Remote Learning Implementation Plan

Lozells Junior, Infant and Nursery school

GUIDING PRINCIPALS

- Children self-isolating or shielding **must** have access to their entitled education
- Online learning **must** be safe and secure
- Provision of a high-quality, challenging programme of learning in core and wider curriculum subjects
- Enables easy, direct communication between child and teacher for questions, clarification and feedback
- Responsive to children's learning needs including children with SEND
- Equality of access for all children including those without devices
- Manageable for children given potential need for independence.

Date: January 2021

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1. Aims

This remote learning implementation plan for staff aims to:

➢ Meet the school's statutory duty to provide immediate remote learning for children unable to attend school due to COVID 19 self-isolation.
➢ Ensure consistency in the approach to remote learning for pupils who will not be attending school as a result of government guidance or the closure of a class bubble
➢ Set out expectations for all members of the school community with regards to remote learning
➢ Provide appropriate guidelines for data protection
➢ To outline our expectations for staff that will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, assessing and planning for pupils.

1. 2 Who is the plan applicable to?

Every child is expected to attend school from September 1st 2020. In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

➢ A continuous, dry cough
➢ A high temperature above 37.8℃
➢ A loss of, or change to, their sense of smell or taste
➢ Have had access to a test and this has returned a positive result for Covid-19

1. 3 Overview of Remote Learning offer for pupils

The immediate provision of remote learning for all children in the event of a child being unable to attend school due to COVID 19, is statutory. Lozells Primary School will provide appropriate, challenging remote learning in line with the curriculum sequence, for pupils who are not able to attend school so that all children have access to their entitled education. In the following implementation plan, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents.

The remote learning offer at Lozells Primary school has three phases: (see appendix 1- Remote Learning Plan).
PHASE 1
Individual/ small number of children self-isolating
PHASE 2
Whole class/ year group bubble collapses for self-isolation

PHASE 3
Lockdown where key worker and vulnerable pupils are in school (more than 30 pupils)
Lozells Primary School has used research from the Educational Endowment Foundation as a basis for our approach to remote learning.

https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/#nav-best-evidence-on-supporting-students-to-learn-remotely

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When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

➢ Teaching quality is more important than how lessons are delivered
➢ Ensuring access to technology is key, especially for disadvantaged pupils
➢ Peer interactions can provide motivation and improve learning outcomes
➢ Supporting pupils to work independently can improve learning outcomes
➢ Different approaches to remote learning suit different types of content and pupils

1. 4 Remote Curriculum Offer

Lozells Primary School knows that there has been much disruption to children's education, therefore, is committed to ensuring that all children continue to receive a quality education should the need for remote learning arise.

Our approach to remote learning includes a blend of paper resources, online learning including some virtual face-to-face sessions through MS Teams, pre-recorded lessons and resources available through high-quality online learning platforms such as:

o Oak National Academy
o BBC Bitesize
o White Rose Maths
o CENTURY
o Floppy Phonics for Phonics
o Mathletics
o Times Tables Rockstars

The remote learning set for children will, where practicable, be in line with the learning that would take place in the classroom so the teachers will provide resources that deliver the main aspects of the curriculum plan; this includes Relationship and Health Education when the implementation of the new guidance begins. Lozells Primary School values community spirit and ethos, therefore whole school curriculum projects will continue to be included in the remote learning delivery.

The remote learning set by the teachers will follow the long-term curriculum plan (September 2020 – July 2021) for their class so that children can continue to access the relevant curriculum for their year and keep up, however may need adapting as it is delivered remotely. Teachers will provide adapted learning resources for children with additional learning needs, i.e. SEND or where English is an additional language.

The governors and senior leadership team at Lozells Primary School are fully aware that these are exceptional times and each family is unique, because of this will approach remote learning in way which suits their individual needs and age and stage of development. We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides: parents may be trying to work from home so access to technology as a family may be limited; parents may have two or more children trying to access technology and families may be unwell with COVID 19 or be suffering family bereavement or loss.

2. Roles and responsibilities

2.1 Teachers

When a year group bubble is collapsed, SLT will liaise with Public Health England and where necessary direct staff to self-isolate and work from home providing remote learning. Teachers must be available between 9.00am and 3:30pm each day and until 4:30pm on a Wednesday.

If teachers 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.

Training on the use of the Lozells Virtual Classroom (MS TEAMS) will be provided in year group staff groups during the start of term by the IT Manager. Follow up support and guidance will be available from the Deputy Head Teacher. SLT mobile phone numbers will be shared with staff.

Teachers will plan lessons that link directly to the curriculum plan for their year group and will provide resources to support tasks for home learners.

Should remote learning need to be set for a class or year group bubble, the work for the week in English, Maths and other subjects will be posted on the LVC by 9.00am on a Monday morning.

Where Teachers are able to/continuing to work in school, individual responsibilities will be agreed upon with the year group team, overseen by the phase leader/SLT.

The remote learning offer at Lozells Primary School consists of three key phases:

Phase 1 - Individual/ small number of children self-isolating

Class teacher will upload daily lesson schedule, resources and activities onto the Lozells Virtual Classroom.

Phase 2 - Whole class/ year group bubble collapses for self-isolation

Class teacher will upload daily lesson schedule, resources (including pre-recorded lessons) and activities onto the Lozells Virtual Classroom into Remote Home Learning schedule and resources channel.

The teacher will invite children to a TEAMs meeting using school laptop at home. Teacher will share screen of PowerPoint and children at home can take part in the lesson using the exercise book provided in the home learning pack.

Phase 3 - Lockdown where key worker and vulnerable pupils are in school (more than 30 pupils).

Class teacher will lead on remote learning provision. TAs will be on a rota to supervise the critical key worker bubbles in school. Teachers will be on a rota to oversee this provision.

Teacher's general responsibilities in this include;

➢ Ensuring that they have up-to-date information about children including those who are vulnerable including children with SEND/ EHC or who are unwell with COVID symptoms.

➢ Ensuring all children and parents have access to logins by recording them in children's Remote Learning English and Maths books.

➢ Raise any Child Protection/Safeguarding concerns, including children who are non-contactable after two different attempts, to SLT following school procedures. Ensuring home learning website recommendations and links are safe and age appropriate – this includes ensuring websites are reputable, child friendly and free from unsolicited advertisements. Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher. Flag any complaints or concerns shared by parents and pupils using CPOMS and following this with a phone call to SLT

➢ Ensuring children have and understand the Home Learning home-school agreement, that they have had recent online safety lessons and behave in a safe and respectful when using the LVC/TEAMs. Staff should follow the Behaviour Implementation plan for procedures where there are online bullying concerns.

➢ Co-ordinating with their year group partner teacher, including those teaching in school, to ensure consistency across the year/subject, sharing of workload and equality of access for all children.

➢ Creating a daily schedule of lessons, planning and resourcing these lessons as detailed in the Learning Continuity plan according to phase expectations. Create pre-recorded lessons/ source appropriate online resources and create activity sheets as necessary.

➢ Create a weekly work pack activity booklet, saving this onto the school system so that it can be printed easily as parents request this. We ask teachers to consider equality of access, challenge, amount and independence carefully.

- ➢ Teacher will share these Home Learning activities via the **Lozells Virtual Classroom or daily SWAYs** electronically. Parents can contact the school to ask for a 'paper work pack'.
- ➢ Using teaching strategies that enable children to learn effectively and secure their understanding when learning online.
- ➢ Schedule at least:
  - KS2 - one live-streamed lesson per day using MS TEAMs – see appendix 2.
  - KS1/EYFS – two live-streamed lesson per week using MS TEAMs
- ➢ Review chat stream on LVC daily and use to communicate with children between 8.30am and 4pm on a working day. Respond promptly, within reason, during the school working day and within one working day, to requests for support from parents/carers at home. This should be done via the class email address.
- ➢ Work to ensure children without access to technology are not disadvantaged in their learning.
- ➢ Work alongside SENDCO to differentiate/scaffold work where necessary for children with SEND/EHCs.
- ➢ Monitor learning completed and alter planning in response to needs, misconceptions and gaps identified. Children can submit work using the LVC, parents can email images of their child's completed work using the class email and completed work can be submitted to the school office. Feedback can be given to children directly on the LVC or emailed to parents. Monitor and work to increase engagement and completion of work set using online platforms including MYON, CENTURY, LEXIA, MATHLETICS, ACTIVE LEARN etc.
- ➢ Work with the year group team including teaching assistant to ensure all families are contacted for a welfare call at least once every two weeks. Any child not engaging with home learning without a valid reason must be flagged up to SLT weekly.
- ➢ Reporting any defects on school-owned equipment used for remote learning to the IT support.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8:30am and 3:30pm each day.

If they're unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.

Teaching assistants will be on a rota to work in school, supervising children to access learning within the critical worker bubbles, under the guidance of class teachers and the teacher on duty.

Teaching assistants will provide pastoral support for children in their year group working remotely via phone calls home as per the agreed well-being calls cycle.

When assisting with remote learning, teaching assistants are responsible for:

- ➢ Making welfare calls for children self-isolating due to COVID 19 and updating 'Pupils Self-isolating' record, including making referrals for FSM support to the pastoral team.

- ➢ Supporting pupils who are not able to come into school to access their learning remotely.

- ➢ Attending virtual staff meetings.

- ➢ Engaging with live lessons via MS TEAMs and offering support to the class teachers in their year group.

- ➢ Working under the direction of class teachers to create scaffolds and differentiated learning materials for children in their year group.

2.3 Staff who are self-isolating

All staff are required to self-isolate in line with Government guidance, if they or family members show symptoms outlined at the start of this implementation plan or they have been told to shield and/or have received a letter to confirm this.

If a member of staff is required to self-isolate, they are expected to:

- ➢ Follow normal reporting procedure for absence.

➢ It is expected that staff get tested as soon as possible. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.

Teachers

If self-isolating teachers are well and able to do so, the expectation is that they are able to work from home. Where their class bubble is self-isolating, school expects teachers to fulfil the responsibilities listed in section 2.1. Where their class bubble is in school, teachers are expected to liaise with their phase leader and year group partner to offer remote teaching support – this can include delivering lessons live via MS TEAMS. Other tasks can include:

- o Making welfare calls for children self-isolating due to COVID 19 and updating 'Pupils Self-isolating' record, including making referrals for FSM support to the pastoral team.
- o Creating pre-recorded lessons for children to review taught content, or to cover future curriculum content. These can be uploaded onto the LVC as appropriate.
- o Monitor the LVC and maintain communication with their class.
- o Complete other agreed duties in line with a teacher's general role.

➢ If unwell themselves, teachers will be covered by another staff member for the sharing of activities. Communication (other than welfare calls) and planning during this time will not be undertaken until the teacher is fit to work.

Teaching Assistants

Self-isolating teaching Assistants, who are well and able to do so, will be expected to offer support to their year group team. Duties can include:

- o Making welfare calls for children self-isolating due to COVID 19 and updating 'Pupils Self-isolating' record, including making referrals for FSM support to the pastoral team.
- o Supporting with the online learning provision for their year group
- o Working on an individual project to work on which is line with whole school improvement priorities. These projects will be communicated by their phase leader, or the Deputy Headteacher or Headteacher and will be allocated on a case-by-case basis.

Learning Mentor

The Learning Mentor, if are well and able to do so, will be expected to offer support to the Pastoral Team and SENDCO. Duties can include:

- o Making welfare calls for children self-isolating due to COVID 19 and updating 'Pupils Self-isolating' record, including making referrals for FSM support to the pastoral team.
- o Working on an individual project to work on which is line with whole school improvement priorities. These projects will be communicated by Pastoral manager, Pastoral AHT and SENDCO.
- o Creating supportive well-being or learning resources as directed by Pastoral manager, Pastoral AHT and SENDCO.

Non-teaching staff

Non-teaching staff, who are well and able to do so, will be expected to fulfil their roles and responsibilities as practicably possible at home.

Staff will be expected to communicate to their line manager or Head Teacher their priorities and where a responsibility is unable to be completed at home, highlight this so that it can be redistributed for completion by another member of staff as appropriate.

2.4 Middle Leaders - Phase leaders, Subject leaders and SENDCO

Subject leaders

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.

> Monitoring the remote work set by teachers in their subject – through regular meetings with teachers or by reviewing work set.

> Directing teachers to resources they can use to teach their subject remotely.

> Offering support and training to staff as needed.

Phase leaders

Alongside any teaching responsibilities, Phase Leaders are responsible for:

➢ Supporting staff well-being and ensuring shared ownership and responsibility of staff workload. Raise concerns with SLT as necessary.

➢ Considering whether any aspects of the curriculum in the phase need to change to accommodate remote learning.

➢ Monitoring the use of the LVC – ensuring weekly schedules, lessons and resources are unloaded by 9am each Monday morning.

➢ Lead weekly phase meetings to discuss remote learning provision, discuss concerns offering constructive feedback in relation to this.

➢ Directing teachers to resources they can use to teach remotely.

➢ Offering support to staff in their phase as needed.

➢ Feeding back concerns, suggestions, staff CPD needs to SLT regularly.

SENDCO

Alongside any teaching responsibilities, the SENCO is responsible for:

➢ Contacting parents/carers of children with EHC SEND who are unable to access whole-class learning at their year group level and who need individualised schedule, lessons and resources, to discuss and agree provision.

➢ Where children would normally receive additional support from SEND agencies, the SENDCO will plan for those to continue via Teams where appropriate and possible.

➢ SENDCO or Teaching assistants under the direction of the SENDCO will deliver in school support for children attending with EHCs.

➢ In the event that children with significant SEND who are unable to access whole-class learning at their year group level, are self-isolating, the SENDCO will discuss and agree provision with parents and class teachers.

➢ Identifying the level of support or intervention that is required while pupils with SEND learn remotely and monitoring the remote work set by teachers for children with SEND – through regular meetings with teachers or by reviewing work set.

➢ Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

➢ Ensuring that pupils with EHC plans continue to have their needs met while learning remotely and liaising with other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.

➢ Offer guidance and support to class teachers as needed – signposting teachers to further information.

2.5 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

➢ Updating the dynamic COVID 19 school risk assessment and disseminating new information effectively with all staff and stakeholders.

➢ Completing individual staff risk assessments.

➢ Co-ordinating the remote learning approach across the school.

➢ Ensuring staff have comprehensive training on the use of remote learning platforms and arranging any additional training staff may require to support pupils during the period of remote learning

➢ Monitoring the effectiveness of remote learning – through regular meetings with teachers, phase leaders, SENCO 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.

➢ Ensuring that staff, parents and pupils adhere to the relevant policies at all times.

➢ Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning. Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.

➢ Overseeing that the school has the resources necessary to action the procedures in this implementation plan.

➢ Reviewing the effectiveness of this implementation plan on an annual basis and communicating any changes to staff, parents, and pupils.

➢ Arranging any additional training staff may require to support pupils during the period of remote learning.

➢ Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.

➢ Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes. Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

➢ Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.

➢ Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.

➢ Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.

➢ Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR. Raising any data protection concerns following school implementation plan.

➢ Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.

➢ Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

2.6 Designated safeguarding lead

See appendix 3 for the COVID 19 addendum to the school's Child Protection Implementation plan.

The DSL is responsible for:

➢ Monitoring the implementation of the school's Child Protection Implementation plan in relation to COVID 19.

➢ Training all staff and new staff/supply teachers to enable the fulfilment of their Safeguarding and Child protection duties in relation to COVID 19.

➢ Monitoring pupil absence in relation to COVID 19. Carrying out risk assessments for home visits and directing staff as appropriate in completing 'Safe and Well' home visits.

- ➢ Responding to and escalating Safeguarding and Child Protection concerns in line with Government guidance and the school's implementation plan.
- ➢ Being contactable by staff to discuss/raise concerns.
- ➢ Referring Home Education requests to the Local Authority Home Education Team.
- ➢ Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- ➢ Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- ➢ Identifying vulnerable pupils who may be at risk if they are learning remotely.
- ➢ Ensuring that child protection plans are enforced while the pupil is learning remotely and liaising with other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- ➢ Identifying the level of pastoral support or intervention required while pupils learn remotely and ensuring appropriate measures are in place – liaising and directing Pastoral Manager/ Learning mentor in this.
- ➢ Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working. Ensuring all safeguarding incidents are adequately recorded and reported.
- ➢ Ensuring that pupils with EHC plans continue to have their needs met while learning remotely and liaising with other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.

2.7 IT Manager

IT Manager is responsible for:

- ➢ Fixing issues with systems used to set and collect work.
- ➢ Helping staff and parents 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 DHT and Head Teacher.
- ➢ Assisting pupils and parents with accessing the internet or devices.
- ➢ Managing staff and pupil logins for online platforms and the school network.
- ➢ Providing staff training in use of online platforms.
- ➢ Producing 'How To' guides, Gifs and FAQ documents for parents, children and staff.
- ➢ Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- ➢ Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- ➢ Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

2.8 Pupils and parents

Children with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

Children who are unwell are not expected to be present for remote working until they are well enough to do so.

Parents are requested to inform the school office if their child is unwell.

School will monitor absence and lateness in line with the Attendance Implementation plan.

Staff expects pupils learning remotely to:

- ➢ Demonstrate a good learner attitude when working at home.
- ➢ Follow the schedule of lessons daily.

- ➢ Use RM Unify and LVC safely, sensibly and respectfully.
- ➢ Talk to their teacher about their learning at home.
- ➢ Ask their family or teacher if they need help.
- ➢ Share their learning with their teacher.

School requests parent/carers to:

- ➢ Follow Government self-isolation advice with their family.
- ➢ Support their child with their learning at home and encourage their child to read daily.
- ➢ Help their child to follow the weekly schedule suggested by class teachers.
- ➢ Encourage their child to have some time away from their device regularly throughout the day.
- ➢ Communicate with their child's class teacher for help or to share concerns using the class email address or by calling the school office.
- ➢ Tell school if they, their child or someone in the family becomes unwell with COVID 19 symptoms or positive test result or is unable to complete work set.

If a class/year group bubble is instructed to self-isolate, the children will be sent home with their home reading book in addition to English and Maths books; this is so that work that children complete at home can be kept safe, ideally in their exercise books, and can be brought back to school when safe to do so.

We encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include finding a place to work and, to the best of their ability, supporting pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions will be made available (e.g. paper copies of work, loan of iPads etc.). These will be discussed on case-to-case basis.

To establish which families may need further support or access to IT equipment, school leaders will survey parents so that any potential barriers to children accessing online learning can be addressed as soon as possible.

To help parents to feel confident when helping their child to access remote learning, teachers and leaders will continue to upload 'how to' guides and videos on the school website.

2.9 Governing board

The governing board is responsible for:

- ➢ Ensuring school procedures for safeguarding and child protection during the remote learning period are rigorous.
- ➢ Ensuring the school's dynamic COVID 19 school risk assessment is in line with government guidance and staff training is robust.
- ➢ 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.
- ➢ Ensuring that schools remote learning implementation plan and procedures are comprehensive.

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

> ➢ Issues with behaviour – talk to the relevant phase leader/pastoral manager/ Pastoral AHT

> ➢ Issues with IT – talk to IT Manager

> ➢ Issues with their own workload or wellbeing – talk to phase leader/ SLT

> ➢ Concerns about data protection – talk to the data protection officer DHT
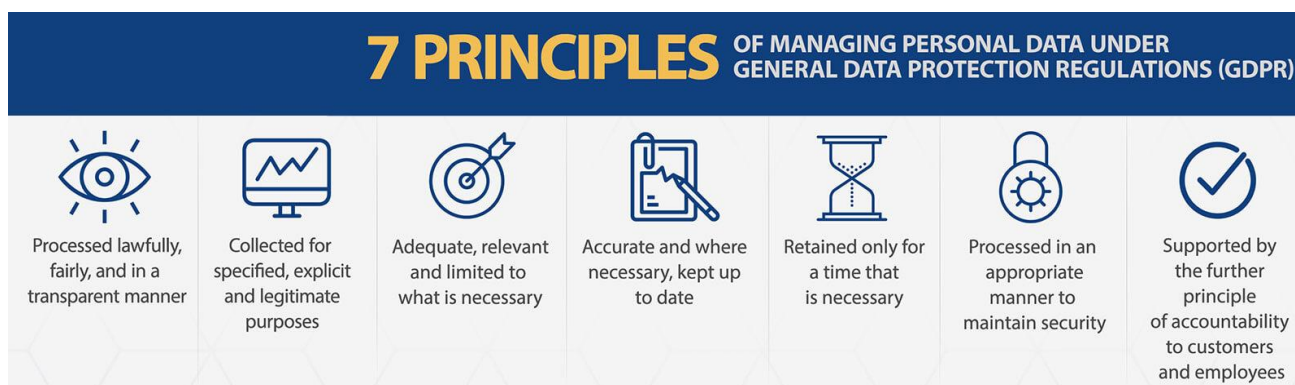
> ➢ Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

This section of the implementation plan will be enacted in conjunction with the school's Data Protection Implementation plan.

Parents' and children's up-to-date contact details will be collected prior to the period of remote learning. All contact details will be stored in line with the Data Protection Implementation plan and retained in line with the Records Management Implementation plan.

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

> ➢ Access the data, on the secure school server or from SIMS. The school will not permit paper copies of contact details to be taken off the school premises.

> ➢ Use school provided devices, such as laptops, rather than your own personal device.

> ➢ Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

> ➢ Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

> ➢ Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

> ➢ Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning. All contact details will be stored in line with the Data Protection Implementation plan and retained in line with the Records Management Implementation plan.

> ➢ Any breach of confidentiality will be dealt with in accordance with the school's Data and E-Security Breach Prevention Management Plan.

> ➢ Follow 7 GDPR principles:

7 PRINCIPLES OF MANAGING PERSONAL DATA UNDER GENERAL DATA PROTECTION REGULATIONS (GDPR)

| Processed lawfully, fairly, and in a transparent manner | Collected for specified, explicit and legitimate purposes | Adequate, relevant and limited to what is necessary | Accurate and where necessary, kept up to date | Retained only for a time that is necessary | Processed in an appropriate manner to maintain security | Supported by the further principle of accountability to customers and employees |

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as parent email addresses 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.

Collected children/family personal data must only be stored in a password protected file on the shared staff area on the school network.

If it is necessary to share personal data with other members of staff, this must be done securely using encrypted emails, password protected documents and the school CPOMS system.

However, staff are reminded to collect and/or share as little personal data as possible.

Further Guidance can be found in:

https://www.gov.uk/government/publications/data-protection-toolkit-for-schools

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)
- ➢ Making sure the device is locked 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

See appendix 3 for the COVID 19 addendum to the school's Child Protection Implementation plan.

6. Health and safety

This section of the implementation plan will be enacted in conjunction with the school's Health and Safety Implementation plan.

Teaching staff and ICT technicians will ensure children are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

If using electronic devices during remote learning, children will be encouraged to take regular screen break s every hour.

7. Monitoring arrangements

This implementation plan will be reviewed yearly by the Deputy Head Teacher. At every review, it will be approved by the Head Teacher and full governing board.

8. Legal framework and inks with other policies

This implementation plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- o Equality Act 2010

- o Education Act 2004
- o The General Data Protection Regulation (GDPR)
- o Data Protection Act 2018

This implementation plan has due regard to national guidance including, but not limited to, the following:

- o DfE (2020) 'Keeping children safe in education'
- o DfE (2019) 'School attendance'
- o DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- o DfE (2018) 'Health and safety: responsibilities and duties for schools'
- o DfE (2018) 'Health and safety for school children'
- o DfE (2016) 'Children missing education'

This implementation plan operates in conjunction with the following school policies:

- o Child Protection and Safeguarding Implementation plan
- o Data Protection Implementation plan
- o Special Educational Needs and Disabilities (SEND) Implementation plan
- o Behaviour Implementation plan
- o Accessibility Implementation plan
- o Marking and Feedback Implementation plan
- o Curriculum Implementation plan
- o Assessment Implementation plan
- o Online Safety Implementation plan
- o Health and Safety Implementation plan
- o Attendance and Truancy Implementation plan
- o ICT Acceptable Use Implementation plan
- o Staff Code of Conduct
- o Data and E-Security Breach Prevention and Management Plan
- o Children Missing Education Implementation plan

Appendix

All staff and pupils using video communication must:

- ➢ Communicate in groups – one-to-one sessions are not permitted.
- ➢ Wear suitable clothing – this includes others in their household.
- ➢ Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- ➢ Use appropriate language – this includes others in their household.
- ➢ Maintain the standard of behaviour expected in school.
- ➢ Use the necessary equipment and computer programs as intended.
- ➢ Not record, store, or distribute video material without permission.
- ➢ Ensure they have a stable connection to avoid disruption to lessons.
- ➢ Always remain aware that they are visible.

All staff and pupils using audio communication must:

- ➢ Use appropriate language – this includes others in their household.
- ➢ Maintain the standard of behaviour expected in school.
- ➢ Use the necessary equipment and computer programs as intended.
- ➢ Not record, store, or distribute audio material without permission.
- ➢ Ensure they have a stable connection to avoid disruption to lessons.
- ➢ Always remain aware that they can be heard.
- ➢ The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.