



St Paul's CE Academy Remote Learning Policy

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Approved by Diocese of Chichester Academy Trust

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DCAT Non-statutory Policy	
DCAT Model Optional Policy	
Academy Policy	✓
Local Authority Policy	



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1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the school's approach to remote learning.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.
- Reflect the school's commitment to the UN Conventions of the rights of the child specifically article 28,29 and 31.

2. Roles and responsibilities

2.1 Teachers in the event of a closure

Teachers must be available between 9.00am and 3.30pm. If they are 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 procedures between 7am and 4pm on the designated absence number. If it affects the completion of any work required, ensure that arrangements have been made with year group colleagues or SLT to ensure work is completed.

Teachers are responsible for:

- Running their Year group Class Dojos, setting work for home learning when a year group bubble closes or due to a Government directive.
- A weekly timetable and overview is available on the school website.
- Holding live registration sessions via Class Dojo at 9am and 12.30pm.
- Children have access to lessons from 9am to 2.00pm. The online teacher is available for feedback from 2.00pm to 3.30pm.
- Ensuring children have continued interaction with the teach and other pupils.
- Liaising with Year group to produce weekly English, Phonics, Maths and Foundations subject programme of



lessons.

- Setting differentiated activities.
- Creating online resources to support lessons throughout the week on Class Dojo. These range from pre-recorded lessons by the class/year group teacher, live interaction, Oak Academy, White Rose, Hamilton resources.
- Ensuring children know how to complete assigned work, turn it in, use templates, take photos of written work and upload.
- Marking and commenting of children's work.
- Delivering online safety lessons to children- how to interact on the live stream, cyber bullying, appropriate language, safe searching.
 - Continue the use of the Online National Safety resources which support children's online safety at a time when they will be spending much more time online.
- **Providing feedback on work:**
 - Pupils can send any completed work to teachers via Class Dojo or by email.
 - Teachers can feedback and return work to pupils via the Portfolio feature.
 - Teachers should respond daily and comment within 24 hours.
- **Keeping in touch with pupils and parents:**
 - Via the Class Story function in Class Dojo and email.
 - Year group emails- Emails received in the year group email from parents and pupils are to be checked between 9am and 3.30pm, Monday to Friday. **Emails must be replied to within 48hrs.** Only send replies between these times. Anyone can respond to year group enquiries it does not have to be the actual class teacher.
 - Any issues that are received are to be dealt with professionally by the class teacher and the Heads of School should be CC'd in the communication. If necessary, teachers to contact a member of SLT for advice (see emailing tips and strategies in the appendix).
 - Teachers make contact with pupils in their class every day via Class Dojo.
 - Contact details can be accessed from SRBOT, please ensure you log off and do not share information with a third party. Record all contacts with parents on SRBOT and add any relevant actions. Example Srbot comment 'Telephoned Mum offered support during home learning and I spoke with child who is getting on well. No concerns.' Alert the safeguarding team with any immediate concerns via telephone.
 - Contact should be polite and encouraging. Teachers must adhere to the email policy and not give out any personal details. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly.

2.1 a In the event of individual pupil self-isolation- SLT responsibility

- Weekly home learning to be set via Class Dojo for all individual pupils who find themselves in isolation.
- Children in isolation are tracked daily and work is allocated as soon as possible once a child has been identified as self-isolating.
- Daily lessons span across the curriculum, lessons are closely matched to the curriculum delivered in school.
- Work is tailored to each pupil and those with SEN have individual work provided.
- Lessons for these pupils come from uploaded lessons on ClassDojo , MyMaths, Oak Academy, The Academy website and other online sources.

2.2 Teaching assistants

Teaching assistants must be available between their normal working hours Monday to Friday. During this time, they are expected to check work emails and be available when called upon to support the children with their learning. If they are 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.

Teaching assistants are responsible for:

- Supporting pupils with learning remotely:
 - When requested by the SENCO
- Attending virtual meetings with teachers, parents and pupils:
 - When requested.

2.3 Subject leads

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Supporting teachers with setting relevant online learning via Class Dojo.

2.4 Senior leaders

2.5

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning - reviewing work set by teachers weekly, monitoring MyMaths, monitoring email correspondence between parents and teachers.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.6 Designated safeguarding lead

The DSL is responsible for:

- Maintaining contact, collating, passing on information and responding to any concerns.

2.7 Schools ICT Services

Schools ICT are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents with any technical issues they're experiencing.
- Reviewing the security of systems and flagging any data protection breaches to the data protection officer.
Assisting pupils and parents with accessing the internet or devices.

2.8 Pupils and parents

Staff can expect pupils to:

- Be contactable during the hours of the school day 9am - 3.15pm - although they may not always be in front of a device the entire time.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they are not able to complete work.

Staff can expect parents to:

- Seek help from the school if they need it - staff should refer parents to the 'Children's' section on our website and the 'Learning Whilst at Home' page for the Class Dojo information and other useful links for learning.
- Be respectful when making any complaints or concerns known to staff

2.9 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 systems are appropriately secure, for both data protection and safeguarding reasons.

3. Who to contact

If staff have any questions or concerns, they should contact the following:

- Issues in setting work - talk to the relevant subject lead/SENCO/SLT.



- Issues with behaviour – talk to SLT. Behaviour Support Lead, SENCo.
- Issues with ICT – Co- Headteachers or Peter Trimmings who can contact support if needed.
- Issues with their own workload or wellbeing – talk to their SLT.
- Concerns about data protection – talk to the data protection officer (Dominique Lewis).
- Concerns about safeguarding – talk to the DSL Kim Morley) or the DSOs Peter Trimmings, Val Langton, Sophie March, Co-Headteachers).

All staff can be contacted via their school email addresses

- Please refer to St Paul's CE academy we page :
http://www.stpaulsceacademy.org/website/meet_the_staff/45399

4. Data protection

4.1 Accessing personal data

When accessing personal data:

- All staff have access to MyConcern to record any parent contact or concerns about children, this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.
- Teachers are able to access parent contact details via SRBOT using a secure password. Do not share any details with third parties and ensure SRBOT is logged off.
- SLT have the ability to locate personal details of families when required through securely accessing SRBOT. SLT are not to share their access permissions with other members of staff.
- School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils.

4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions.

While this may be necessary, 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.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date - always install the latest updates.

5. Safeguarding

Please see the following for updates concerning safeguarding in relation to home learning.

- COVID-19 amendments to the Child Protection Policy this also details reference to remote learning curriculum and risks online.
- This policy is available on our website.

6. Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the Government by M. Kiniari and T. Glenn (Heads of School). At every review, it will be approved by T. Davis (Chair of Governors), R. White (Executive Headteacher) and The Senior Leadership Team.

7. Links with other policies

This policy is linked to:

- The Positive Behaviour Policy.
- Child Protection Policy and Coronavirus addendum to our Child Protection Policy.
- Data Protection Policy and Privacy notices.
- ICT and Internet Acceptable Use Policy.
- Online Safety Policy.

Example Timetable for online learning- Class dojo



Day	9.00-9.15am	9.15-10.15	Break 10.15-10.30	1030-1130	11.30-12.20	1230 1.00	1.00-2.00
Monday	Register	<u>Maths</u>	Break	English	Lunch	Register Independent Reading	Foundation subject
Tuesday	Register	<u>Maths</u>	Break	English	Lunch	Register Independent Reading	Foundation subject
Wednesday	Register	<u>Maths</u>	Break	English	Lunch	Register Independent Reading	Foundation subject
Thursday	Register	<u>Maths</u>	Break	English	Lunch	Register Independent Reading	Foundation subject
Friday	Register	<u>Maths</u>	Break	English	Lunch	Register Independent Reading	Foundation subject

ClassDojo guidance for Parents



Class Dojo for pupils
v1 (1).pptx

Tips for Home Learning

- Daily lessons follow your normal weekly lessons- daily English and Maths lessons.
- Create a weekly timetable of lessons (see template and complete).
- Each teacher is in control of their own classroom unless ill, responding to pupils, marking work
- Continue to follow the curriculum taught in school
- Keep English and Maths at the same times every day and vary the lessons either side.
- Oak Academy, BBC Bitesize and Hamilton can be used where the lesson fits with the curriculum.
- Remember it is best to upload PDF versions of documents or to create documents with PowerPoint to use.
- Children should submit work completed throughout each day.
- Teachers are to acknowledge all work received and give feedback where necessary.
- Quizzes can be set for independent work or at the end of lessons to check learning.