

The  Galaxy Trust

# Remote Learning Policy

This policy has been adopted by all schools  
within The Galaxy Trust

Date Approved:	May 2021
Review Date:	May 2022

## 1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school during a bubble, phase, or whole school lockdown (Please note: alternative arrangements and provision for an individual isolating, are also referred to within this policy),
- Set out expectations for all members of the school community about remote learning in line with DfE expectations and guidance.
- Provide appropriate guidelines for data protection,
- Ensure consistency in the school's approach to blended learning.

## 2. Roles and responsibilities

### 2.1 Teachers

Teachers must be available between 9am and 3pm. 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 on the designated absence email and number. If it affects the completion of any work required, they will ensure that arrangements have been made with year group partners or SLT to ensure critical work is undertaken and completed. When providing remote learning for a bubble, phase or whole school lockdown, teachers are responsible for:

- Setting work,
- Creating a timetable of work for the bubble, phase, or year group in liaison with year group partners. This must include subjects from across the curriculum.
- Ensuring children have usernames and password to access Blended Learning resources,
- Sharing planned work with Assistant Head/Year Group Lead (YGL) before publishing,
- Working as a year group team to ensure the above work is planned and ready,
- Sharing online safety learning from the "Thinkuknow" website.

**Please note:** Individual children who are isolating will access The Galaxy Trust Universal Blended learning offer alongside school specific learning packs.

#### Providing feedback on work:

- Pupils can send any completed work to school-based platforms, indicated by the year group i.e., Email, OneDrive, Class Dojo,
- Teachers should send feedback as and when required,
- Teachers should respond to communication from parents/children within 48 hours,
- Teachers should flag inappropriate work or pictures posted on Class Dojo to SLT immediately.

#### Keeping in touch with pupils, parents, and carers:

- Messages received from parents, carers and pupils should be checked between 9am and 3pm, Monday – Friday. Replies should only be undertaken between these times.
- Staff should attempt to contact all pupils in their class every 2 weeks via a telephone call when in school or from a withheld number unless given specific instructions by the Headteacher/Head of School if the school is subject to a full closure.
- Contact details can be accessed from SIMs and a secure area managed by SLT, please ensure you log off and do not share information with a third party.
- Record contacts with parents and carers on "MyConcern" if any concerns arise. If there is a safeguarding concern, alert the safeguarding team immediately via telephone as well as recording details on "MyConcern".

- Contact should be polite and encouraging. Staff must adhere to 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.
- Communication with pupils must take place via “ClassDojo” or a school email account.
- Parents email addresses may be used for parents to communicate but effort should be made to encourage and ensure parents and carers use “ClassDojo” as a primary form of communication.

#### **Attending virtual meetings with staff, parents, carers, and pupils:**

- Staff are required to check school email communication during partial or full lockdown closures to access meetings and/or CPD.

#### **Safety arrangements:**

- Teaching from home is different from teaching in the classroom. Teachers should try to find a quiet or private room or area to talk to pupils, parents, or carers. When making a recording, consider what will be in the background. If videos are made to support learning, ensure that there is a suitable background, that no family members are in the frame, no personal items are on display and suitable clothing is being worn.

### **2.2 Associate Teachers**

Associate Teachers must be available between 9am – 3pm, Monday to Friday. During this time, they are expected to check work emails and be available when called upon to attend school. 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
- Attending virtual meetings with teachers, parents, carers, and pupils (When requested by the Class Teacher, YGL, or SLT)

### **2.3 Subject Leads**

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

- Monitoring the work set by teachers in their subject,
- Reviewing the delivery and content of their subject in the light of home learning.

### **2.4 Senior Leaders**

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,
- Monitoring email correspondence between parents, carers, and teachers,
- 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. See the COVID-19 amendments to the Child Protection Policy

### **2.6 IT staff**

IT staff are responsible for:

- Creating emails,
- Fixing issues with systems used to set and collect work,
- Helping staff, parents, and carers with any technical issues they are 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.

## 2.7 Pupils, parents, and carers

Staff can expect pupils to:

- Be contactable during the hours of the school day 9am – 3pm they are **not** expected to be in front of a device the entire time,
- Seek help if they need it, from teachers or associate teachers,
- Alert teachers if they are not able to complete work.

Staff can expect parents to:

- Seek help from the school if they need it,
- Be respectful when making any complaints or concerns known to staff,
- Engage with the remote learning provision offer,
- Ensure appropriate images and work are shared on the “ClassDojo” platform

## 2.8 Local Governing Board

The local governing board is responsible for:

- Monitoring the school’s approach to providing remote learning to ensure education remains as high quality as possible,
- Ensuring systems are appropriately secure, for both data protection and safeguarding reasons.

## 2.9 Board of Trustees

The Board of Trustees is responsible for:

- Evaluating the school’s approach to providing remote learning to ensure education remains as high quality as possible,
- Ensuring that the Trust Policy is regularly reviewed according to changing circumstances and updated accordingly.

## 3. Who to contact?

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

- Issues in setting work – talk to the AHT, YGL or relevant subject lead/SENCO,
- Issues with behaviour – talk to the AHT, SENCO or SLT,
- Issues with IT – talk to David Mewes,
- Issues with their own workload or wellbeing – talk to the AHT, YGL or SLT,
- Concerns about data protection - talk to the Data Protection Officer,
- Concerns about safeguarding – talk to the DSL,

All staff can be contacted via the school email addresses.

## 4. Data Protection

Accessing personal data

When accessing personal data, all staff members will:

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- Have access to “MyConcern” to record any 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 can access parent contact details via sims and a secure area using a password. Do not share any details with third parties and ensure these areas are logged off after use.
- SLT can 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.
- If personal devices are used, staff must ensure these are password protected and numbers are withheld. No personal data of children or their family should be stored on personal devices.
- If personal information is shared in error (phone number, email etc.) it must be reported to a member of SLT immediately.

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,
- 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.

## Appendix 1



# FLEETDOWN

## Remote Learning Expectations

### Individual Children in isolation:

- Fleetdown Week's Learning provided on a PowerPoint shared via Class Dojo.
- Pupils will have Class Dojo access for daily updates including Spelling, timetables etc.
- This may be supplemented or replaced by resources from The Oak Academy.

### Bubble or Year Group in isolation:

- If a Bubble or Phase closes, a learning timetable will be put in place. Timetables will vary across Key Stages.
- Staff will provide daily lessons for Maths, Reading, Writing and Curriculum, which will be shared via Class Dojo.
- Staff will provide PowerPoints and supplement this with additional prerecorded videos.
- SEND pupils will access additional support. They will be added to their home class and an additional area on Class Dojo.
- Feedback and communication will take place through Class Dojo between 9am-3pm.

### Whole School Lockdown Closure:

- If a national or local lockdown is enforced, a learning timetable will be put in place. Timetables will vary across Key Stages.
- Staff will produce daily lessons for Maths, Reading, Writing and Curriculum, which will be shared via Class Dojo.
- SEND pupils will access additional support. They will be added to their home class and an additional area on Class Dojo.
- Feedback and communication will take place through Class Dojo between 9am-3pm.
- Provision will be in place for Vulnerable pupils and critical workers' children in line with government guidance.

## Appendix 2



# WEST HILL

## Remote Learning Expectations

### Individual Children in isolation:

- Remote learning pack: Updated per term for each phase in line with the class medium term objectives. A 2-week block of work based on the term's objectives will be posted to families or emailed depending on IT access at home. This may be supplemented or replaced by resources from The Oak Academy.
- Pupils will have Class Dojo access for daily updates including Spelling, timetables etc.

### Bubble or Year Group in isolation

- If a Bubble or Phase closes, a learning timetable will be put in place. Timetables will vary across the Key Stages.
- Staff will provide daily lessons for Maths, Reading, Writing and Curriculum, which will be shared via Class Dojo.
- SEND pupils will have access to additional support. They will be added to their home class and an additional area on Class Dojo.
- Feedback and communication will take place through Class Dojo between 9am-3pm.

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- Staff will provide daily lessons for Maths, Reading, Writing and Curriculum, which will be shared via Class Dojo.
- SEND pupils will have access to additional support. They will be added to their home class and an additional area on Class Dojo.
- Feedback and communication will take place through Class Dojo between 9am-3pm.
- Provision will be in place for Vulnerable pupils and Critical worker's children in line with government guidance.

## Appendix 3



# Oakfield Primary Academy

## Remote Learning Expectations

### Individual Children in isolation:

- A 2-week block of work linked to the Year Group's objectives will be provided.
- Pupils will have Class Dojo access for daily updates including Spelling, timetables etc.
- This may be supplemented or replaced by resources from The Oak Academy.

### Bubble or Year Group in isolation:

- If a Bubble or Phase closes, a learning timetable will be put in place. Timetables will vary across the Key Stages.
- Teachers will provide learning opportunities, which will be shared on Class Dojo.
- SEND pupils will access additional support – this will be provided by the SEN team as well as the class teacher.
- Where possible, feedback and communication will take place through Class Dojo during the school day.

### Whole School Lockdown Closure:

- If a national or local lockdown is enforced, a learning timetable will be put in place. Timetables will vary across Key Stages.
- Teachers will offer learning opportunities linked to the daily timetable, which will be shared on Class Dojo.
- SEND pupils will access additional support – this will be provided by the SEN team as well as the class teacher.
- Feedback and communication will take place through Class Dojo during the school day.
- Provision will be in place for Vulnerable pupils and Critical workers children in line with government guidance.



## Appendix 4



# TEMPLE HILL

## Remote Learning Expectations

### Individual Children in isolation:

- Temple Hill-Weeks Learning provided on a PowerPoint shared via Class Dojo.
- Pupils will have Class Dojo access for daily updates including Spelling, timetables etc.
- This may be supplemented or replaced by resources from The Oak Academy.

### Bubble or Year Group in isolation:

- If a Bubble or Phase closes, a learning timetable will be put in place. Timetables will vary across Key Stages.
- Staff will provide daily lessons for Maths, Reading, Writing and Curriculum, which will be shared via Class Dojo.
- Staff will provide PowerPoints and supplement this with additional prerecorded videos.
- SEND pupils will access additional support. They will be added to their home class and an additional area on Class Dojo.
- Feedback and communication will take place through Class Dojo between 9am-3pm.

### Whole School Lockdown Closure:

- If a national or local lockdown is enforced, a learning timetable will be put in place. Timetables will vary across Key Stages.
- Staff will produce daily lessons for Maths, Reading, Writing and Curriculum, which will be shared via Class Dojo.
- SEND pupils will access additional support. They will be added to their home class and an additional area on Class Dojo.
- Feedback and communication will take place through Class Dojo between 9am-3pm.
- Provision will be in place for Vulnerable pupils and critical workers' children in line with government guidance.