

# Remote Learning Policy



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## 1. Background

**“Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September.” (DfE Guidance for Full Opening August 2020)**

### . Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- 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

- Lead Practitioners (Kelly Davies to become the Virtual Leader, including monitoring of the quality of provision)
- Headteachers (Collective worship/Assemblies recorded daily and uploaded onto Microsoft Teams)
- SENCOs (to work with those families of pupils with SEND who need alternative provision so they continue to receive a broad and ambitious curriculum, including ensuring the requirements of the EHCP are met)
- Class Teachers (delivery of daily live lessons via Microsoft Teams to their own class when possible (see timetable below) and set tasks/activities which are checked regularly)
- Designated Safeguarding Lead (Trust Safeguarding Lead: Sarah Partridge)
- IT support
- Office managers
- Board of Directors

### 2.1 Teachers

#### EYFS/KS1

#### Procedures for remote learning

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- Teachers must be available Monday- Thursday between 9:00 and 5:30 and Friday 9:00-12:00 (teachers will take their PPA time on a Friday afternoon, but be available to make calls after 3:30).
- Teachers unable to work for any reason during this time, for example due to sickness or caring for a dependent should report this by contacting the headteacher by 7:30 who will contact the Virtual Leader.
- Teachers must have a school laptop.
- Log-ins for children will be in packs sent home, stuck into the front of homework diaries, and will be messaged by the office manager in the case of a bubble closure.
- Children will be sent home with a work pack for the first day.
- Microsoft Teams will be used to post teaching videos. Short 5/10 minute inputs will be filmed the day prior to post on Microsoft Teams, alongside work posted in assignments. Lesson inputs will include pauses for interactive activities and thinking time.
- In Early years, the teacher will film Storytimes (children will then access familiar reads via BugClub), Talk4Writing, Science input, Art input (depending on the day). They will post videos for Alphablocks, Early maths (White Rose), and Numbots (see Timetable).
- In Key stage 1, the teacher will film a reading input (children will then access familiar reads via BugClub), phonics, Talk4Writing, and an afternoon lesson. They will post videos for maths and P.E.
- Videos will be posted into assignments on Microsoft Teams.
- Teachers will spend two afternoons a week having 1:1 appointments with parents and children to assess access of work, well-being, and where work must be adapted.
- Meetings will be via parent cloud, with SENCOs liaising with parents of children with SEND, and the rest of the class split between the teacher and teaching assistant.
- Nursery teachers will provide a daily story time and a daily challenge linked to immersing the children in age-appropriate experiences. (pre-recorded and uploaded to Nursery Facebook page daily)
- On days where there is no 1:1 meeting, parents will contact the teacher via class e-mail to notify that their child is accessing home learning. The teacher will notify the office of parents that have not checked in for first day calling.
- Differentiated work will be provided via Teams or by providing a paper copy of learning for children with an EHCP or children with SEN that cannot access main lessons. TAs will maintain daily contact with these children, liaising with the class teacher and SENCO. SENCOs will liaise with families in Term 1 to establish what will suit the family and child.
- SRP teachers will provide curriculum assignments via TEAMS each morning, including EHCP targets as appropriate to the curriculum subject. The curriculum assignments will be differentiated to meet each child's need. Each afternoon 1 learning pack specifically linked to EHCP targets and 1 pack specifically linked to the therapeutic time table will be provided.
- Teachers will meet with the Virtual lead on the day of bubble closure.
- Teachers will have phones with them for support from Virtual leader.
- Teachers will need to ensure that the dress code is followed and an appropriate area is used to teach, where there will not be interruptions. There must be an appropriate background, and no other adults should appear in the live stream. The background will be blurred through Microsoft Teams.
- Lessons will take place somewhere where there is minimal background noise and nothing inappropriate in the background.
- Attendance will be monitored during daily catch ups(see below for DfE Guidance).

*“If a pupil is not attending school due to circumstances related to coronavirus (COVID-19), we expect schools to be able to immediately offer them access to remote education. Schools should keep a record of, and monitor engagement with this activity, but this does not need to be tracked in the attendance register. Where attendance is to be limited to certain groups, ‘not attending in circumstances related to coronavirus (COVID-19)’ - code X - should be used for pupils who are asked not to attend. If a child becomes unwell whilst their bubble has been quarantined, then parents should contact the school office to notify them as usual.”*

## **Expectations of behaviour during remote learning**

- The chat function in Microsoft Teams will not be used.
- Any concerns or questions for the class teacher will be via the daily appointment or email.

## **Teaching and learning**

- Teachers are responsible for the provision of education for all children in their own class, including those children with SEND who may not be able to access remote education.
- Teachers will provide daily recorded lessons (see timetables below).
- Teachers will use a curriculum sequence that allows access to high quality resources that is linked to the school's curriculum expectations. This will be a well sequenced curriculum so that knowledge and skills are built incrementally.
- Teachers will liaise with the Virtual Leader and parallel class teacher (where appropriate) regularly to ensure consistency across the year and to make sure pupils with limited access to devices can still complete the work.
- Screen sharing may be used with a blend of teacher modelling. Modelling may be on: PowerPoint, Teams Whiteboard, or flipchart paper. Teachers will need to decide which will be most appropriate.
- Lessons should be engaging and interactive, with plenty of opportunity to see the teacher.
- Pace of lessons must be adapted to a remote platform; this will require simplifying lessons, and a longer time spent on each part of the lesson.
- Instruction will follow a simple: I do (modelling), we do (guided practise), you do (independent application with targeted support) structure.
- Thinking time will be provided during lessons.
- Follow-up tasks/assignments will be uploaded to Microsoft teams via 'assignments. Deadline dates will be set and assignments can be scheduled for a release day.
- The follow-up tasks can be differentiated using the 'assign' tab.
- For literacy and maths, written feedback is given two times a week. In writing, this may be the first and last day of writing.
- Teachers will provide a variety of methods for children to record their learning (for example, typing into a document, taking a photograph of learning, videos etc) The teacher will choose which method is appropriate for the assignment and will provide clear instructions tab on Teams.
- Teachers will include success criteria in the instructions tab.
- Where possible, answers to work will be provided on Microsoft Teams so children can self-assess.
- All work completed is submitted via the assignments tab. Work may also be discussed during the 2x weekly check-in.
- Teachers will adjust the pace or difficulty of what is being taught in response to questions and assessments, including, where necessary, revising material or simplifying explanations to ensure pupil's understanding.

## **Maintaining contact with parents and pupils**

- Parents may contact teachers via email-a specific email will be set up by IT support.
- Complaints should be managed through the Complaints Policy as is usual practice.
- Daily virtual meetings with parents will take place in the afternoons.

## **Individual children remote learning**

- Home learning packs are sent home for the duration of the child's time off school. This will include work related to EHCP targets where appropriate. Teachers must be notified the previous day in order to ensure work is available for the following day at 9:00.

### Reception timetable

	9:00-9.15	9.15-10.00	10:00-10:15	10:15-10:45	10:45-11:00	11:00-12:00	12:00-13:00	13:00-13:10	13:00-14:00	14:00-15:00
<b>Monday</b>	Phonics- Alphablocks	English-Talk for writing	Story time	Break	NumBots	Maths	Lunch	Story time	Science	Parent meetings
<b>Tuesday</b>	Phonics- Alphablocks	English-Talk for writing	Story time	Break	NumBots	Maths	Lunch	Story time	Science	Story time/Numbots/ Phonics Play
<b>Wednesday</b>	Phonics- Alphablocks	English-Talk for writing	Story time	Break	NumBots	Maths	Lunch	Story time	Art	PSHE
<b>Thursday</b>	Phonics- Alphablocks	English-Talk for writing	Story time	Break	NumBots	Maths	Lunch	Story time	Art	Parent meetings
<b>Friday</b>	Phonics- Alphablocks	English-Talk for writing	Story time	Break	NumBots	Maths	Lunch	PE assignment		Story time/Numbots/ Phonics Play

### KS1 timetable

	9:00-9:30	9:30-10:30	10:30-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00
<b>Monday</b>	Reading	English- Phonics and Talk4Writing	Break	Maths	Lunch	Science	Parent meetings

<b>Tuesday</b>	Reading	English-Phonics and Talk4Writing	Break	Maths	Lunch	RE	Story time/Bug club/Phonics play
<b>Wednesday</b>	Reading	English-Phonics and Talk4Writing	Break	Maths	Lunch	Computing	PSHE
<b>Thursday</b>	Reading	English-Phonics and Talk4Writing	Break	Maths	Lunch	Creative Curriculum	Parent meetings
<b>Friday</b>	Reading	English-Phonics and Talk4Writing	Break	Maths	Lunch	PE assignment	Story time/Bug club/Phonics play

## **KS2**

### **Procedures for remote learning**

- Teachers must be available Monday- Thursday between 9:00 and 3:15 and Friday 9:00-12:00 (teachers will take their PPA time on a Friday afternoon).
- Teachers unable to work for any reason during this time, for example due to sickness or caring for a dependent should report this by contacting the headteacher by 7:30 who will contact the Virtual Leader.
- Teachers must have a school laptop and a school iPad.
- Children will all be given a device-a chrome book or iPad.
- Log-ins for children will be in packs sent home, stuck into the front of homework diaries, and will be messaged by the office manager in the case of a bubble closure.
- Differentiated work will be provided via Teams or by providing a paper copy of learning for children with an EHCP or children with SEN that cannot access main lessons. TAs will maintain daily contact with these children, liaising with the class teacher and SENCO. SENCOs will liaise with families in Term 1 to establish what will suit the family and child.
- SRP teachers will provide curriculum assignments via TEAMS each morning, including EHCP targets as appropriate to the curriculum subject. The curriculum assignments will be differentiated to meet each child's need. Each afternoon 1 learning pack specifically linked to EHCP targets and 1 pack specifically linked to the therapeutic time table will be provided.
- SRP teachers will check in at the start and end of each school day with the children. They will also teach a daily live session. Timings of these will be liaised by the SRP teacher with the child's parents.
- Teachers will meet with the Virtual lead on the day of bubble closure, and shortly at 8:00 on the day of live teaching.
- Teachers will have phones with them for support from Virtual leader.
- Morning and afternoon sessions will be set up as repeated sessions on Microsoft Teams in the class channel.
- A lobby is set up in meeting options.
- Children are set as attendees.
- Teachers will need to ensure that the dress code is followed and an appropriate area is used to teach, where there will not be interruptions. There must be an appropriate background, and no other adults should appear in the live stream. The background will be blurred through Microsoft Teams.

- Lessons will take place somewhere where there is minimal background noise and nothing inappropriate in the background.
- Teachers must ensure that they are the last person to leave the call at the end of the session.
- Arbour is used or a paper register is taken at the beginning of the lesson by the class teacher, and a message is then sent to the office to notify which children have not attended. Messages should be sent to the office by 10 am, and 1:30. The school office will then send a message to the family for first day calling to check (see below for DfE Guidance).

*“If a pupil is not attending school due to circumstances related to coronavirus (COVID-19), we expect schools to be able to immediately offer them access to remote education. Schools should keep a record of, and monitor engagement with this activity, but this does not need to be tracked in the attendance register. Where attendance is to be limited to certain groups, ‘not attending in circumstances related to coronavirus (COVID-19)’ - code X - should be used for pupils who are asked not to attend. If a child becomes unwell whilst their bubble has been quarantined, then parents should contact the school office to notify them as usual.”*

### **Expectations of behaviour in virtual lessons**

- Children raise hands on Microsoft Teams to gain the teacher’s attention as they would in class.
- Chat is only used in reply to a teacher requesting they use it e.g. in response to a question, or to share ideas. This includes not using chat before or after sessions.
- Children are polite and respectful as they would be in class.
- The virtual classroom is for children only; parents are not to talk or message the teacher in the lesson.
- Any difficulties with IT will be messaged to IT support, not to the teachers, so as not to interrupt lessons.
- Positive praise and strategies will be used throughout teaching, as in class. In the case of children breaking behaviour expectations, the following steps will take place:
  - First verbal warning.
  - Second verbal warning.
  - Office call home to parent/carer.
  - Headteacher call home to parent/carer.
  - Excluded from Teams for the session and headteacher call home to parent/carer.
  - Inappropriate language will result in an exclusion from teams for the remainder of the day, and a phone call home from the headteacher.

### **Teaching and learning**

- Teachers are responsible for the provision of education for all children in their own class, including those children with SEND who may not be able to access remote education.
- Teachers will provide a reading, writing, maths and afternoon subjects each day (see timetables below).
- Teachers will use a curriculum sequence that allows access to high quality resources that is linked to the school’s curriculum expectations. This will be a well sequenced curriculum so that knowledge and skills are built incrementally.
- Teachers will liaise with the Virtual Leader and parallel class teacher (where appropriate) regularly to ensure consistency across the year and to make sure pupils with limited access to devices can still complete the work.
- Teachers will use Microsoft Teams to teach their class with a ‘live’ stream (see Safeguarding section). Lesson inputs will include pauses for interactive activities and thinking time, and be between ten and twenty minutes in length according to age and stage.
- The first day will involve training children in how to use Microsoft Teams for learning, including:
  - Expectations for behaviour;

- How to use chat (and what is appropriate);
  - How to raise a hand;
  - How to access Power Points and work in Files;
  - How to access assignments;
  - How to return assignments;
- Power Point lessons must be clear and easy to follow for pupils that have IT difficulties that stop them taking part in the live lesson.
  - Screen sharing may be used with a blend of teacher modelling. Modelling may be on: PowerPoint, Teams Whiteboard, or flipchart paper. Teachers will need to decide which will be most appropriate.
  - Pace of lessons must be adapted to a remote platform; this will require simplifying lessons, and a longer time spent on each part of the lesson.
  - Instruction will follow a simple: I do (modelling), we do (differentiated guided practise), you do (independent application with targeted support) structure.
  - Thinking time will be provided during lessons.
  - Teachers will use a mix of unmuting and chat to share ideas and assess children's understanding.
  - Teachers will use AfL to identify children to support during independent time. Support can include discussion, remodelling, and other children in the class can listen too.
  - Teachers will think carefully how they use their voice as the primary sources of communication with children.
  - Follow-up tasks/assignments will be uploaded to Microsoft teams via 'assignments. Deadline dates will be set and assignments can be scheduled for a release day.
  - The follow-up tasks can be differentiated using the 'assign' tab.
  - Teachers will provide a variety of methods for children to record their learning (for example, typing into a document, taking a photograph of learning, videos etc) The teacher will choose which method is appropriate for the assignment and will provide clear instructions tab on Teams.
  - Teachers will include success criteria in the instructions tab.
  - Where possible, answers to work will be provided on Microsoft Teams so children can self-assess.
  - All work completed is submitted via the assignments tab.
  - For literacy and maths, written feedback is given two times a week. In writing, this may be the first and last day of writing. In afternoon subjects, teachers may use live feedback during lessons.
  - Teachers will adjust the pace or difficulty of what is being taught in response to questions and assessments, including, where necessary, revising material or simplifying explanations to ensure pupil's understanding.

### **Maintaining contact with parents and pupils**

- Parents may contact teachers via email-a specific email will be set up by IT support.
- Teachers should be available to read emails between 8:30 to 9:00 and 3:30 to 4:30, and will respond to parents within 24 hours.
- Complaints should be managed through the Complaints Policy as is usual practice.
- For children that do not complete work, the TA will call the parents to notify them, and relay any issues that are preventing completion to the class teacher.

### **Individual children remote learning**

- Home learning packs are sent home for the duration of the child's time off school. This will include work related to EHCP targets where appropriate. Teachers must be notified the previous day in order to ensure work is available for the following day at 9:00.

## KS2 Timetable

	9:00-9:30	9:30-10:30	10:30-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-3:15
Monday	Reading	English	Break	Maths	Lunch	Science		Collective worship/ Assembly
Tuesday	Reading	English	Break	Maths	Lunch	RE	Computing	
Wednesday	Reading	English	Break	Maths	Lunch	MFL	PE (assignment)	
Thursday	Reading	English	Break	Maths	Lunch	Creative Curriculum		
Friday	Reading	English	Break	Maths	Teacher PPA time- no live teaching- see assignment set for creative curriculum			

*Children will stay within the Teams "meeting" for the morning where possible, leave this at lunchtime and re-join for the afternoon.*

## 2.2 Teaching assistants

### EYFS/KS1

#### Procedures for remote learning

- Teaching assistants must be available Monday- Friday between 9:00 and 3:15 with usual breaks taken.
- Teaching assistants unable to work for any reason during this time, for example due to sickness or caring for a dependent should report this by contacting the headteacher by 7:30 who will contact the Virtual Leader.
- Teaching assistants must have a school laptop.
- Teaching assistants will be given a school phone with credit, or if not possible, will make calls from a withheld number and claim money back.
- Teaching assistants will have daily check-in meetings with parents/children via Parent Cloud.

#### Expectations of behaviour during remote learning

- The chat function in Microsoft Teams will not be used.
- Any concerns or questions for the class teacher will be via the daily appointment or email.

#### Teaching and learning

- Teaching assistants will support teachers in providing quality teaching and learning (see 3.1. Teachers, Teaching and Learning). Some ways they will support may include:
  - Checking that chat is not being used;
  - Calling to support identified children in the morning;
  - Supporting with uploading of assignments onto Microsoft Teams;
  - Liaising with the teacher to give feedback from daily check-ins;

- Making resources to post into Microsoft Teams.

## **KS2**

### **Procedures for remote learning**

- Teaching assistants must be available Monday- Friday between 9:00 and 3:15 with usual breaks taken.
- Teaching assistants unable to work for any reason during this time, for example due to sickness or caring for a dependent should report this by contacting the headteacher by 7:30 who will contact the Virtual Leader.
- Teaching assistants must have a school laptop.
- Teaching assistants will be given a school phone with credit, or if not possible, will make calls from a withheld number and claim money back.
- Teaching assistants will wait outside the virtual classroom at the beginning of the lesson to assist any children who go into the wrong meeting or cannot get into the lesson.
- Teaching assistants will ensure that children are set to attendees at the beginning of the lesson, and change any that are not.
- Teaching assistants will call SEN children with alternative provision to ensure work is appropriate, as agreed with the SENCO daily.
- Teaching assistants will call identified children to support with pastoral care e.g. 5-point scales.
- Teaching assistants will call children that are not completing work to address any barriers to this.
- Teaching assistants will need to ensure that the dress code is followed and an appropriate area is used to teach, where there will not be interruptions. There must be an appropriate background, and no other adults should appear in the live stream. The background will be blurred through Microsoft Teams.

### **Expectations of behaviour in virtual lessons**

- Children raise hands on Microsoft Teams to gain the teacher's attention as they would in class.
- Chat is only used in reply to a teacher requesting they use it e.g. in response to a question, or to share ideas. This includes not using chat before or after sessions.
- Children are polite and respectful as they would be in class.
- The virtual classroom is for children only; parents are not to talk or message the teacher in the lesson.
- Any difficulties with IT will be messaged to IT support, not to the teachers, so as not to interrupt lessons.
- Positive praise and strategies will be used throughout teaching, as in class. In the case of children breaking behaviour expectations, the following steps will take place:
  - First verbal warning.
  - Second verbal warning.
  - Office call home to parent/carer.
  - Headteacher call home to parent/carer.
  - Excluded from Teams for the session and headteacher call home to parent/carer.
  - Inappropriate language will result in an exclusion from teams for the remainder of the day, and a phone call home from the headteacher.

### **Teaching and learning**

- Teaching assistants will support teachers in providing quality teaching and learning (see 3.1. Teachers, Teaching and Learning). Some ways they will support may include:
  - Checking for children that have their hands up and asking how they can help in chat;

- Supporting children that are having technical difficulties in chat;
- Providing the IT support details in chat;
- Alerting the teacher to technical difficulties e.g. not seeing the teacher's screen;
- Supporting with behaviour management, through reminders in chat, or alerting the teacher to behaviour;
- Providing praise in chat;
- Reiterating instructions in chat for those that need it;
- Supporting children with their work via chat;
- Take over for short periods in the case of technical difficulties e.g. if the teacher needs to leave and enter again.

## 2.3 SENCOs

SENCOs are responsible for:

- Meeting with parents of children with an EHCP to make arrangements for work in the event of a bubble closure.
- Entering online lessons to observe SEN children that are attending, and suggesting ways to support these children accessing the lesson.

## 2.4 Trust Subject Leads

Trust subject leads (Maths, English and wider curriculum) 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, senior leaders and the Virtual Leader 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.
- Monitoring the remote work set by teachers in their subject.
- Alerting teachers to resources they can use to teach their subject remotely, along with new initiatives.

## 2.5 Virtual Leader

The Virtual Leader will be responsible for:

- Co-ordinating the remote learning approach across the Trust.
- Ensure staff training for remote learning has taken place, a 'how to' video to train children in how to use Microsoft Teams and also a crib sheet for parents.
- Monitoring the effectiveness of remote learning –such as through regular meetings with teachers and Trust subject leaders, reviewing work set or reaching out for feedback from pupils and parents.

## 2.6 Designated safeguarding lead

The Trust DSL is responsible for:

- Ensuring that when children are online that the parents are blurring the background

- Ensuring that there is a blank wall behind the teacher is in place when filming and delivering the online lessons.
- Ensuring first day calling still takes place – refer to 3.1
- Please refer to the CP policy addendum Annex 1

#### Online safety at home

- All staff will continue to look out for any signs that indicate a child may be at risk online and will report and respond to concerns in line with the Child Protection Policy.
- Where necessary, referrals will be made to LADO, children’s social care and as required, the police.
- Learners are encouraged to report concerns to a member of staff or a trusted adult at home. Where this is not possible, additional support can be accessed online via:
  - Childline: [www.childline.org.uk](http://www.childline.org.uk)
  - UK Safer Internet Centre’s ‘Report Harmful Content’: <https://reportharmfulcontent.com>
  - National Crime Agency Child Exploitation and Online Protection Command (NCA-CEOP): [www.ceop.police.uk/safety-centre](http://www.ceop.police.uk/safety-centre)
- Parents/carers will continue to be made aware of what their children are being asked to do online, including the sites they will be asked to access. The Stour Academy Trust will continue to be clear who from The Stour Academy Trust (if anyone) their child is going to be interacting with online.
- Parents/carers will continue to be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented.
- The Stour Academy Trust will ensure any sharing of information, communication and use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.
- All communication with learners and parents/carers will take place:
  - within school hours as much as possible. (Or hours agreed with the school to suit the needs of staff)
  - with staff using The Stour Academy Trust devices over personal devices wherever possible and in line with our existing AUP. Where this is not possible, staff will speak with SLT.
  - using The Stour Academy Trust provided or SLT approved communication channels; for example, The Stour Academy Trust provided email accounts and phone numbers *and* agreed systems *e.g.* *Microsoft Teams*
    - Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our *school/setting behaviour policy/code of conduct*.
- When delivering remote learning, staff will:
  - only use online tools that have been evaluated and agreed by leadership.
  - Ensure their background is blurred when delivering the online lessons
  - ensure remote learning activities are planned in accordance with our curriculum policies, taking learner needs and technology access into account.
  - record the length, time, date and attendance of any online lessons/contact held or made.
  - revisit relevant policies such as our acceptable use of technology policy with learners as necessary.
- Where remote learning is taking place ‘live’ for example using webcams or chat facilities, staff and learners will ensure a safe and professional environment is maintained in line with our Remote Learning Policy.

More in depth guidance for SLT is available:

- DfE:
  - [Safeguarding and remote education during coronavirus \(COVID-19\)](#)
  - [Case studies](#)
- TEP:
  - [Remote Learning Guidance for SLT](#)
  - [Remote Learning/Communication AUP](#)
  - [Online Safeguarding Resources for Educational Settings and Parents](#)

## 2.7 IT support

IT staff are responsible for:

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- Fixing issues with systems used to set and collect work
- Preparing for Remote learning: The following steps should be in place with staff:
  - Staff have access to Microsoft Teams for classes and year groups.
  - Pupils within classes have access to the relevant Microsoft Team.
  - Pupils will receive Teams training sessions.
  - Staff are familiar with the main functions of Microsoft Teams.
  - Staff have the ability to host a Teams Meeting (video and/or audio) with their classes from home.
  - Parents and pupils are made aware in advance of the arrangements in place for the continuity of education.
  - Ensure that staff and children have access to a suitable device to use at home to access Teams.
  - Devices ready to go home with children.
  - Phones and credit for TAs ready to go home.
- Helping staff and parents with any technical issues they are 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.
- IT support contact: [itsupport@stouracademytrust.org.uk](mailto:itsupport@stouracademytrust.org.uk), Text or Whatsapp to 07756265720

## 2.9 Office manager

- In the case of a bubble closure, weduc message to parents to include children's login, and IT support number.
- For SEN children/children that will receive pastoral care, send number of TA phone so it is recognised.

## 2.10 Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants via Microsoft Teams.
- Alert teachers if they're not able to complete work.
- Attendance- see section 3.1

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work via email.
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff.

## 2.11 Board of Directors

The Board of Directors is 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

### 3. Who to contact

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

Issues in setting work – talk to the Virtual Leader - [vrheadteacher@stouracademytrust.org.uk](mailto:vrheadteacher@stouracademytrust.org.uk) or [vrleader@stouracademytrust.org.uk](mailto:vrleader@stouracademytrust.org.uk)

- Issues with behaviour – talk to the Virtual Leader - [vrheadteacher@stouracademytrust.org.uk](mailto:vrheadteacher@stouracademytrust.org.uk)
- Issues with IT – talk to IT staff - [itsupport@stouracademytrust.org.uk](mailto:itsupport@stouracademytrust.org.uk)
- Issues with their own workload or wellbeing – talk to their Headteacher
- Concerns about data protection – talk to the data protection officer - [dpo@stouracademytrust.org.uk](mailto:dpo@stouracademytrust.org.uk)
- Concerns about safeguarding – talk to the Trust DSL: [dsl@stouracademytrust.org.uk](mailto:dsl@stouracademytrust.org.uk)

### 4. Data protection

#### 4.1 Accessing personal data

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

- Need to ensure that all documents required for home learning are stored/backed up in their school OneDrive account
- Teachers should only use school laptops to stream lessons
- Teachers should ensure all other documents are closed before streaming

#### 4.2 Processing personal data

Staff members will not need to collect any further data from parents other than that stored on programmes already used.

#### 4.3 Keeping devices secure

All staff members are to use school allocated laptops only.

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

All these measures are undertaken by the IT department; any issues contact IT support - [itsupport@stouracademytrust.org.uk](mailto:itsupport@stouracademytrust.org.uk)

### 5. Safeguarding

Please see the following for updates concerning safeguarding in relation to home learning.

**COVID-19 amendments to the Child Protection Policy this also details reference to remote learning curriculum and risks online**

## 6. Monitoring arrangements

This policy will be reviewed at the end of Term 2 by Kelly Davies (Virtual Leader). At every review, it will be approved by the Trust leadership team.

## 7. 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
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Attendance policy

### Appendices

Appendix 1. Virtual teaching checklist for teachers

<b>Virtual teaching checklist</b>	
School laptop	
Paper register	
Flip chart/Flip chart paper	
Card and paper	
Flip chart pens/WB pens	
Bluetack	
Maths manipulatives	
Class text	
Class puppet	
Think aloud stick	
Reading skills pictures	
Resources needed for your afternoon subjects (this depends on your unit of work)	



## Flowchart for class bubble closing

