



**Race Leys**  
Junior School

## Remote Learning Policy

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Reviewed Annually

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### Teaching and Learning at Race Leys Junior

At Race Leys Junior, we endeavour to provide the finest educational experience for every single child. Our holistic and well-rounded approach towards education provides an exceptional foundation for life-long learning, and we ensure that each child has the opportunity to grow in self-confidence, academic success and artistic endeavours. We do this through providing a rigorous curriculum, opportunities for wide-ranging extracurricular provision and ensuring learner-centred lessons.

We have extensive plans in place for the provision of remote education. This will ensure that the small number of children who need to be educated at home, for example, due to shielding or self-isolation, are given the support they need to continue learning. Remote education is of a high quality and aligns as closely as possible with in-school provision.

#### 1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach for 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 for their usual contracted hours. 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:

- Creating and assigning activities daily on Seesaw for both English and Maths and be prepared for this to happen with very short notice. Work to be assigned for 9.00 each day of the bubble closure.
- Assigning tasks linked to websites such as BBC Bitesize, My Maths and TT rockstars to extend learning.
- Phase leaders will be responsible for ensuring that work is assigned on time and that tasks are differentiated appropriately.
- Teachers will provide paper packs for children without access to online learning (List collated by SENCO) and ensure a consistent approach to teaching and learning across their year group.
- Topic lessons to include some suggestions using Cornerstones home learning ideas pack.

Providing feedback on work:

- Pupils can send any completed work back to teachers on Seesaw for feedback.
- Teachers will respond to work submitted within 24 hours (Monday – Friday)



- Teachers will mark as normal using green and pink highlighters and responding with a comment to each activity.

### Keeping in touch with pupils and parents:

- Regular announcements/ videos posted to be used to engage with pupils and parents during remote learning.
- Messages received on Seesaw from the parents and pupils are to be checked between 08:50 and 15:25- Mon- Fri. Messages must be replied to within 48hrs. Emails that are sent to admin to be forwarded on and information given for admin to reply within 48 hours.
- Any issues that are received are to be dealt with professionally by the class teacher and the phase leader should be informed. If necessary, teachers to contact a member of SLT for advice
- Teachers are to attempt to make contact with all pupils in their class every week via telephone call, when in school, or from a withheld number. Contact details can be accessed from SIMS, please ensure you log off and do not share information with a third party. Record all contacts with parents and share any relevant actions with phase leaders
- Contact should be polite and encouraging. Teachers must adhere to the email procedures 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

### Attending virtual meetings with staff, parents and pupils

- All members of staff will dress professionally
- All members of staff will ensure that they access virtual meetings in a quiet space with an appropriate background

## 2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for work during their contracted working hours.

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 children with working remotely by commenting on or marking work on Seesaw.
- Undertaking continuous professional development which will directly impact on outcomes for children

## 2.3 Subject Leads

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

- Quality Assuring the work set by teachers in their subject
- Reviewing and making any necessary amendments to subject in the light of home learning
- Provide teachers with suitable resources to support with the delivery of 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 – quality assuring the effectiveness of remote learning – reviewing work set by teachers weekly on Seesaw.
- Monitoring correspondence between parents and teachers
- Leading weekly meetings with their teams to review learning platforms
- Reaching out for feedback from families to review remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

### 2.5 Designated safeguarding lead

The DSL is responsible for:

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

### 2.6 IT staff

IT staff are responsible for:

- Creating and maintaining Seesaw accounts.
- Fixing/ troubleshooting technical issues with Seesaw, where possible.
- Helping staff and parents with any technical issues that they experience
- 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

### 2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider that they may not always be in front of a device the entire time
- Complete work by the deadlines set by teachers
- Seek help if they need it, from teachers or teaching assistants.
- 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 The Board of Trustees and the Governing Body

The Board and Governors are 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/SENCO/SLT
- Issues with behaviour – talk to the SENCO/SLT
- Issues with IT – talk to Computing Lead for support if needed
- Issues with their own workload or wellbeing – talk to their phase leaders/Head of School
- Concerns about data protection – talk to the data protection officer (Business Manager)
- 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:

- Teachers are able to access parent contact details via SIMS using a secure password. Do not share any details with third parties and ensure SIMS is logged off after use
- SLT have the ability to locate personal details of families when required through securely accessing SIMS. 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 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 process 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 (both laptop and iPad)
- 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 Safeguarding Policy Addendum

### 6. Monitoring arrangements

This policy will be reviewed in line with updated guidance by Sue-Ellen Lamb (Head). At every review, it will be approved by the Board.

### 7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding Policy and COVID-19 addendum
- GST GDPR Privacy Notice
- Live teaching - Home-school agreement
- E -safety policy