



The Nar Valley Federation of Church Academies

Remote Learning Policy

Policy Type:	Academy Policy
Approved By:	Local Governing Body
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Person Responsible:	Head Teacher

Summary of Changes

The policy has been amended as follows.

Page Ref.	Section	Amendment	Date of Change

General Policy Roles and Accountabilities

The Diocese of Norwich Education and Academies Trust (DNEAT) is accountable for all policies across its Academies. All policies, whether relating to an individual Academy or the whole Trust, will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high-quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured, and talents released.

A Scheme of Delegation for each Academy sets out the responsibilities of the Local Governing Body and Head Teacher. The Head Teacher of each Academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

Through our Christian Values we are an inclusive federation which strives to we enable all staff and children to: -

'Let your light shine'

Matthew 5:16

We aim to become a community which nurtures individuals to develop a sense of belonging, purpose and self-belief in order for all to flourish and shine.

Our values of respect, responsibility, kindness, courage, hope and forgiveness are clearly illustrated in the parable of the Good Samaritan (Luke 10:25-37). This powerful message provides a basis to enable our children to flourish and shine as unique individuals.

Remote Learning Policy

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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 for all children, teachers must be available between 9.00am and 3.00pm.

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.

Work is provided using both Class Dojo and the Nar Valley Federation Website

When providing remote learning, teachers are responsible for:

- › Setting work:
 - Providing work for their normal allocated year group
 - An overview of learning is given for the week which details the types of work provided and any links to online resources
 - Work needs to be set/uploaded by the Monday morning of each week. If ready, work can be given/uploaded at the end of the previous week.
 - Work should be uploaded to the relevant year group area on Class Dojo and the website if the teacher is absent from school.
 - A hard copy of work is also ready to be provided by the school to families. This can be printed from the website, or is available to be collected from named envelopes set outside in the collection box by appointment. Families who are isolating should organise pick up of hard copy work from school by another family member or friend who is not isolating. If this is not possible, the school may be able to offer support to deliver the hard copy packs to the home address.

➤ Providing feedback on work:

- Completed work from pupils is uploaded to Dojo. Hard copy work is returned to school and quarantined for 5 days.
- Feedback is given via Dojo messages. Feedback of hard copy work will be given in the same way but also if necessary may be given via phone or via email message.
- Hard copy feedback on completed work will be after the quarantine period is ended if it cannot be provided in other ways or is necessary. If feedback is not deemed necessary, completed work is read by the teacher and taken into account when setting the next work in school.

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

- Class Dojo is used to make regular contact. Families who have not managed to access Class Dojo are identified to the FLT, who ensure that a weekly phone call is made. It should be recognised that it may be that those who do not access Class Dojo.
- Teachers are not expected to answer emails/messages from parents and pupils outside of working hours. This is made clear through the letter to Parents/Carers that is sent at the beginning of lockdown.
- Complaints or concerns shared by parents and pupils should be raised with the SLT – for any safeguarding concerns, refer to the section below on DSL's and safeguarding duties.
- Failure to complete work will result in a follow-up phone call from an SLT member to ascertain if there are any barriers to learning at home.

➤ Attending virtual meetings for training, staff meetings, CPD:

- Dress code -smart usual work wear
- Avoid areas with background noise, as bland a background as possible with as little personal items as possible and nothing inappropriate in the background.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their normal working hours, which vary dependent upon role.

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.

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

➤ Supporting pupils who aren't in school with learning remotely

- Teaching Assistants comment and support teachers to comment on Parents/Carers or Children's posts
- Engage with PPA and support the planning process
- Amend work according to the needs of specific pupils if necessary
- Engage with CPD if necessary

2.3 Subject leads

Subject leads must:

- Consider whether any aspects of the subject curriculum need to change to accommodate remote learning
- Work with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Monitor the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alert teachers to resources they can use to teach their subject remotely

- SENCO- Monitor remote learning provision for children with SEND. Provide advice and support to parents and classteachers. Support with use of specialist resources and technology where appropriate.

2.4 Senior leaders

Senior Leaders will be available to:

- Monitor the engagement in learning through weekly conversations with the teachers and follow up calls with Parents/Carers
- Monitor the effectiveness of remote learning by monitoring what is uploaded and comments and feedback
- Monitor the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding leads and FSW

There is a safeguarding team at Nar Valley Federation, consisting of Emma Spaul, SENDCO and overarching Safeguarding Lead, Anne Neary, EHT, Kelly Mitchell DSL and Elaine Willgress, Alternate DSL (Narborough), Sue Taylor DSL and Karen Shrimpton, Alternate DSL (Castle Acre) and Jessy Behan, DSL (since December 2020) and Carmel Rose Alternate (since Dec 2020) (Sporle) The DSL team will provide advice and support to other staff on child welfare and child protection matters off-site or on-site. Any concern for a child's safety or welfare is recorded via the online system CURA. This is accessed remotely. All staff can access CURA.

- During term time the DSL team are always be available (during academy hours) for staff in the academy to discuss any safeguarding concerns. If in exceptional circumstances a DSL is not available on the academy site in person, the academy must inform Sharon Money Trust Safeguarding Lead, and also ensure the DSL is available via telephone and/or any other relevant media.
- The DSL team for Nar Valley Federation represent our academies at child protection conferences and core group meetings. Through appropriate training, knowledge and experience, our DSL team liaise with Children's Services and other agencies where necessary and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.
- The DSL team maintain CURA records and child protection files ensuring that they are kept confidential and stored securely.
- The DSLs are responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the academy to the agreed academy's safeguarding training pack provided by Children's Services/The Trust.
- The DSL will obtain details of the Local Authority Personal Advisor appointed to guide and support a child who is a care leaver.
- We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged, facing barriers to attendance, learning, behaviour and mental health. The DSL team will use the information that they hold about children with a social worker to make decisions in the best interests of the child's safety, welfare and help promote educational outcomes. The DSL team will ensure that staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort, supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- The lead DSL will liaise with the appropriate family support services to identify and support vulnerable families who may be in isolation or lockdown situations. This may be external or internal and may include support to access home learning.

2.6 Remote learning for pupils self-isolating

All the above applies to this situation, with the proviso that should any class teacher find that they have three or more pupils self-isolating at any one time, then they shall be given additional PPA time to carry out this planning, in recognition that it is challenging to plan for the class who are in school and plan for the children who are out of school learning at home.

2.7 Live online teaching

Given the concerns from members of staff about safeguarding issues, it has been decided that such teaching will not be engaged in. However, staff will record themselves teaching necessary parts of their planned content where appropriate and will be available 'live' on Class Dojo for minute by minute comments or support between 9am and 3.00pm. Recordings will be available for each subject once a week, and more for Maths, Reading comprehension, VGPS and Writing according to what is appropriate.

2.8 Supporting IT Systems

The office team are responsible for liaison with RM IT providers to:

- › Fix issues with systems used to communicate and produce work
- › Help staff and parents with any technical issues they're experiencing
- › Review 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 where possible

2.9 Pupils and parents

Through our letter on commencement of lockdown, Staff will ask **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 or ask parents to do this

Through our letter on commencement of lockdown, Staff will ask **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
- › Collect/return work as required on behalf of the pupil
- › Be respectful when making any complaints or concerns known to staff

2.10 Governing body

The governing body is responsible for:

- › Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible through a weekly Chair and Head's meeting to which all governors are invited.
- › Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons through challenging questions at the above.

3. Who to contact

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

- › Issues in setting work – Lead teachers/Head of School
- › Issues with behaviour – SENDCO or Lead teachers/Head of school or Executive Headteacher
- › Issues with IT –RM support time (RMsupport@DNEAT.com)

- › Issues with their own workload or wellbeing – talk to their line manager, Headteacher or Lead teacher /Head of School
- › Concerns about data protection – Executive Headteacher
- › Concerns about safeguarding – talk to a member of the DSL team: Emma Spaul, SENDCO and overarching Safeguarding Lead, Anne Neary, EHT, Kelly Mitchell DSL and Elaine Willgress, Alternate DSL (Narborough), Sue Taylor DSL and Karen Shrimpton, Alternate DSL (Castle Acre) and Jessy Behan, DSL (since December 2020) and Carmel Rose Alternate (since Dec 2020) (Sporle)

4. Data protection

4.1 Accessing personal data

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

- › Access pupil information data via secure online Pupil Asset Site
- › Ensure access to pupil data is via work devices, office team or other member of staff working on such a device.

4.2 Processing personal data

Staff members may need to use, collect and/or share personal data such as parent/pupil email addresses or telephone numbers as part of the managing home learning remote learning. 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.

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
- › Pass devices onto RM technical engineer for updating and installing antivirus and anti-spyware software or when needing operating systems to update – always install the latest updates

5. Safeguarding

The safeguarding policy has been updated to reflect the current situation in regard to additional duties during a child's absence from school during lockdown/isolation periods, liaison with other agencies and how support to families can be offered. Staff will be made aware of updates to the policy via email and will be able to access the policy from the school staff shared area/safeguarding file.

6. Monitoring arrangements

This policy will be reviewed annually and updates will be added to as required during the academic year as the national situation and response to Coronavirus remains fluid and needs to continue to be flexible. At every formal annual review, it will be approved by the Governors' Standards and Curriculum Committee.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding Policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
 - Online safety policy
 - Curriculum Policy
 - Teaching and Learning Policy