**Remote Learning Policy**





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1. **Mission Statement**

Cardinham School is a fully inclusive school in Cornwall. It is part of TPAT, a multi-academy trust set up to raise the standards of education throughout Cornwall. The Academy’s aim is to provide the best education for our children; one that recognises their individual needs and supports them to achieve the very best from their education; praising and challenging; building confidence, self-worth and life skills and equipping them for their secondary education and life beyond the academy.

**2. Aims**

This remote learning policy for staff 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

**3. Roles and Responsibilities**

**3.1 Teachers**

Teachers must be available between 8:30am – 4.30pm. It is understood that whilst working from home other family pressures may mean staff are not working during these hours, but that they are reachable. 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, by contacting David Jones or Rebecca.

Teachers are responsible for:

1. **Setting work:**
* Teachers will set appropriate work for their class on a daily basis on Class Dojo. Work packs are also sent home where appropriate and monitored through Class Dojo.
* Work set must be well sequenced so that knowledge and skills are built up incrementally, with clarity about learning objectives and tasks to be completed.
* Teachers should provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources and videos.
* Teaching sequences should be of equivalent length to those delivered in school.
* Typically, this will be one English Reading/Phonics, one English Writing, one Maths and one topic/challenge/ well-being task per day. This may vary according to need.
* This work is uploaded daily so that it is ready for parents to access from 9am
* All work should be uploaded to Class Dojo. Some learning tasks will be set on Phonics Bug, Bug Club, Spelling Shed, TT Rockstars or Numbots.
* Teachers will communicate effectively to ensure that where children can’t access work online, alternative arrangements are made.
1. **Providing feedback on work:**
* Teachers provide regular feedback on children’s progress.
* Teachers must assess how well children are moving through the curriculum and provide regular support and challenge.
* It is not the expectation that every piece of work uploaded will have a detailed response. However teachers will check work and support pupils daily and all work will be ‘acknowledged’.
* Teachers must communicate clearly with their class about how regularly they will be providing feedback and in what format.
1. **Keeping in touch with pupils and parents:**
* Regular contact with pupil and parents will be managed through Class Dojo.
* Regular staff communication ensures that communication plans for vulnerable pupils stay up to date.
* Where a pupil is not completing work or interacting with Class Dojo, staff will work with the Headteacher to formulate a plan. This will often involve a phone call and discussion with parents and pupils.
* Any complaints or concerns raised by parents will be shared with senior staff and a response formulated.
* Teachers will post at least one video to the Class Dojo page each day. Depending on the age of the class, some classes may decide to post video support for the lessons, whereas others may decide to read a story.
* Each child will be provided with an opportunity to see their teacher on a face to face session once a week.
1. **Attending virtual meetings with staff, parents and pupils:**
* When attending virtual meetings staff need to ensure they are in a place with the minimum of background noise and with nothing inappropriate in the background.

**3.2 Teaching assistants**

Teaching assistants must be available for their contracted 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 by contacting David Jones or Rebecca Pemberton.

Teaching assistants are responsible for:

1. **Supporting class teachers in curriculum delivery:**
* By providing feedback and support to pupils through Class Dojo where directed.
* Assisting the teacher in responding to enquiries supporting parents.
1. **Managing their own Career Professional Development during remote learning:**
* Use the Safe Smart to complete training allocated during normal working hours, and discuss with SMT any further training needs.
* Inform David and Rebecca of completed training including a copy of the certificate (non Safe Smart).

**3.3 Subject leads/SENCO**

* Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:
* Considering whether any aspects of the subject curriculum/ SEN provision need to change to accommodate remote learning.
* Working with other teachers, subject leads and senior leaders to make sure work set across subjects is appropriate, consistent and manageable for families.
* Alerting teachers to resources they can use to teach their subject.
* Working with teachers to support catch up programs put in place.

**3.4 Headteacher**

The Headteacher is responsible for:

* Coordinating the remote learning approach across the school.
* Ensuring staff are well supported in order to deliver remote learning effectively. Staff well-being whilst working from home is a priority.
* Monitoring the effectiveness of remote learning – through: regular meetings with teachers; monitoring engagement and success of pupils through Class Dojo; gathering feedback from parents and governors and making adaptations to approach to engage reluctant and vulnerable pupils and families.
* Monitoring the security of remote learning systems, including data protection and safeguarding considerations

**3.5 Designated safeguarding lead**

Cardinham School has a Designated Safeguarding Lead (DSL) and Deputy DSL.

The Designated Safeguarding Lead is: David Jones

The Deputy Designated Safeguarding Leads are: Danielle Ashley & Toby Wilson

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, the SENCO will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required liaising with children’s social workers where they require access to children in need and/or to carry out statutory assessments at the school.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

**3.6 IT staff**

In most cases issues can be resolved by school-based staff. Where they cannot be resolved, Cardinham School is supported by the TPAT IT team who are responsible for:

* Fixing issues with systems used to set and collect work
* Helping staff and parents with any technical issues they’re 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
	1. **Pupils and parents**

Staff can expect pupils to:

* Be contactable during the normal hours of the school day – whilst remaining aware they may not always be in front of a device or engaged in home schooling the entire time
* Engage with work set by teachers completing tasks to the best of their ability.
* Upload records of their work through their Class Dojo account.
* Seek help, if they need it, from teachers.
* Alert teachers if they’re not able to complete work
* Upload work by 3pm daily

Staff can expect parents to:

* Support their children to complete work set by teachers so that they remain with the teaching sequence being delivered.
* Make the school aware if their child is sick or otherwise can’t complete work through normal sickness reporting procedures.
* Seek help from the school if they need it – for example with using Class Dojo effectively or with hardware issues preventing home learning.
* Be respectful when making any complaints or concerns known to staff

**3.8 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
* Ensure that the school’s approach to remote learning is meeting the needs of vulnerable pupils.
* Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons
* Monitoring staff well-being and workload to ensure it is appropriate.

**4. Who to contact**

If staff have any questions or concerns, they should contact the following individuals:

* Behaviour –David Jones
* Workload or wellbeing –David Jones
* Data protection or Safety / Premises issues – David Jones
* Safeguarding –David Jones
* Issues in setting work, with IT or in using Class Dojo – David Jones
* IT – David Jones
* Support with setting appropriate work in individual subjects – David Jones

**5. Data Protection**

**5.1 Accessing personal data**

Data can be accessed through Hosted Sims. Staff should use school hardware that meets the requirements of the schools GDPR policy, and the security requirements listed in point 5.3 of this policy.

* 1. **Sharing personal data**

Staff members may need to collect and/or share personal data such as parents 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.

* 1. **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
* Keeping operating systems up to date – always install the latest updates

**6. Safeguarding**

Cardinham has adopted an annex to its safeguarding policy to reflect remote learning during school closure. It can be found on the Cardinham School’s website.

**7. Monitoring Arrangements**

This policy will be reviewed annually by David Jones, Headteacher. At every review, it will be approved by Claire Davies, Chair of Governors

**8. Links with other policies**

This policy is linked to our:

* 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
* Staff sickness absence reporting policy

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| To be approved at FGB meeting on 6th Oct  |