's learning, finding an appropriate place at home for them to work and positively encouraging them;
  - appreciate that for some children e.g. Foundation Stage, Year One and Year Two and children with specific needs, the level of support needed from parents and carers will be significantly greater;
  - helping them to adhere to a 'school day' routine, getting up and going to bed early, eating healthily, creating a balance between screen time, independent activities, recreation and exercise;
  - seek help from the school if they need it around access issues, etc.;
  - remind children of the need to be careful online; and
  - be respectful when making any complaints or concerns known to staff via [parentmessages@williamtyndale.islington.sch.uk](mailto:parentmessages@williamtyndale.islington.sch.uk) or the Complaints Procedure. Please do not use your child's *private comments* platform.

## 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; and
- ensuring that the school is certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

## Data protection

### Accessing personal data

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

- from the school's server, accessible through a Virtual Private Network (VPN); and
- using a laptop or iPad provided by the school, unless it has been previously agreed with the School Business Manager that the staff member's own device may be used.

## **Processing personal data**

Staff members may need to collect and/or share personal data such as names and email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not 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);
- 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; and
- keeping operating systems up to date – always installing the latest updates.

## **Links with other policies**

This plan is linked to our:

- Behaviour policy;
- Child Protection policy and coronavirus addendum to our Child Protection policy;
- Data Protection policy and privacy notices; and
- ICT and Internet Acceptable Use policy.

This plan will be reviewed annually, or when government direction or changed circumstances necessitates, by Tanya Watson, Head Teacher and Toni Wilson, Remote Learning Lead. At every review, it will be approved by the Senior Leadership Team.