



Sedgeberrow C of E First School

Remote Learning Policy

Approved by:	FGB	Date: February 2023
Last reviewed on:	February 2023	
Next review due by:	February 2024	



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Contents

1. Aims.....	2
2. Roles and responsibilities.....	4
3. Who to contact.....	8
4. Data protection.....	8
5. Safeguarding.....	9
6. Monitoring arrangements.....	9
7. Links with other policies.....	9

1. Aims and Overview

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school.
- Set out expectations for all members of the school community about remote learning.
- Provide appropriate guidelines for data protection
- To limit the amount of work that requires printing.
- Monitor all children's education and support where needed.

The remote day would be:

- 9-9.30 or 10.05 Teams Meeting input offered to all children in class - to set the day's activities and expectations.
- The children will be given work from the class plans.
- The teacher will be available to support children via Email from 9.00 - 12.00 and 1.00-3.15 on a daily basis.
- The work is submitted via Teams
- Children can return work via teams or snapshot and Emailed.

Any family, who does not have the appropriate technical hardware to access Teams, or to print off work, they should contact the school for support. In these individual cases, the school may:



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- Provide a computer
- Provide the weeks work that can be collected from school.

Any family who feels they need any support including emotional support should contact the school.

The school can provide emotional support from our Wellbeing Team at Sedgeberrow School.

Attendance

The school will record school attendance, the Teams meeting attendance and the children's remote learning - work returned. The school will monitor children's learning and if we feel there are children who are vulnerable learners, we will monitor and offer support to the family and children.

Possible Scenarios that might occur because of a covid case or local or national lockdown.

Scenario 1 (One Child from the bubble)

A family member either has symptoms or has a positive test so Child A is isolating for at least 14 days.

The teacher sends work in batches the days/weeks work. It will be the same work that is being taught at school, so the child has equitable education with the rest of the class. The teacher will Email resources, use Teams, or send copies of work if the family have no printer. The completed work can be returned via Teams, emailed or a photo can be taken and sent back to school, **but not physically returned.**

Scenario 2

A Child is Covid positive in a class, but the teacher is negative or asymptomatic.

The whole class is isolated for 14 days.

The teacher will hold a Teams Meeting for all of the children 9-9.30 and set out the day's work and expectations. The teacher will be available via Email to assist the children's work between the hours of 9- 12 and 1- 3.15.

The teacher will send work in batches for the the days/weeks work. It will be the same work that would have been taught in the class so the education is equitable with learning at school. The teacher will Teams, email resources or send copies of work if the family have no printer. The completed work can be returned via Teams emailed or a photo can be taken and sent back to school, **but not physically returned.**

Scenario 3

The teacher is Covid positive and is ill.

We request, firstly the class job share, if applicable, and then any part time teacher to complete as many days as they can i.e. The 2 days they are not teaching their own class.



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For full time teachers, we would ask any teacher that job shares of other year groups to set the and deliver the remote learning.

If that isn't a possibility then we will ask Mrs. B. Judge, who used to teach at Sedgeberrow in Year 5, as she is familiar to most of the children, to complete the remaining days of remote learning Probably 3 days. The work will be set the work from the termly plans of that class.

If Becky Judge is unavailable then the Headteacher will replace Mrs. Judge.

If the Headteacher is unavailable we would ask teaching assistants with support from Senior Leadership Team to deliver the work.

Scenario 4 Local or National Lockdown

The whole class has been asked to work from home due to local or national lockdown.

The teacher will hold a Teams Meeting for all of the children 9-9.30 and set out the day's work and expectations.

The teacher will send work in batches for the days/weeks work. The work will be the same work that is taught in the class, so the education is equitable with learning at school. The teacher will Teams, email resources or send copies of work if the family have no printer. The completed work can be returned via Teams emailed or a photo can be taken and sent back to school, **but not physically returned.**

The teacher will be available via Email to assist the children's work between the hours of 9- 12 and 1- 3.15.

Daily teacher interaction and work set from the school plan so the education will be equitable to learning in school.

2. Roles and responsibilities

The senior Leadership Team is Mr Croke, Mrs Clelland, Mrs Philpott and Mrs Davey.

The Pastoral leads are:

- Mrs Ioannides as the SENCOs
- Mrs Clelland is the School Counsellor
- Ms Bonny is the Play Therapist
- Mr Croke is the Headteacher

2.1 Teachers

- When providing remote learning, teachers will be available between 9-12.00 and 1.00 - 3.15.



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- 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.
- When providing remote learning, teachers are responsible for:
 - Setting work for the children in the class
 - Ensuring that the work follows the school's curriculum offer
 - Providing feedback on the children's work
 - The teachers are expected to share feedback with pupils on each piece of work – Congratulatory at a minimum.
 - Setting the expectation on when the work is to be finished will be shared with the children.
 - Use Teams, or Email to send work to the children
 - Feedback to the Senior Leadership Team (SLT) any concerns or complaints
 - Maintain the high standards and expectations of the school set out in the Code of Conduct Policy

Providing feedback on work

This will be provided via Teams or Email.

Keeping in touch

- Teachers will make regular contact by having a Teams meeting each day from 9-9.30 or 10.00
- The teachers will be available to answer emails from parents and pupils between the working hours 9-12 and 1-3.15
- Any complaints or concerns shared by parents and pupils or for any safeguarding concerns should be shared be referred straight to the Headteacher.
- Any behavioural issues, such as failing to complete work or inappropriate behaviour online should be dealt with by the teacher and referred to the Headteacher in line with the Behaviour Policy of the School
- Attending virtual meetings with staff, parents and pupils
- Dress code of the teachers is smart.
- Locations - avoid areas with background noise, nothing inappropriate in the background

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their normal working hours.



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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 with learning remotely. It may include support phone calls for those unable to access Teams meetings, providing key worker support on site. It may include covering the home learning meeting if the teacher is absent, under the guidance of the SLT.

2.3 Subject leads

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 – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- 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 – if you've assigned one member of staff to lead on this, highlight them here
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or 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:

Responding to and documenting safeguarding concerns in line with our school's safeguarding policy.



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2.6 Support staff

- Dealing with administrative and financial enquiries.
- Sending general information out to the school community.
- Monitoring and responding to school e-mails or directing to those who can.
- Reporting to the government on attendance and funding wherever necessary.
- Ensuring records remain up to date and secure.
- Arranging staff training where necessary.

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- 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

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
- Be respectful when making any queries or concerns known to staff

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

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work



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- 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 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 SENCO or SLT
- Issues with behaviour – Headteacher or SLT
- Issues with IT – Computing Coordinator or SLT
- Issues with their own workload or wellbeing – Wellbeing Lead or Headteacher
- Concerns about data protection – Headteacher
- 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 Microsoft teams on the school's office 365 system and not personal accounts.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email address or telephone numbers as part of the remote learning system. If 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.



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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

Normal safeguarding procedures apply (See Covid Amended Safeguarding Policy). Please see our safeguarding policy for details.

If a safeguarding concern occurs during online sessions, the DSL or DDSL will be notified immediately.

6. Monitoring arrangements

This policy will be reviewed Termly by the Headteacher.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding and Child Protection Policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy



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