



Holy Trinity CE School

Remote Learning Policy 2020

Policy Review

This policy will be reviewed in full by the Governing Body every two years.

The policy was last reviewed and agreed by the Governing Body Sept 2020.

It is due for review July 2022 (or sooner if updates are required).

Signature

Date

Head Teacher

Signature

Date

Chair of Governors

Contents

- 1) School Vision
 - 2) Rationale
 - 3) Aims of the policy
 - 4) Roles and Responsibilities
 - 5) Expectations for earning provision
 - 6) Data Protection
 - 7) Links with other policies
-

1) Holy Trinity CE School Vision

At Holy Trinity School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun.

Our vision for the school is:

‘Aim high, let your light shine’ Matthew 5:16

The vision for the school is one where everyone is seen as so valuable in God’s eyes that everyone must be supported and encouraged to be the very best they can be. We are a fully inclusive school where **no one** will or can be left behind.

The primary aim of the school is to help each pupil reach his or her full potential so that they may develop the attitudes, skills and knowledge to take full advantage of the opportunities available in their future lives.

2) Rationale

If children are unable to attend school due to clinical or public health advice or due to closures, we will offer the curriculum through remote learning support.

We are committed to providing remote learning opportunities to deliver a coherent range of curricular experiences. The policy outlined here reflects a clear commitment to reinforce skills and give pupils access to learning activities which will meet their needs, building upon prior learning.

3) 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

4) Roles and responsibilities

The role of staff

- To provide a learning platform where all children have the opportunity to engage in learning
- To promote an ethos of inclusion, respect, fairness and equality
- Ensure that cyber resilience and internet safety is central to all digital technology use as set out in the Acceptable Use Policy
- To track and support children’s learning
- To provide support and guidance for pupils
- To keep abreast of research and national agenda and demonstrate an ongoing commitment to professional learning
- To engage with effective learning and teaching resources

The role of the pupils

- To participate in online learning and activities as published by their teachers

- To ensure everyone feels valued, respected and included
- To promote respect in relation to the rights of others
- To contribute their views through Google classroom
- To offer peer support and guidance through shared learning
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

The role of parents

- To encourage pupils to access online learning and associated activities
- To support the school values
- To foster an open pathway of communication between the school and home where appropriate
- Make the school aware if their child is ill or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful to staff

The role of DSP (Designated Safeguarding Lead) and the deputy DSPs:

The DSP's responsibilities are identified within the school's Child Protection Policy

The role of the SENCO/subject leaders

Alongside their teaching responsibilities, subject leads are responsible for:

- Working with teachers teaching their subject remotely to support as needed
- Working with other subject leads and senior leaders to review and ensure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Alerting teachers to resources they can use to teach their subject remotely

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Quality assure 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
- Using the support of the IT technician, ensure the security of remote learning systems, including data protection and safeguarding considerations

The role of the 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
- Ensure that all staff have access to the appropriate technology and equipment to allow them to provide for pupils' learning on Google Classroom

- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

5) Expectations for learning provision:

Teachers will follow the curriculum as much as possible when putting work on Google Classroom. All year groups have access to this platform.

To ensure continuity of provision in the event of staff illness, the senior management team will also have to access each Google classroom.

- Daily English tasks
- Daily maths activities
- Daily activities from across the curriculum

Pupil led learning should be facilitated with relevant contexts for skills development.

Independent research and learning should be encouraged.

The assignment function within Google Classroom should be used to enable pupils to submit evidence of their learning.

Teachers will monitor and track all learning submissions.

When accessing Google Classroom at home, staff may use personal devices. However, staff must not under any circumstances download school personal data onto their own device.”

Pupils and parents/carers can log in to their accounts to track progress.

Regular check-ins with pupils to provide direction, give feedback and provide an opportunity for pupils to ask questions.

The Google Classroom help centre for further support if required.

<https://support.google.com/edu/classroom/?hl=en#topic=6020277>

Home technology – where there are limited or no suitable facilities for Google Classroom at home

The school recognise that not all our families have access to technology, the internet capacity and resources required. We ask our families to keep in touch, and make us aware of any issues with this. In these cases, we prepare packs for our parents which can be collected or delivered to families depending upon circumstances. We provide a wide range of resources to meet the needs of our pupils and their families, and support as much as possible via phone; Zoom, and if appropriate, doorstep visits. We recognise that there may be a number of different home circumstances in which our pupils live, we try to be as flexible with the learning as possible to accommodate this.

Please note: In specific circumstances, the DFE may be able to provide suitable technology to support.

6) Data protection

Accessing personal data

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

Explain:

- How they can access the data, such as on a secure cloud service or a server in your IT network

- Which devices they should use to access the data – if you've provided devices, such as laptops, make staff use these rather than their own personal devices

Processing personal data

Staff members may need to collect and/or share personal data such 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.

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
- Antivirus and anti-spyware software used on all devices
- Keeping operating systems up to date – always install the latest updates
- Ensure that when accessing Google Classroom at home, if personal devices are used, staff must not under any circumstances download school personal data onto their own device.

7) Safeguarding

The school follows the safeguarding procedures detailed in the Child Protection Policy 2020, and the Safeguarding Policy 2020. If you have any concerns, please contact one of the DSPs.

8) Links with other policies

This policy is linked to our:

- Child Protection Policy
- Safeguarding Policy
- GDPR Policy and Privacy Notices
- Behaviour Policy
- ICT and Acceptable Use Policy
- Online safety information