



Woore Primary and Nursery School

Remote learning policy

Approved by:	Mrs M Ward (Headteacher)	Date: 30.9.20
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1. 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

2.1 Teachers

When providing remote learning, teachers must be available between **8.00am** and **5.00pm**.

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 (submit absences on Business World).

When providing remote learning, teachers are responsible for:

- Setting work:
 - Setting work for the children in their own class
 - Set a timetable for pupils working remotely for minimum 3 hours (KS1) and 4 hours (KS2)
 - Work can either be set the previous day for the following day or on the morning of the day it is to be completed (by 9.00am)
 - Work should be uploaded to Seesaw (remote learning platform)
 - Links can be made to a variety of digital resources and platforms such as Spelling Shed, My Maths and White Rose.
 - Teachers can use quality resources from the web such as Cbeebies, Cbbc and Oak Academy
 - Provide work in an alternative format (e.g work books) for pupils unable to access a laptop or tablet.
- Providing feedback on work:
 - Feedback to pupils on their work submitted on Seesaw
 - Rewarding selected pupils with Star of the week or 6Rs
- Keeping in touch with pupils who aren't in school and their parents:
 - Make regular contact with pupils (at least 3 times weekly)
 - Make contact with parents where necessary via Seesaw, Class Dojo, email or text. Correspondence with parents should take place between 8.00am and 5.00pm.
 - Any complaints or concerns shared by parents and pupils should be referred to the Headteacher or Teacher in Charge (if Headteacher unavailable).
 - Discuss with the Headteacher any children who are failing to complete their work
- Attending virtual meetings with staff, parents and pupils:
 - Staff ensure they are suitably dressed (not in pyjamas/inappropriate clothing)
 - Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)
 - Confidentiality-ensure you are in a space where members of the household are not in the same room and that conversations are private
- Ensure the classroom environment is thoroughly organised and ready for the return of pupils:

- See classroom checklist (appendix 1)

Due to specific circumstances, it may be necessary for teachers to teach other groups of children other than their own class (e.g. Key worker children). In this instance, the Headteacher will discuss this with teaching staff and make the necessary arrangements. Where possible, this role will be shared amongst teachers as long as they are not in another 'bubble' of children.

If teaching staff are self-isolating they will still be required to teach their class remotely with the support of their Teaching Assistant.

2.2 Teaching assistants (including Nursery Teaching Assistants)

When assisting with remote learning, teaching assistants must be available for their usual 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 (submit absences on Business World)

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely:
 - Knowing which pupils they'll need to support
 - Knowing how they should provide support
 - Provide 1:1 sessions for precision teach, individual reading, ELSA support, interventions where identified by the class teacher/headteacher
- Supporting teachers/line managers to plan and prepare work for pupils who aren't in school:
 - Support in the planning for the pupils
 - Photocopy work books
 - Deliver resources to pupil's home addresses
 - Create and prepare resources
 - Support teachers to provide feedback to pupils
- Keeping up to date with relevant CPD:
 - Attend relevant network meetings
 - Attend additional costed CPD as discussed with the Headteacher
- Ensure the classroom environment is thoroughly organised and ready for the return of pupils:
 - See classroom checklist (appendix 1)
- Attending virtual meetings with teachers, parents and pupils where required:
 - Staff ensure they are suitably dressed (not in pyjamas/inappropriate clothing)
 - Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)
 - Confidentiality-ensure you are in a space where members of the household are not in the same room and that conversations are private

It may be necessary for teaching assistants to support the learning provision in school if partially closed, e.g. to support key worker groups. The Headteacher will make the necessary arrangements between the teaching assistants should this be required.

2.3 Subject coordinators

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
- › Monitoring the remote work set by teachers in their subject – e.g. through regular meetings with teachers or by reviewing work set
- › Alerting teachers to resources they can use to teach their subject remotely
- › Keeping up to date with relevant CPD

2.4 Teacher in Charge

Alongside any teaching responsibilities, the Teacher in Charge is responsible for:

- › Co-ordinating the approach to assessment across the school
- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- › Being available for parents/carers of all school pupils should they have any queries
- › attend to any urgent matters in the absence of the Headteacher
- › Provide guidance for Teachers in the setting of work if required
- › Being available in school to support the Headteacher with a partial closure where necessary

2.5 Designated safeguarding lead

Refer to the DSL and Deputy DSL responsibility checklists in appendix 2.

2.6 SENCO

The SENCO is responsible for:

- › Ensuring that the needs of children with SEND are being met as far as possible
- › Providing support for teachers with remote learning for SEND pupils
- › Providing support for parents/carers of SEND pupils where necessary
- › Utilising the resources and facilities made available by Woodlands to support pupils
- › Keeping up to date with paperwork for specific pupils as required
- › Communicating with the necessary agencies when supporting pupils with SEND

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- › Be contactable during the school day – although consider they may not always be in front of a device the entire time
- › Complete work to the deadline set by teachers
- › Seek help if they need it, from teachers or teaching assistants
- › Alert teachers if they're not able to complete work

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
- › Be respectful when making any complaints or concerns known to staff

2.8 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
- › 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 relevant subject coordinator, Teacher in Charge
- › Issues with behaviour – talk to the SENCO/Headteacher
- › Issues with IT – talk to the Teacher in Charge/Headteacher
- › Issues with their own workload or wellbeing – talk to their line manager
- › Concerns about data protection – talk to the data protection officer (Steven Blackburn)
- › Concerns about safeguarding – talk to the DSL (Mrs Ward, Miss Birch, Mr Davies)

4. Data protection

4.1 Accessing personal data

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

- › Access the data, through the school network server
- › School laptops should be used at home to access the data – do not use personal devices

4.2 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.

Staff should be vigilant when sending MS Teams invites out to groups of parents to ensure that email addresses are hidden.

4.3 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
- › Keeping operating systems up to date – please log out and switch off regularly to allow for uploading of the latest updates

5. Safeguarding

Please refer to the updated Safeguarding and Child Protection Policy September 2020 for more details and the most recent Safeguarding policy addendum.

6. Monitoring arrangements

This policy will be reviewed on a termly basis where possible but no later than July 2021 by the Headteacher in conjunction with the teaching staff.

7. Links with other policies

This policy is linked to our:

- › Behaviour policy
- › Safeguarding and Child protection policy/Safeguarding policy addendum
- › Data protection policy and privacy notices
- › Home-school agreement
- › ICT and internet acceptable use policy
- › E-safety policy

Classroom (inside and outside areas) checklist:

- Tidy surfaces in classrooms
- Sort and organise storage trays/drawers/shelves
- Take down old displays and prepare new displays
- Take irrelevant items away from the classroom
- Store pupils work safely for their return
- Tidy and organise teacher/TA storage areas/noticeboards
- Prepare new resources/learning opportunities for the return of pupils
- Clean and tidy outside spaces including storage areas.
- Clean resources (e.g with Milton) or wipe (e.g whiteboards)
- Prepare the classroom for the return of pupils

Appendix 2



The role of the Designated Safeguarding Lead

In carrying out any of the role set out below, the role of the Designated Safeguarding Lead should be guided by two important principles. First, following the Children Act 1989, the principle that the welfare of the child should be paramount. Second, the principle that confidentiality should be respected as far as possible (without compromising the first principle).

It is **essential** that designated safeguarding leads are familiar with the content of the following key documents:

- Department for Education (DfE's) statutory guidance for schools and colleges, 'Keeping Children Safe in Education' 2020
- Working Together to Safeguard Children' 2018
- Ofsted Inspecting safeguarding in early years, education and skills settings
- The Prevent duty July 2015
- Early Years Foundation Stage Statutory Framework 2017 (EYFS)
- Shropshire Safeguarding Partnership (SSP) Threshold Guidance Document

The Designated Safeguarding Lead must:

- Be a senior member of staff, from the school or college **leadership team**.
- Take **lead responsibility** and is accountable for safeguarding and child protection, (lead responsibility must never be delegated).
- Be fully conversant with the Shropshire Safeguarding Community Partnership (SSCP) child protection (CP) procedures and to co-ordinate action on child abuse within school, ensuring that all staff are aware of their responsibilities in relation to CP.
- Provide supervision and guidance to deputy designated safeguarding leads.
- Ensure that all deputy designated safeguarding leads are trained to the same standard as themselves.
- Should liaise with designated staff for Looked After Children (LAC) and 14-19 placements.
- Refer individual cases of suspected abuse to relevant Local Authority (LA) Children Services area (following SSCP guidelines) and to liaise with them and other agencies on individual cases and on general issues relating to CP.

- Undertake “Prevent” awareness training and lead on this within the school/college and must assume responsibility for organising training on all aspects of CP within school, and to act as a school-based resource on CP issues for staff. In greater detail, this involves the following:
 - Ensuring that all staff, both teaching and non-teaching, know about, and have access to the SSCP procedures for CP and that all cases of suspected abuse are reported in the correct way.
 - Supporting staff who make referrals to LA children’s social care.
 - Referring cases to the Channel programme where there is a radicalisation concern as required.
 - Supporting staff who make referrals to the Channel programme
 - Referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service (DBS) as required and ensuring that the Designated Officer in the Local Authority (LADO) is informed.
 - Referring cases where a crime may have been committed to the Police as required
 - Ensuring that all staff have regular child protection updates (at least annually)
 - Ensuring that all teaching and non-teaching staff attend Shropshire Safeguarding Children Board endorsed child protection awareness training every three years.
 - Ensuring all Deputy Designated Safeguarding Leads regularly update their child protection training (at least annually) and attend Shropshire Safeguarding Community Partnership endorsed child protection update training every two years
 - Ensuring the school/college is compliant with the ‘Prevent’ duty requirements so that:
 - All staff are trained in awareness of “Prevent”.
 - All teachers are trained in “Prevent” curriculum requirements including British Values.
 - The school can demonstrate the impact on the pupils of promoting British Values.
 - The Deputy Designated Safeguarding Leads are clear about their lead role in respect of “Prevent” and the process of a “Prevent” referral.
 - The job description of the Deputy Designated Safeguarding leads also includes the “Prevent” duty.
 - The e-safety policy and the child protection policy clearly state the “Prevent” duty.
- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership team.

Working with others. The Designated Safeguarding lead must:

- Liaise with the head teacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- As required, liaise with the “case manager” and the LADO if relevant i.e. if there are safeguarding or child protection concerns relating to a staff member.
- Liaise with staff (especially pastoral staff, school nurses, IT Technicians, SENCOs and Senior Mental Health Leads) on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- Should liaise with the three safeguarding partners and work with other agencies in line with Working Together 2018.
- Act as a source of support, advice and expertise for staff.
- Lead on or participate in Early Help Multi-Agency interventions

Training – The Designated Safeguarding Lead must:

- Ensure that they and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role.
- Ensure that they and any deputies, in addition to the formal training set out above, should refresh their knowledge and skills (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and can attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school or college child protection policy and procedures, especially new and part time staff.
- Are alerted to the specific needs of children in need, those with special educational needs and young carers.
- Can keep detailed, accurate, secure written records of concerns and referrals.

- Are aware of the guidance that is available in respect of Female Genital Mutilation (FGM) and should be vigilant to the risk of it being practised and inform the Police if they suspect a child has suffered FGM (this is a legal requirement for all Teachers; Serious Crime Act 2015).
- Encourage a culture of listening to children and taking account of their wishes and feelings

Child protection files

- The DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving
- Ensure that all child protection files are stored securely and accessed only by authorised individuals compliant with the Data Protection Act 2018 and GDPR.
- Where children leave the school or college, ensure their child protection file is transferred to the new school or college as soon as possible and is transferred separately and securely from the main pupil file, and ensure that confirmation of receipt is obtained.

Availability

During term time, the designated safeguarding lead should ensure that they (or a deputy) are always available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.

This list is not exhaustive, further detailed information on the Role of the DSL can be found in KSCIE 2020 guidance Annex B

The role of the Deputy Designated Safeguarding Lead

In carrying out any of the role set out below, your role of **'Deputy'** Designated Safeguarding Lead should be guided by two important principles. First, following the Children Act 1989, the principle that the welfare of the child should be paramount. Second, the principle that confidentiality should be respected as far as possible (without compromising the first principle).

It is **essential** that **'Deputy'** designated safeguarding leads are familiar with the content of the following key documents:

- the Department for Education's (DfE's) statutory guidance for schools and colleges, 'Keeping Children Safe in Education' 2020
- 'Working Together to Safeguard Children' 2018
- Ofsted Inspecting safeguarding in early years, education and skills settings 2019
- The Prevent duty July 2015
- Shropshire Safeguarding Community Partnership (SSCP) Threshold Guidance Document
- Early Years Foundation Stage Statutory Framework 2017 (EYFS)

As **'Deputy'** Designated Safeguarding Lead you:

- Should be an experienced member of staff, from the school or college.
- Must take **responsibility** for safeguarding and child protection.
- Should be fully conversant with the SSCP child protection (CP) procedures and act on child abuse within school.
- Provide support and guidance to all members of staff
- Should liaise with designated staff for Looked After Children (LAC) and 14-19 placements.
- Are responsible for referring individual cases of suspected abuse to relevant Local Authority (LA) Children Services area (following SSCP guidelines) and to liaise with them and other agencies on individual cases and on general issues relating to CP.
- Should undertake "Prevent" awareness training and support with this within the school/college.

- Will have responsibility to act as a school-based resource on CP issues for staff.
- In greater detail, this involves the following:
 - Supporting staff, both teaching and non-teaching, to have access to the SSCP procedures for CP and that all cases of suspected abuse are reported in the correct way.
 - Supporting staff who make referrals to local authority children’s social care.
 - Referring cases to the “Channel” programme where there is a radicalisation concern as required.
 - Supporting staff who make referrals to the “Channel” programme.
 - Supporting the school/college to be compliant with the ‘Prevent’ duty requirements so that:
 - all staff are trained in awareness of “Prevent”
 - You are clear about your supporting role in respect of “Prevent” and the process of a “Prevent” referral.

Working with others – as DEPUTY Designated Safeguarding Lead, you will:

- Liaise with the senior Designated Safeguarding Lead, head teacher or principal to inform him or her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations.
- As required, liaise with the “case manager” and the Designated Officer in the Local Authority (LADO) for child protection concerns.
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Training

- As **DEPUTY** designated safeguarding lead, you should ensure that you undergo training to provide yourself with the knowledge and skills required to carry out your role.
- As **DEPUTY** designated safeguarding lead, you should ensure that in addition to the formal training set out above, your knowledge and skills continue to be refreshed (this might be via ebulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow you to understand and keep up with any developments relevant to your role so you:
 - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.

- Have a working knowledge of how Local Authorities conduct a child protection case conference and a child protection review conference and can attend and contribute to these effectively when required to do so.
- Are alert to the specific needs of children in need, those with special educational needs and young carers.
- Can keep detailed, accurate, secure written records of concerns and referrals.
- Are aware of the guidance that is available in respect of Female Genital Mutilation (FGM) and should be vigilant to the risk of it being practised
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- Inform the Police if they suspect a child has suffered FGM (this is a legal requirement for all Teachers; Serious Crime Act 2015)

Availability

During term time, you should ensure that you are available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.

This list is not exhaustive; please refer to Annex B in KCSiE 2020 for more detailed guidance.