



## Remote learning contingency policy

St Christopher's Church of England Primary School

<b>Approved by:</b>	Jean Holderness – Chair of Governors	<b>Date:</b> January 2021
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Oxford Diocesan Schools Trust (ODST)

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## 1. Aims

This remote learning contingency 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 8:30am and 3pm.

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 providing remote learning, teachers are responsible for:

#### Setting work

- Class teachers will need to provide work for their own class and possibly for the parallel year group if they are doing remote learning and sharing the planning i.e. one teacher is setting literacy and the other maths.
- Learning set should be in line with the long- and medium-term curriculum plans, with clear progression and sequencing, making appropriate adaptations where needed for remote delivery
- At least one literacy, one maths, one reading and one piece of work for another subject should be set each day.
- Learning set should take children 3 hours in KS1 (less for younger children) and 4 hours in KS2 daily, if fully completed
- Work for Years 4, 5 and 6 will be on Google Classroom. Work for Years R, 1, 2 & 3 will be on PurpleMash. Nursery will set activities via a Private Facebook Group.

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- Teachers will prepare paper resources to match the remote learning as closely as possible. These will be emailed to the office who will arrange for them to be collected or delivered if necessary to pupils who cannot access online learning.
- All learning should have:
  - Introduction and explanation
  - Objective
  - Modelling and scaffolding
  - Outline of tasks set
  - Resources – including video clips
  - Clear expectation of how long the work should take (reminding children and parents about rests and exercise)

#### Providing feedback on work

- Feedback will be provided on each piece of submitted work. All children will receive regular next step comments.
- Marking/feedback should be completed within 48 hours of the work being submitted where possible. However, where there is a job share, teachers may not be able to return to the work until their next working day after it has been handed in, so it should be marked within 5 days.

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

- Teachers should have some form of contact with each pupil at least once a week. This could be a phone call to the family & child, an email from the year group email address or feedback/conversations through the online teaching forum.
- Teachers will not be expected to answer emails after 5pm.
- Teachers should try to answer any complaints/concerns from parents/carers in the first instance. If they are not resolved, then they should advise the parent/carer that they will ask a member of the SLT to call them.
- If children are not completing any work, teachers should try to identify the reasons. If they cannot resolve the issue with the parents and child, the HSLW, SENCo or LM can be brought in to assist.

#### Attending virtual meetings

- The school dress code applies to virtual meetings.
- Where possible, virtual meeting should be held in a quiet room with a plain background.
- Virtual meetings are with other professionals and potentially parents (in a group meeting e.g. PEP or TAF/CIN). There are no online live lessons and staff will not talk to parents/children through any form of video conferencing.

If a class is self-isolating, then the class teacher will be providing the above. If the class teacher is ill during the home learning period, then members of the SLT will arrange for people to cover the online teaching.

If a child is self-isolating, then the class teacher will put the resources online for the days learning. This will begin the day after the school is informed that the child is self-isolating. They will mark the child's work in line with the above procedures.

## 2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8:30am and 3pm

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

- Marking and giving feedback online to children under the direction of the teacher
- Assisting the teacher to ensure that every child has weekly contact from the school
- 1:1 TAs will support in planning resources/teaching activities for the children that they support.

### Attending virtual meetings

- The school dress code applies to virtual meetings.
- Where possible, virtual meeting should be held in a quiet room with a plain background.
- Virtual meetings are with other professionals and potentially parents (in a group meeting e.g. PEP or TAF/CIN). There are no online live lessons and staff will not talk to parents/children through any form of video conferencing.

If a class is self-isolating, then the class TAs will be providing the above. If the class TAs are ill, then SLT will arrange support for the class teacher where necessary.

If a child is self-isolating, then the TA will support the child under the class teacher's direction.

## 2.3 Subject leads & SENCo

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, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject through meetings with class teachers and reviewing the work set and work produced by the children.

- The SENCo will be responsible for monitoring the work set for children with SEND and will advise the class teachers on how best to support children.

## 2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – Deputy Headteacher
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents – Phase leaders will have access to all the online classrooms/teaching for their phase whilst Executive Headteacher & Head of School will have access to all phases online classrooms/learning.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## 2.5 Designated safeguarding lead

The DSL is responsible for:

Ensuring all children have been communicated with at least once a week

Ensuring that staff are reporting any concerns they may have from online comments or phone conversations with families.

## 2.6 IT support

If staff encounter problems with the IT set up, they should log their difficulty on the 123ICT logging website.

## 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
- Respond to feedback given by staff

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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

## 2.8 Local Governing Body

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 Head of School, phase leader, the relevant subject lead or SENCO
- Issues with behaviour – talk to phase leader or Head of School
- Issues with IT – log on 123ICT
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to a member of SLT
- Concerns about safeguarding – talk to the DSL

## 4. Data protection

### 4.1 Accessing personal data

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

Use the school laptop to access personal data on integris, the cloud for St Christopher's or Target Tracker

### 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.

### 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

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- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

## 5. Safeguarding

All staff are trained and familiar with the safeguarding policy and procedures which can be found here:

<http://www.st-christophers-pri.oxon.sch.uk/wp-content/uploads/2020/04/Mar-2020-extract-coronavirus-Saf-Child-Protection-Policy.pdf>

## 6. Monitoring arrangements

This policy will be reviewed yearly by the SLT. At every review, it will be approved by Curriculum and Standards Committee.

## 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