



# Brockhurst Primary School

## Remote Learning Policy

<b>Name of School</b>	Brockhurst Primary School
<b>Date of Issue/ Review</b>	Spring 2023 / 2026
<b>Name of Headteacher</b>	Miss Amelia Cripps
<b>Signature of Headteacher</b>	<i>A. Cripps</i>

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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

#### 1.1 Content and Tools to deliver Remote Education

- Google Classroom
- Class Dojo
- Microsoft Teams (Internal school communication)
- Use of recorded videos and live lessons (there is no expectation for teachers to film themselves, they may wish to provide instruction via voice overs of presentations or such the like)
- Phone calls home
- Printed learning packs
- Physical materials such as books, writing equipment
- Use of school subscriptions, such as My Maths, Times Table Rock Stars, Education City
- Use of BBC Bitesize, Oak Academy, White Rose Maths

### 2. Roles and responsibilities

*The suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.*

#### 2.1 Teachers

When providing remote learning, teachers must be available between 8.30am and 3.30pm.

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 :
  - For their own class and, in conjunction with their year team partner, the year group
  - To fill 5 hours daily
  - By 3.30pm the day before
  - In their 'Google Classroom'
  - That will not all need to be completed online or using a device
- Providing feedback on work:
  - Submitted on Google Classroom
  - Through Google Classroom or, where more appropriate, through the Class Dojo App

Teachers will acknowledge all work submitted and will give in-depth feedback on at least one piece of writing, maths and project work per child each week. The pieces marked in this way will be agreed with the year team partner to ensure consistency and will be in line with the school's Assessment and Feedback Policy.

- Keeping in touch with pupils who aren't in school and their parents :
  - Though 'Google Classroom' (if school or whole class at home) or Class Dojo
  - Teachers will respond within the hours of 8:30am and 3.30pm
  - Teachers will use school email addresses and school devices only
  - If children are not completing home learning, and there is no practical reason why this should be the case, the school's HSLW or member of SLT will follow up with parents
- Attending virtual meetings with staff, parents and pupils:
  - The School's Code of Conduct (including dress code) should be followed
  - Held in quiet areas with an appropriate background

Where teachers may still be working in school (for example to provide education for vulnerable children), they will work closely with their year team partner to set work and give feedback. This may mean that one teacher works remotely to set work and give feedback for the year group whilst the other teacher teaches in school.

## **2.2 Learning Support Assistants**

When assisting with remote learning, teaching assistants must be available in their normal working hours and will work on site unless self isolating at home. LSAs will be directed by the SENDCo.

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 by:
  - Copying and distributing hard copies of home learning packs
  - Helping to resource differentiated materials for children with SEN/ EHCPs

### **2.3 Middle Leaders**

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the 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 regular virtual meetings and monitoring their online classroom
- Alerting teachers to resources they can use to teach their subject remotely

### **2.4 Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school, including the timetabling of live lesson to ensure all children with siblings in the school are able to access timings without clashes –the Assistant Headteachers will lead on this
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and Year Leaders, reviewing work set and reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

### **2.5 Designated safeguarding lead**

The DSL is responsible for:

- Ensuring the school's child protection and safeguarding policies and procedures are followed in the event there are concerns about a child or young person
- In the absence of the DSL, the school's DDSs will take on this role

Please see the school's Child Protection and Safeguarding Policies.

### **2.6 The SBM**

- Ensuring value for money when arranging the procurement of equipment or technology.

- Ensuring that the school has adequate insurance to cover all remote working arrangements.

## **2.7 Pupils and parents**

Brockhurst Primary is committed to working in close partnership with families and recognise that each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would recommend that each 'school day' maintains structure

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

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
- 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 lead or SENDCO
- Issues with behaviour – your Year Leader or SLT
- Issues with IT – AHT
- Issues with their own workload or wellbeing – HT
- Concerns about data protection – data protection officer
- Concerns about safeguarding – DSL

## 4. Data protection

### 4.1 Accessing personal data

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

- Use remote access to the school's secure server or the school's G Suite account
- Use laptops provided by the school and not 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.

### 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)
- 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 – always install the latest updates
- Notifying our IT provider 'SchoolCare' if there are any concerns

## 5. Safeguarding

This Remote Learning Policy should be read and followed in conjunction with our:

- Child Protection Policy
- Safeguarding Policy

## 6. Monitoring arrangements

This policy will be reviewed every 3 years. At every review, it will be approved by the TLA 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
- Assessment and Feedback Policy

## REMOTE LEARNING SURVEY ANALYSIS – September 2020

175 responses

KEY FINDINGS	ACTIONS
Only 2 families reported no internet access at home.	Provide prepaid dongles to any family with no internet access.
All bar 5 of 175 use wifi router. Other 5 use 4G/mobile data.	Provide a significant portion of learning and resources online.
Most common and frequently used devices are tablet, laptop and phone.	Use 'Google Classrooms' as the school's remote learning platform, which is accessible through all devices.
Most popular subscribed educational websites are Education City, BugClub and TT Rockstars.	Continue to provide access to these subscribed websites from home through personalized login details for each child.
Printer access is roughly 50/50 with our families.	Remote learning will be a combination of online learning and hard packs of learning sent out by school so as to reduce the need for printing at home.
Vast majority of other comments were about either zoom/video lessons (and teacher	In our school's remote learning policy, teachers are expected to provide 'live lessons' for a minimum of 30 minutes per week.

contact) online or access to printed learning packs (printer ink very expensive).	Teachers will also provide feedback to learning through Google Classroom and ClassDojo.
Handful of comments around access to reading books at home and/or changing reading books.	Keep the school 'open' enough for families to drop-in to change reading books. Where this is not possible, staff will deliver appropriate reading books upon reasonable request.
4 families specifically asked for a laptop.	School have compiled a list of families who may need devices in order to access remote learning. School to contact these families to ascertain exactly what is required so school can provide for them.
Suggested guidance for parents if teaching something new as well as suggested timetables/schedules.	5 hours of learning will be prepared for each weekday, by 3.30pm the previous day. Teachers will provide access to 'how to' videos for parents and children to use when learning new skills.