



Stanley Crook Primary School

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OUR MISSION: TO TRY OUR BEST, TO TELL THE TRUTH, TO LOOK AFTER EACH OTHER AND THE COMMUNITY

"Pupils' personal development, behaviour and welfare is OUTSTANDING" (Ofsted, 2019)

Remote Learning Policy

Completed by: Mr D Christie

Date Implemented: September 2020

Review date: September 2021

Stanley Crook Primary School is committed to improving outcomes for all pupils



1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers will be available between [8:45am and 4:30pm].

(If teachers 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:

Setting work:

- For individual pupil self-isolation and whole class self-isolation. In cases where other teachers are self-isolating AND are symptomatic so are unable to work from home during their period of self-isolation, cover between teachers will be agreed.
- To provide learning activities and tasks similar to those which are to be set in class (video conferencing software can be utilised to deliver learning/ lessons from school to a child at home - *guidance from the National Cyber Security Centre (NCSC) on [which video conference service is right for your school](#) and [using video conferencing services securely](#) will be used to set up video conferencing safely.*
- *In addition, [guidance from the UK Safer Internet Centre on safe remote learning](#) includes detailed advice on live, online teaching, and the [safeguarding guidance from London grid for learning \(LGfL\)](#) includes platform-specific advice.)*
- By 3pm the day before (work can be set a week in advance if learning activities and tasks are known)
- To be uploaded to an online learning platform (Education City, myOn, Bug Club etc.) or emailed to the parent/ carer of the child
- To utilise Office 365 platform for setting/ sharing and receiving work
- By liaising with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work

Providing feedback on work:

- By accessing completed work on online learning platforms/ Office 365, via email return from the parent/ carer or via Class Dojo portfolio posts/ Tapestry (EYFS)
- To pupils via Class Dojo messaging or telephone call
- Which has been completed by the child

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

- By using Class Dojo. In cases where contact is not established, teachers will make a phone call to check on progress of home learning
- By responding to Class Dojo messages, portfolio posts and email within working hours only. Teachers must communicate these working hours to parents/ carers at the outset of establishing support
- In order to address any complaints or concerns shared by parents and pupils – for any safeguarding concerns, refer to the section below
- Through exploring options to provide home loan IT support
- To provide advice and support on how to address any behavioural issues, such as failing to complete work

Attending virtual meetings with staff, parents and pupils:

- Dress code
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

We will provide – where possible - remote education using live streaming or pre-recorded videos

2.2 Teaching assistants

When supporting remote learning, teaching assistants must be available between 8:45am – 4:30pm

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 supporting remote learning, teaching assistants are responsible for:

Supporting pupils who are not in school with learning:

- These are pupils who are self-isolating due to a positive test, those as part of a household and support bubble
- Support will be provided through checking Class Dojo portfolio posts, a return of e-work and work completed via any of the school's online learning platforms

Attending virtual meetings with teachers, parents and pupils:

- Dress code
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

2.3 Subject leads (including SENDCO)

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the curriculum need to change to accommodate remote learning and to meet the needs of individual children
- Considering how approaches to remote learning are integrated into the wider curriculum design
- 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 reasonable and age-appropriate
- Monitoring the 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 resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Understanding how approaches to remote learning are integrated into the wider curriculum design
- Monitoring the effectiveness of remote learning – explain how this will be done, such as through regular meetings with teachers and subject leaders, reviewing work set or using feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Online safety policy
- GDPR Policy

- Child Protection and Safeguarding Policy

2.5 Designated safeguarding lead

The DSL is responsible for:

- See Safeguarding and Child Protection Policy 2020 and COVID addendums

2.6 IT staff / Computing lead

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they may experience
- 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

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are unable to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful and timely when contacting staff regarding home learning and/ or in making any complaints or concerns known to staff
- Support with uploading completed work

2.8 Governing body

The governing body is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible and is integrated into the wider curriculum design
- 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:

- Issues in setting work –relevant subject lead or SENDCO
- Issues with behaviour –relevant teacher or senior leader
- Issues with IT –IT staff /Computing leader
- Issues with their own workload or wellbeing – Head teacher
- Concerns about data protection – Head teacher
- Concerns about safeguarding – DSL

4. Data protection

4.1 Accessing personal data

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

- Only access email via Office 365 platforms and messages via ClassDojo/ Tapestry and online learning platforms secured with usernames and passwords
- Data will only be accessed via school devices (laptops/ iPads)
- Refer to Acceptable Use Policy / Mobile Phone Policy

4.2 Processing personal data

Staff members may need to collect personal data, such as email addresses, as part of the remote learning system.

Staff are reminded to collect as little personal data as possible online and to use school communication systems, not personal details or devices.

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 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 30 seconds
- 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 refer to Safeguarding and Child Protection Policy 2020

6. Monitoring arrangements

This policy will be reviewed each term by the Headteacher/ Chair of Governors. 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
- Safeguarding policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Feedback policy
- Mobile phone policy

