

Remote Education Plan and Policy

Roman Road Primary School



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Remote Education Plan

This document sets out our approach to curriculum delivery and implementation of remote education should the following scenarios occur:

- A small number of pupils need to self-isolate;
- A class or year group need to isolate;
- Teachers need to isolate whilst pupils remain at school;
- A lockdown requiring the majority of pupils (non key worker/ non vulnerable children) to remain at home;
- A full lockdown where the school is completely closed.

Through this plan we aim to:

- Maintain high levels of communication and contact with pupils and their families.
- Continue to support the mental health and well being of the whole school community.
- Set assignments and tasks so that pupils have meaningful work each day in 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 and 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.
- 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.

The plan sets out the following:

1. **Roles and Responsibilities**
2. **Practical Steps**
3. **Contacts**
4. **Data Protection**
5. **Safeguarding**
6. **Monitoring and Review**

Our Virtual Learning Environment (VLE) is G-Suite Google Classroom

1. Roles and Responsibilities

Teachers

When providing remote learning, teachers are responsible for:

Setting work –:

- for their relevant year group;
- setting enough work to cover the time that is regarded as a minimum by the Department of Education;
- work to the subjects that are being taught in school at that particular time;
- PSHE/wellbeing activities will be included;
- setting work on a daily basis on Google Classroom (years 1-6) with a weekly plan put on the website;
- setting work on a daily basis using e-mail & Evidence Me (EYFS) or equivalent with a weekly plan put on the website;
- marking and offering feedback in line with D. f Ed. guidance;

- ensure co-ordination with other members of staff to ensure work is still provided even if a class teacher is absent;
- making sure adjustments are made in light of the needs of SEND children
- make use of a range of resources such as G-Suite Google Classroom (Y1-6), e-mailed tasks, Evidence Me (EYFS), tasks via the website, Oak National Academy lessons, other quality website activities & also paper packs.

Providing feedback on work. This will be done as follows:

- The use of Google classroom –comments given on the child’s account;
- Using the e-mail address to give comments if Google Classroom can’t be used by a child;
- Marking paper based work which can be picked up by parents/carers if safe to do so;
- Evidence Me (EYFS) or equivalent.

We will keep in touch with pupils who aren’t in school by:

- Regular contact will be kept with pupils not in school by using the class’ e-mail address, Google Classroom and/or phonecalls;
- Teachers will make & answer e-mails, Google Classroom & phonecalls in school hours;

Any complaints should be made to the Head Teacher or Deputy Head Teacher. If it is a safeguarding concern, the policy below applies.

- Issues with any responses which show negative behaviour, will firstly be dealt with by the Class Teacher in communication with the parents /carers. Further issues to be dealt with by the Deputy Head Teacher.

It is unlikely that a virtual meeting between staff and a parent will be needed. However, if it is, staff must follow the school’s Acceptable Use Policy making sure everything is kept professional at all times including paying attention to correct dress, correct environment & making sure no confidential material or information about other people is visible.

Subject Leads/SENDCos

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning;
- 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 being set an appropriate distance away from each other;
- Collecting and monitoring some examples of work completed using remote learning.
- Alerting teachers to resources they can use to teach their subject remotely – use the ‘L’ drive on the school server to store links to websites;
- The SENDCo will be given information when required by the teaching staff.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school;
- Monitoring the use of remote learning including the use of school issued laptops;
- Ensuring the weekly learning plans are available on the website and that learning tasks are made available to home learners by whatever method is appropriate for the class.

Designated Safeguarding Lead

The DSL is responsible for dealing with any safeguarding issues which arise from Virtual Learning.

Computing Lead, Deputy Lead with support from D of Ed. Assigned Partner & Omnicom

IT staff are responsible for:

- Setting up user accounts into the relevant organizational units;
- Dealing with issues with systems used to set and collect work;
- Helping staff and parents with any technical issues they're experiencing;
- 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;
- Provide any training for staff/pupils in delivering the curriculum remotely;
- Monitoring the security of remote learning systems, including data protection (including gaining permissions) and safeguarding considerations.

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;
- Alert teachers if they're not able to complete work;
- Behave in appropriate way when using the remote learning platforms, e-mail & other devices used for learning.

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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff
- Ensure they and pupils follow the school protocols about behaviour (see behaviour policy) are followed during school activities.

Governors

Governors are 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.

2. Practical Steps

Scenario	Actions
A small number of pupils are isolating	Consider and then detail here: <ul style="list-style-type: none"> • Class Teacher maintains contact with the children by using the methods outlined above; • Class Teachers set the work to mirror the areas(where possible) being taught in class; • Staff will post work to G-Suite Google Classroom or other methods on at least a weekly basis however some situations may require it being more regular; • For those pupils not able to access online, the Class Teacher will produce paper-based packs. These will be able to be picked up from school or delivered • Class Teachers will take into account the needs for SEND children.
A whole class or year group is isolating, but staff are in school.	As Above
A teacher is isolating, but pupils are still in school.	<ul style="list-style-type: none"> • Class Teacher to liaise with the Supply Teacher with support from the Deputy Head Teacher & SLT members; • If the Class Teacher is not ill, they e-mail work into school if possible; • If the Class Teacher is ill, the SLT members will assist the Supply Teacher in covering the Curriculum with the support of the previous year's Class Teacher; • The Supply Teacher marks the physical class based work however the Class Teacher must monitor any online tasks given.
If the whole school is isolating or there is a lockdown which means most or all of the children are not in school. A complete lockdown where the school is fully closed.	Consider and then detail here: <ul style="list-style-type: none"> • Class Teacher maintains contact with the children by using the methods outlined above; • Class Teachers set the work to mirror the areas (where possible) being taught in class and provide regular feedback on the work; • Staff will post work to G-Suite Google Classroom or other methods on a daily basis with a weekly overview plan being uploaded to the school website which is accessible either through the class page or the COVID page • Class Teachers will take into account the needs for SEND children. • If the Class Teacher is ill, the SLT members will assist in covering the Curriculum with the support of the previous year's Class Teacher.

3. Contacts

Issues in setting work – Class Teacher

Issues with behaviour – Class Teacher / Mrs Smith (Deputy Headteacher) / Mrs Jones (Headteacher)

Issues with IT – Mr Allsop / Mr Nevins

Issues with their own workload or wellbeing (child) – Class Teacher

Issues with their own workload or wellbeing (Teacher) – Senior Leaders

Concerns about data protection – Mr Allsop / Mrs Harrison

Concerns about safeguarding – Mrs Jones, Mrs Smith or Mr Allsop

4. Data Protection

Accessing personal data

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

- will use their school encrypted laptop only;
- use the given G-Suite / Google Classroom Platform;
- use Evidence Me (EYFS);
- use the Microsoft 365 Office e-mail system;
- use data given to the school by the parents/carers such as the telephone number & e-mail address;

All staff must ensure data is accessed only to provide Virtual Learning.

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as 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.

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 updates & regular scans are done;
- Keeping operating systems up to date – always install the latest updates.

5. Safeguarding

The school's Acceptable Use Policy deals with issues regarding the safeguarding of children and staff with ICT. All safeguarding issues must be referred to Mrs Jones (HT / DSL) or Mrs Smith (DHT / Deputy DSL).

6. Monitoring Arrangements

This plan will be reviewed annually or when issues arise.