

Remote Education Plan



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 local or national lockdown requiring all pupils and staff to remain at home

Through this plan we aim to:

- Maintain high levels of communication and contact with pupils and their families.
- Teach a planned and well-sequenced curriculum so that knowledge and skills continue to be built incrementally.
- Provide regular, 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 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**
- 7. Links with other Policies**

1. Roles and Responsibilities

Teachers

When providing remote learning, teachers are responsible for:

Setting work :

- Generally for their own year group but if requested for classes in their key stage.
- If full class isolating providing work to be included in paper packs with either own video introduction or links to suitable resources online.
- Based on core skills in English and mathematics and with a rolling programme of subjects from the wider curriculum and including PSHE/wellbeing activities.
- In line with timescales to be agreed with Team Leader and will vary according to circumstances/ workload.
- Short introductory video lessons (where needed) should be uploaded to the school YouTube section..
- Teachers can also use a blend of nationally available online lessons from Oak National Academy.
- Work should be differentiated for pupils with additional special needs.

Providing feedback on work:

- Paper copies of work to be dropped back at school for marking.
- Feedback for pupils after marking- either in amended work or in notes in next work pack.

Keeping in touch with pupils who are not in school:

- If full lockdown then regular contact by weekly phone calls with parents/carers.
- Any safeguarding concerns are referred to the DSL or DDSL in line with the Child Protection Policy and CP policy Addendum-Covid 19.
- We will **only use** virtual meetings with parents/ carers for child protection or SEND procedures Eg Core group, EHCP and then only if an in person, socially distanced meeting is not possible.

Teaching Support Staff

When assisting with remote learning, support staff are responsible for:

- Helping teaching staff with the preparation of work packs and remote learning lessons on appropriate platforms. This may include working under the guidance of a teacher in quarantine who is working from home.
- If necessary helping with the delivery or collection of completed work.
- Sharing responsibility for marking and feedback.

Curriculum Coordinators

Alongside their teaching responsibilities, curriculum coordinators are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Offering specialist curriculum advice and support to teaching staff where needed
- Monitoring the remote work set by teachers in their subject through work scrutiny, scrutiny of planning/resources.
- Alerting teachers to resources they can use to teach their subject remotely

SENCOs

SENCOs are responsible for:

- Sampling work provided to check that it is appropriate to the needs of pupils with identified SEND and in line with agreed support plans
- Alerting teachers to resources they can use to support remote learning for pupils with SEND
- Offering specialist advice and support to teaching and support staff where needed
- Providing additional support and advice to families by phone or as online meeting.

School Leadership Team

Alongside any teaching responsibilities, the school leadership are responsible for:

- Co-ordinating the remote learning approach as part of phase leadership.
- Monitoring the effectiveness of remote learning –through regular meetings with teachers and curriculum coordinators, work scrutiny as appropriate and informal feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Provide any training for staff/pupils in delivering the curriculum remotely

Designated Safeguarding Leads

The DSL is responsible for:

- Ensuring that any safeguarding concerns reported to the DSL or DDSL are reported to Children’s services as soon as possible in line with the Child Protection Policy-Addendum for Covid 19.

School Business Manager/ Data Protection Officer

SBM is responsible for:

- Liaison with IT provider and services to fix issues with systems used to set and collect work
- Reviewing the security of remote learning systems and flagging any data protection breaches.
- Assisting pupils and parents with accessing the internet or obtaining devices

Pupils and Parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Ask parents/carers to contact staff if they’re not able to complete work.

Staff can expect parents/carers 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
- Ensure they follow the school protocols when engaged in live meetings/discussions that are delivered remotely

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	<ul style="list-style-type: none"> ● Letter from school office with information about work and support during self isolation. ● Work pack available from the school office. ● More work set on return of completed work pack. Brief feedback note. ● Individual support by phone if needed.
A whole class or year group is isolating, but staff are in school	<ul style="list-style-type: none"> ● As above. <p>In addition:</p> <ul style="list-style-type: none"> ● Complete programme of work to ensure full coverage for class/ year group during absence. ● Information on where to find instruction videos. ● Work may need to be collected/dropped off by school staff. ● Tablets or laptops available as needed (depending on

	government allocation).
A teacher is isolating, but pupils are still in school	<ul style="list-style-type: none"> • Teacher should complete all planning and prepare resources (eg Power points) for the use of the supply teacher or other class cover. • Be available to liaise with cover staff on SEND, work covered etc. • To complete Curriculum Coordinator tasks such as policy or programme updates, support for teachers, online monitoring tasks.
If the whole school is isolating	<p>As for Whole Class or Year Group</p> <ul style="list-style-type: none"> • Provision on school site for key worker/identified vulnerable pupils using the same curriculum. • Staff not isolating on rota to provide teaching and support on school site. • Staff allocated to lesson preparation/planning / contact with pupils in isolation-as whole class absence.

3. Contacts

Issues in setting work – Team leaders

Issues with IT – SBM

Issues with their own workload or wellbeing – Team leader or Headteacher

Concerns about data protection – SBM

Concerns about safeguarding – DSL or DDSL

Concerns about health and safety- headteacher or SBM.

4. Data Protection

Accessing personal data

Personal data can only be accessed in school and via school office staff or SLT. The reason for needing data should be explained before requesting access.

Processing personal data

Staff members may need to collect and personal data such as parent/carer phone numbers or addresses as part of the learning plan. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

Keeping devices secure

If using personal data when working from home 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

Using OneDrive (password protected) to share any files with personal pupil information.

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

5. Safeguarding

All staff have a copy of the Child Protection Policy 2020-2021 and the Addendum to the Child Protection Policy-Covid 19. A further paper copy is available in the SLT room or from the Headteacher.

6. Monitoring Arrangements

This plan will be reviewed annually or if circumstances or regulations change.

7. Links with other policies

See also the following policies:

- Behaviour policy and addendum for Covid 19.
- Child protection policy and addendum for Covid 19.
- Data protection policy
- ICT and internet acceptable use policy
- E safety policy