


**Princess Frederica CE**  
College Road, London, NW10 5TP  
Phone: 0208 969 7756



**VA Primary School**  
Head of School – Ms N Christopher  
Executive Head Teacher – Ms S Bouette  
Email: [admin@princessfrederica.brent.sch.uk](mailto:admin@princessfrederica.brent.sch.uk)

<b>REMOTE LEARNING POLICY</b>	
Governing Board with Responsibility	Full Governing Board*
Reviewed/Revised	September 2020
Date of Next Review	September 2021
Agreed by Governors	02.12.2020
Additional Notes	This policy should be reviewed annually. *Moving forwards, this policy will be delegated for review to the Teaching and Learning Committee.



Vision statement

**‘Belonging, learning and growth for life in all its fullness’**

Mission Statement

At Princess Frederica we:

**Promote social, emotional, spiritual and educational growth in all our children**  
*(This is how we develop character)*

**Impart the gifts of self-confidence, determination and curiosity with a rich and creative curriculum**  
*(This is the way we educate)*

**Create a positive impact on our local and global community and environment**  
*(This is our footprint on the world and community)*

**Nurture friendship, kindness and respect**  
*(This is how we treat each other)*



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## 2. Introduction

In the event of a school closure (or children absent from school due to Covid), the school is committed to providing continuity of education to its learners and will do so through a combination of remote (online) learning and pre-loaded links to learning that correlate with the Princess Frederica school curriculum.

In the scenario that all children in a class bubble (or year group bubble) are required to self-isolate at home, the school will use Google Classroom to administer remote learning for all children at home with attendance expected.

In the scenario that an individual child is self-isolating at home but the majority of the class remains at school, learning and feedback from the teacher will be provided using Purple Mash links and lessons alongside Oak National. These will link directly with the school curriculum taught in school.

These structures have been put in place to ensure that no-one need fall too far behind and to ensure the continued and important connection between the teacher and children. We are fully aware that these are exceptional times and would encourage staff, children and families to be mindful of their safety and wellbeing first.

## 2. 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
- Align remote learning as closely to the curriculum as possible

### 3. Roles and responsibilities

**Lead for Remote Learning and School Support: Mr John Tang (Deputy: Mr Lawrence Sowa)**

Designated Safeguarding Lead: Ms Julia Griffin (Deputy: Ms Nicola Christopher)  
Executive Headteacher: Ms Sarah Bouette

#### 3.1 Teachers

When providing remote learning, teachers must be available between 9am and 3:30pm.

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. In the first instance, this would be contacting Ms Christopher before 7:30am in the morning of the applicable day or the day before.

When providing remote learning when a class bubble are all self-isolating at home, teachers are responsible for:

- A maths and English input followed by support when children completing the independent part of a lesson. 1 hour is timetabled for each of these sessions.
- A reading input. In N-Y2, this is a phonics session. In Y3-Y6, this is a Guided Reading session. 30 minutes is scheduled for these sessions (Phonics may finish earlier than this).
- A foundation subject lasting up to 1 hour 15 minutes with an activity children can complete at home which may not be reliant on them simply working in books.
- These sessions will be planned and sequenced in the same way this happens in school and will build knowledge and skills incrementally with as much clarity as possible given the limitations of the platform.
- Finishing the day with children being read a book for 30 minutes from the termly cycle.
- Work completed will be assessed for on-going progress and attainment and matched to policies within school.
- Daily contact with teacher equalling 4 hours of contact.

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- Encouragement for children to complete exercise away from the screen to ensure adequate breaks and encouraging being active and maintaining a healthy balance to screen time.

If an individual child is at home self-isolating, but the majority of class bubble remain in class, teachers are responsible for:

- Set tasks so that pupils have meaningful and ambitious work each day in a number of different subjects.
- Purple Mash lessons that link to foundation subjects being taught that half-term. Aim is that
- Links to English lessons and maths lessons set up with links through to Oak National that link with content being covered in school.
- Work completed in a home learning book to be marked after children return to school.

General on-going responsibilities for teachers:

- Spelling Shed (Y1-Y6), Mathletics (Y1-Y6) and Accelerated Reader (Y3-Y6) are in place as part of school routine and continue to be applicable when child self-isolating.
- Complete an attendance report every morning which highlights particularly children who are not accessing remote learning. This must be submitted daily to Ms Christopher.
- All children should have a working username and password for Google Classroom (all children), Spelling Shed (Y1-Y6), Purple Mash (Y1-Y6), Mathletics (Y1-Y6), Spelling Shed (Y1-Y6) and Accelerated Reader (Y3-Y6) at home so can be accessed at all times.
- Basic outline of learning for children who may have to self-isolate at home is provided BEFORE the end of the previous half-term so learning is set up for the first day after returning to school after a holiday. This includes Purple Mash links.

Handling complaints or concerns

- Parents and carers are not to share concerns or complaints within a remote learning session. These should be sent by email with a request for further contact (phone call or email reply).
- Complaints that the teacher is not able to resolve, should be escalated to the teacher's DoTL and then to the Head of School. The complaints policy can be found under policies on the school website.
- Safeguarding concerns should be reported to the DSL at the school (Julia Griffin DSL) or sent to [safeguarding@princessfrederica.com](mailto:safeguarding@princessfrederica.com)

Expectations around conduct within remote learning:



- Dress code should be smart and reflective of what is worn in school.
- Background noise should be kept to a minimum and there should be nothing in a background that could be deemed inappropriate or may cause offence.
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### **3.2 Learning support assistants**

When assisting with remote learning, learning support assistants (LSA) must be available between 9am and 3:30pm.

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, LSAs are responsible for:

- Supporting pupils who aren't in school with learning remotely.

If LSAs will also be working in school, where relevant, explain who will cover the responsibilities above during this time.

LSAs are expected to support learning in school as necessary. If directed, they may be asked to support teachers with remote learning. Alternatively, LSAs may be asked to complete training or tasks at home.

### **3.3 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

### **3.4 Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school

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- Monitoring the effectiveness of remote learning through training and meetings. Senior leaders may support staff carrying out remote learning and teaching by joining in with sessions and modelling sessions.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
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### **3.5 SENCO**

The SENCO will support parents, children and teachers with remote learning by:

- Discussing the best approach with teachers and parents to remote learning that is most suited to the child's learning and specific needs.
- Support teaches where this is requested or needed.
- Assess whether remote learning is accessible for the child and whether an alternative provision is needed that will better provide for continuous access to a broad and ambitious curriculum.

### **3.6 Designated safeguarding lead**

The DSL is responsible for:

- Following up any safeguarding concerns in a timely manner that are communicated to school through the [safeguarding@princessfrederica.com](mailto:safeguarding@princessfrederica.com) channel.
- Work in conjunction with the Child Protection and Safeguarding Policy and related Coronavirus addendum (where it is applicable).
- Maintain contact with any family who has a child that is either deemed vulnerable by the school or by Brent Social Services and are self-isolating. This is especially important if the child is not, for whatever reason, not accessing daily remote lessons.

### **3.7 IT staff**

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Setting up new devices the school has procured for children or staff to use at home.

### **3.8 Pupils and parents**

Staff can expect pupils learning remotely to:

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- Be contactable during the school day and ready to learn at set times that input is beginning.
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or parents/carers
- 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

Parents and carers are also directed to the document entitled 'Home Learning: A Guide for Parents and Carers' which details code of conduct and expectations of children during remote learning sessions.

### **3.8 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

### **4. Who to contact**

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

- Issues in setting work: Talk initially with your DoTL and then the Head of School
- Issues with behaviour: This should be discussed with the parent/carer away from the remote classroom (usually on phone) and escalated where necessary.
- Issues with IT: Talk with Mr Tang who will either resolve or escalate.
- Issues with their own workload or wellbeing: Talk to your DoTL, or Head of School or Executive Headteacher.
- Concerns about data protection: Talk to the Head of School or DPO.
- Concerns about safeguarding: Talk to the DSL (or Deputy DSL if not available)





## **5. Data protection**

### **5.1 Accessing personal data**

When accessing personal data for remote learning purposes, all staff members will keep to the protocols and school approved systems for accessing, processing and sharing data:

- Abide by regulations set out in the school ICT User Agreement.
- School systems such as SIMS can only be accessed through the Freedom 2 Roam platform which is secure through LGFL.
- School sensitive information needed at home should be stored on the Google drive through @princessfrederica.com and not held permanently on school devices being used at home and never on memory sticks.

### **5.2 Processing personal data**

Staff members may need to collect and/or share personal data such as names, contact details, email addresses of parents and pupils, assessment data, special educational needs data 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, this should be supported by a Data Protection Impact Assessment and authorised by the data protection lead in school.

Staff are reminded to collect and/or share as little personal data as possible online. When sharing data externally, staff should not share data with third parties who have not been approved by the school and ensure they have been identified as necessary for the school's official functions.

### **5.3 Keeping devices safe and acting securely online**

All staff members will take appropriate steps to ensure their devices remain secure and they behave appropriately when interacting on school systems online. 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 among family or friends if it is a school provided laptop or Chromebook.
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates
- Refrain from storing any data outside of the approved system or device – e.g noting personal data down on paper or storing on the hard drive of a personal device.



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- Notifying the school Data Protection Lead (Head of School) immediately when a data breach is suspected.
- During remote learning sessions, staff are expected to:
  - Refrain from taking secret recordings or screenshots of themselves or pupils during live lessons.
  - Only conduct video lessons in a professional environment. This means staff will be correctly dressed with an appropriate background. The camera view will not include any personal information or inappropriate objects.
  - Refrain from contact or attempted contact of pupils or to access their contact details (including their usernames/handles on different platforms) in any way other than school-approved and school-monitored ways. Staff are expected to report any breach of this by others or attempts by pupils to do the same to the Head of School.
  - Keep a log for live lessons if anything inappropriate happens or anything which could be construed in this way. This should be immediately reported to the DSL and/or the Head of School.
  - Support a whole-school safeguarding approach and will report any behaviour which they believe may be inappropriate or concerning in any way to the Designated Safeguarding Lead (if by a child) or Head of School (if by an adult).
  - Refrain from behaving any differently towards children compared to when they are in school and not attempting to arrange any meeting without the full prior knowledge and approval of the school

#### **5.4 Loan of devices to parents and carers to support children to access remote learning**

The school supports all children being able to access remote learning online whether this is because of self-isolation due to a bubble closure or because of the partial or full closure of school due to a local or national directive. The following applies to ensure on-going protection of data and the safeguarding of all children.

- Laptops (including Chromebooks and other devices that connect to the internet), whether sourced from the DFE, purchased by the school or donated by a parent/carer/business/charity must first be data wiped and have all LGFL firewalls and protections uploaded before loaned out.
- All devices loaned out must be signed for by both a representative of the school and by the parent/carer taking the device.
- All devices must be wiped by the school's IT technician before being re-released to another parent or carer.

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### **6. Safeguarding**

Any safeguarding concerns should be sent to [safeguarding@princessfrederica.com](mailto:safeguarding@princessfrederica.com) if the DSL or Deputy DSL is not available in person.

Staff and parents and carers can find the addendum to the Child Protection and Safeguarding Policy on the policies page on the school website.

### **7. Links with other policies**

- Behaviour policy
- Child protection and Safeguarding Policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy