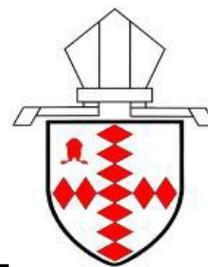# St PAUL'S (C OF E) PRIMARY SCHOOL

Remote Learning Appendices during COVID
FAITH – HOPE - LOVE

DATE   September 2020

TO BE REVIEWED AS AND WHEN NEEDED

Reviewed 13/1/2021

Please read this guidance alongside the schools Online Safety Policy

This appendix is for use when remote learning is occurring either as a result of a local or national lockdown or a bubble closure at St Paul's C of E Primary. All communication channels should continue to be used to reinforce the importance of children being safe online and this will include messages on the website, via the newsletter and via class teachers. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will asked to access and be clear who from St Paul's C of E their child is going to be interacting with online.

Teachers

When providing remote learning, teachers must be available Monday to Friday between 8.345am and 3.15pm. On a <mark>Wednesday</mark> afternoon, class teachers working remotely will have PPA time and will not need to be available for feedback to children beyond 12.30pm. <mark>Channels on TEAMs need to be locked by teachers outside of school hours and in the lunch hour so children are not talking unsupervised. Email sent about how to do this on 12/1/2021.</mark>

If you are unable to work for any reason during this time, for example due to sickness or caring for a dependent, you should report this using the normal absence procedure.

All parents will be sent a copy of Expectations of Remote Learning documents prior to any remote teaching. This will include who children will be in contact with using Microsoft teams.

When providing remote learning, teachers are responsible for:

Setting work –

- o Work will be set for all the children and abilities in your class. There will be elements of differentiation or scaffolding in most lessons to meet the needs of the children.

- o You will also send links to all additional adults who work in your classroom normally for all lessons throughout the week.

- o Daily work expectations should follow the outline for remote learning covered in the staff meeting on 23rd September 2020 and emailed around to all class teachers on 24th September 2020. This includes live lessons daily and curriculum strands covered across the week.

- o Work will be uploaded via Microsoft teams except for MyMaths and SPAG which will be set via the related websites <mark>if being used.</mark>

- o Work for afternoon sessions needs to be uploaded/set by 12pm each day.

- o Where children are not completing work a checklist needs to be done and this check list shared the class TA and SLT once other steps have been followed – see 'Keeping in touch with pupils who aren't in school and their parents –' section.

- <mark>o</mark> The PPA teacher (Marie McDonald) <mark>will set an art activity on a Wednesday afternoon and may include music.</mark>

Providing feedback on work –

- o Teachers will use class notebook via Microsoft Teams to feedback to children individually on work (including for MyMaths and SPAG) as needed.

- o Feedback can also be given via the class email addresses or over the phone if needed.

- o Feedback for morning lessons (core subjects) will be done in the afternoon.

- o The PPA teacher (Marie McDonald) will feedback on Art or Music content on a Wednesday afternoon or Thursday if needed.

- o Work packs will be collected in weekly and quarantined for 72 hours in the portacabin. Work in these packed will mostly be marked by class teachers.

Keeping in touch with pupils who aren't in school and their parents -

- o Checklists of who is not doing work and how this has been addressed will be kept by all class teachers.

    The first step for no work completed will be to email the parents via Arbor

    The second step will be to text the parent via the Arbor

    The third step will be to call the family, using 141 before calling, to block your phone number. Any costs for calls will be reimbursed by the school on receipt of call logs. All teachers are to keep a log of these steps followed for each child as needed.

    The fourth step will be to inform SLT if there is no contact/engagement with Remote Learning.

- o The class email address should be checked at least once daily and does not need to be checked or emails responded to outside of the school hours (8.45am-3.15pm).

- o Any complaints from parents should be forwarded on (if by email) or detailed notes made and an email sent to ALL of the Senior Leadership Team. Parents will be informed that this will be passed over to SLT and someone will get back to them when they can.

- o Behaviour issues should be dealt with as in class and team points and sanctions given. If these are not working then the teacher must send details of what has and hasn't worked to ALL of the Senior Leadership Team for advice/intervention as needed. Sanctions will include a text/email or call to parents or others getting team points. Teachers are to keep a record of team points for use in Celebration Collective Worship in school.

Attending virtual meetings/other with staff, parents and pupils –

- o When attending meeting/leading live or recorded lessons the dress code is the same as in school – please refer to the Staff Handbook.

- o Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

- o Staff working remotely will still attend the weekly CPD session on a Wednesday from 3.45-4.45pm, the weekly briefing on a Thursday from 8.15-8.30am and Middle Leaders need to attend any additional meetings set.

o Teachers working remotely will email the name and reason for 2 children for Celebration Collective Worship to Anthony on a Wednesday by 12.30pm.

Signpost parents/children to appropriate support -

As well as reporting routes back to the school teachers should also signpost children to age appropriate practical support from the likes of:

- o Childline - for support
- o UK Safer Internet Centre - to report and remove harmful online content
- o CEOP - for advice on making a report about online abuse

Other support for parents and carers to keep their children safe online includes:

- o Thinkuknow provides advice from the National Crime Agency (NCA) on staying safe online
- o Parent info is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- o Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- o Internet Matters provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- o London Grid for Learning has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- o Net-aware has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- o Let's Talk About It has advice for parents and carers to keep children safe from online radicalisation
- o UK Safer Internet Centre has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services
- o support for parents and carers to keep children safe from online harms, includes advice about specific harms such as online child sexual abuse, sexting, and cyberbullying
- o support to stay safe online includes security and privacy settings, blocking unsuitable content, and parental controls

Teaching assistants

When assisting with remote learning, teaching assistants must also be available between 8.45am-3.15pm or normal working hours/days if this is longer or shorter.

If you are unable to work for any reason during this time, for example due to sickness or caring for a dependent, you should report this using the normal absence procedure.

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

- o Attending all live lessons to ensure they know the content being covered with children, answering questions on the chat function and dealing with behaviour if needed.

- Participating in all tasks/quizzes and set work for afternoon lessons.

- Support the teacher with feedback as needed. This may include via email or via Microsoft Teams outside of live teaching time.

- Attend virtual meetings with teachers, parents and pupils as needed.

- When attending meetings/live or recorded lessons the dress code is the same as in school – please refer to the Staff Handbook.

- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background).

Middle Leaders (all those with TLR responsibilities)

Alongside their teaching responsibilities, subject leads are responsible for -

- Reviewing and 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, as needed.

- Working with other Middle Leaders and SLT 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, as needed

- Monitoring the remote work set by teachers in their subject if it falls in a monitoring period – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set.

- Alerting teachers to resources they can use to teach their subject remotely.

MIDDLE LEADER TEAM: Maths: Martha Pollard, English: Bex Cleaver, Science & Computing: Jamil Alam, EYFS and Capital & Culture: Kim O'Sullivan, RE and Well-Being: Jane Begum.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for -

- Co-ordinating the remote learning approach across the school. See relevant SLT member as needed:

For concerns regarding Microsoft Teams please see Anthony Chavez or Jamil Alam

For curriculum content please see Tracey Crannitch or the relevant Middle Leader.

- Monitoring the effectiveness of remote learning – this will include checking live lessons are happening and that work is being set as per the Remote Learning Expectations document.

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing

- o Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (Sandra Bettinelli)
- o Assisting pupils and parents with accessing the internet or devices

Pupils and parents

Staff can expect pupils learning remotely to:

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

Staff can expect parents with children learning remotely to:

- o Make the school aware if their child is sick or otherwise can't complete work
- o Seek help from the school if they need it – particularly login details which parents can request via class email accounts or by calling the school office.
- o Be respectful when making any complaints or concerns known to staff

Governing board

The governing board is responsible for:

- o Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- o Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

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 Middle Leader or Anthony Chavez (Inclusion Lead)

Issues with behaviour – Tracey Crannitch

Issues with IT – contact Kenny via the ICT support icon on desktops or via email

kenny@icteducationalservices.co.uk (please copy SLT in)

Issues with their own workload or wellbeing – Ali Silke

Concerns about data protection – Sandra Bettinelli

Concerns about safeguarding – Tracey Crannitch/Ali Silke/Anthony Chavez or Donna Mustafa

Data protection

Accessing personal data

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

o Use Microsoft Teams to set work and send links to individual email addresses for each child.
o Use Arbor for accessing phone numbers or email addresses for parents.
o Use a school laptop if possible when working remotely. Please see Roy for this.

Processing personal data

Staff members may need to collect and/or share personal data such as mobile numbers and 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:

o 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)
o 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
o Making sure the device locks if left inactive for a period of time
o Not sharing the device among family or friends
o Installing antivirus and anti-spyware software
o Keeping operating systems up to date – always install the latest updates

Safeguarding

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the school's Safeguarding Policy and where appropriate referrals should continue to be made to children's social care and as required the police.

The safeguarding team are: Tracey Crannitch, Ali Silke, Anthony Chavez and Donna Mustafa

Other useful websites for further guidance (staff/parents and children)

o [UK Council for Internet Safety](#)
o Internet Matters [vulnerable children in a digital world-report](#) may help governing bodies, proprietors, senior leaders and DSLs understand more about the potential increased risks some groups of children can face online.
o [UK Safer Internet Centre's professional online safety helpline](#), email helpline@saferinternet.org.uk or telephone 0344 381 4772 provides support for the children's workforce with any online safety issues they face.
o The [NSPCC Learning website](#) also provides useful support and training opportunities for professionals.

- The DfE has provided [guidance on safeguarding and remote education](#) to support schools and colleges plan lessons safely. [Case studies](#) are available for schools to learn from each other's emerging practice as they develop their approaches to providing remote education.
- Guidance from the National Cyber Security Centre on [which video conference service is right for you](#) and [using video conferencing services securely](#) can help set up video conferencing safely, if you choose to use it.
- In addition, [guidance from the UK Safer Internet Centre on safe remote learning](#) includes detailed advice for real time online teaching and the London Grid for Learning [safeguarding advice](#) includes platform specific advice.

This appendices should be read alongside other school policies including the school's Online Safety Policy, Behaviour Policy, the Staff Handbook and MAT GDPR Policies.