



Flamstead Village School

Remote Online Teaching and Learning Policy

Date: September 2022

Review date: September 2023

INTRODUCTION

This policy outlines the expectations of Remote Learning at Flamstead Village School during school closure, or partial closure.

1. What is expected from remote teaching?

In developing these contingency plans, the DfE expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching remotely, the DfE will expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

Expectations of Senior Leaders

- Coordinate the remote learning approach across the school
- Monitor the effectiveness of remote learning – through regular online meetings with teachers and monitoring the use of Google Classroom
- Monitor the security of remote learning systems, including data protection and safeguarding considerations
- Ensure clear communication across the school community

Expectations of Teachers

- Set daily learning tasks for your class on Google Classrooms which covers a varied curriculum
- Teachers should mark and return learning on Google Classrooms
- Teachers to hold a daily 'live meeting' with your class, according to a timetable that will be set up if a national lockdown/ local lockdown takes place (Senior Leaders to organise timetable)
- Teaching staff to send Bright Stars nominations to Ms Jones each week.
- Attend weekly remote staff meetings
- Maintain assessments
- Any safeguarding concerns should be immediately reported to and DSL Ms Jones and recorded on CPOMs.
- Support with children who are attending the school setting e.g. critical worker group

Expectations of Teaching Assistants

- At a minimum a weekly online meeting/phone conversation with class teacher
- Attend remote weekly staff meeting
- Complete activities as directed by class teacher or Headteacher
- Attend the daily live meetings with your class
- Support the class teacher with marking and returning of learning tasks
- Support with children who are attending the school setting e.g. critical worker group

Expectations for Office staff

- Admin email address to be monitored throughout the school day
- Communicating where necessary with the Headteacher, and other staff, with answering emails and sending ParentMails

Expectations for SENDCo

- To maintain contact with and support SEND and vulnerable pupils and their families.
- To signpost parents to appropriate resources or support where needed.
- To continue to maintain contact with SEND agencies and support available for pupils/families.
- To monitor and support with setting learning tasks where required and to cover class daily tasks if teachers are unable to do so
- To distribute government devices to families in need in conjunction with Headteacher and Computing Lead

Expectations for Before School Club and MSA's

- Stay up to date with all emails and updates that are sent out to all staff
- Support with children who are attending the school setting e.g. critical worker group

Expectations of Pupils and parents

Staff can expect pupils to:

- Be contactable via parental email and make contact with the class teacher when requested
- Complete learning, set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are not able to complete learning for any reasons
- Contact school if they need additional support, via the admin email address or private comments on Google Classroom
- Parents to ensure they are aware of appropriate online safety and reinforce this with their children
- Sign the 'Google Classroom Live Meetings' user agreement
- Read the school newsletter / Parentmail / school website regularly for any updates regarding school closure

Expectations of Governors

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure the school is meeting its legal requirements

2. Data protection

Accessing personal data

When accessing personal data, all staff members will follow Herts for Learning working from home safety guidance:

HfL Recommended working from home guidelines for school and setting staff

- Only a school or setting device may be used to conduct school business at home. (The only exception would be where a closed, monitorable system has been set up by the school for use on a personal device. Such a system would ensure the user was not saving files locally to their own device and breaching data security.)
- Any deviation from this to use a home owned device when working from home would need specific written approval /risk assessment from the Headteacher and safeguarding lead.
- Always ensure a device has been locked or logged off when left unattended to prevent sensitive data being accessed by others. Such data could be unwittingly accessed, changed, copied or forwarded.
- Do not use a device where it can be overlooked by unauthorised persons and do not leave it unattended in public places.
- Do not allow family and friends to use school devices.
- Staff must preview sites, software and apps before recommending them to pupils to access at home.
- Staff must only use pre-approved school and setting systems if creating blogs, wikis or other online areas in order to communicate with pupils/ families.
- Staff should not contact pupils, parents or conduct any school or setting business using a personal email address.
- Ensure that you know who to report to if your school or setting device is lost or stolen. Reports of loss or theft should be made as soon as possible.
- Staff required to make a conference call to other staff or pupils should be fully appraised of how to use the technology. These communication processes should have been risk assessed (including parental home learning agreements where appropriate).
- Please note: staff have permission to use their own personal devices but must ensure any learning (including photos from parents) is not saved to the device – it must be saved to the encrypted USB if needed and deleted from the device itself. Personal devices should be password protected and ensure that all sites (i.e. emails) are logged out of when not in use.

Sharing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

Safeguarding

Please see the Appendix addendum in the Child protection policy.

Links with other policies

This policy is linked to our:

Positive behaviour policy

Child protection policy and coronavirus addendum to our child protection policy

Data protection policy and privacy notices

ICT and internet acceptable use policy

Online safety policy

Appendix

Remote Online Learning Time Tables for Live Sessions

Timetable for live sessions. Log off five minutes before the end of your session to allow siblings to log off/on:

0900-0930 Year 5&6

0930-1000 Year 3&4

1000-1030 Year 1&2

1030-1100 EYFS

- Each teacher to lead a daily live session during remote learning.
- For safeguarding reasons, a TA must also attend the live session.
- The live sessions are to 'touch base' with your class, discuss prior days learning/address misconceptions and introduce new learning for that day.
- Teachers can pre-record the main teaching elements of different lessons to share on Google Classrooms.
- In EY a daily phonic session and story along with maths, literacy and topic learning.
- Learning uploaded by the children to Google classroom must be marked/acknowledged

Children to complete 30 minutes of daily activity e.g. walking, skipping.