Remote Learning Policy

Approved by:	N Dunn and Governing Body	Date:	September 2020
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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

> Set out expectations for all members of the school community with regards to remote learning

> Provide appropriate guidelines for data protection

> Minimise the disruption to pupils' education and the delivery of the curriculum.

> Ensure provision is in place so that all pupils have access to high quality learning resources.

> Protect pupils from the risks associated with using devices connected to the internet.

> Ensure staff, parent, and pupil data remains secure and is not lost or misused.

> Ensure robust safeguarding measures continue to be in effect during the period of remote learning.

> Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

2. Roles and responsibilities

2.1 Teachers

When providing remote learning during a lockdown of the whole class, teachers must be available between 8:30am and 4:00pm

When providing remote learning for children self-isolating due to a positive test for Covid-19 or self-isolating due to a member of the household testing positive for Covid-19, teachers will endeavour to respond to messages and feedback on work between 8:30am and 8:45am and 3.30pm and 4:30pm. In this situation, staff will upload work to the online platform during these hours for the child(ren) to complete.

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 providing remote learning, teachers are responsible for:

> Setting work

  o Teaching staff will provide work for all children if the whole class is sent into isolation for the full isolation period, following the working hours outlined above.

  o Teaching staff will provide work for any child(ren) who are absent due to self-isolation of a household, following the working hours set out above.

- o Teaching staff will create and follow a timetable for setting work to ensure a broad and balanced curriculum, where new skills are being taught.
- o Timetables will be emailed to the Deputy Head and sent to parents via the family announcements of Seesaw or as a memo on Tapestry.
- o A reminder will be sent to parents about online safety with links to support on and advice on how to keep children safe online.
- o Work will be set by 5pm the day before.
- o Work will be uploaded onto Seesaw (Classes 2-4) and Tapestry (Class 1).
- o If children do not have access to the online platforms, DfE will be allocating a set number of laptops to schools that are affected by a closure or a local lockdown due to Covid-19.

> Providing feedback
- o Children and parents will post completed activities on the online platforms so teachers can access completed work.
- o Teachers will use the comment function to provide feedback to the children on their work.
- o Teachers will give feedback on the children's work by the beginning of the next working day once the work has been completed and submitted to the teacher.

> Keeping in touch with pupils who aren't in school and their parents – cover details like:
- o Teacher will send a family announcement at the end of the week to ask parents if they need any support or have any questions.
- o Parents will be advised to contact teachers if they have any issues with the work or the online platform.
- o Messages received by the teacher must be checked in the working hours outlined above and responded to within 48 hours. Teachers must only send replies between these times.
- o Any issues that are received are to be dealt with professionally by the teacher. Any issues that need to be dealt with by the Headteacher should be e-mailed directly to her.
- o Teachers or SLT should make contact with the children (or their parents) who are self-isolating at some point in the first and second week of isolation (from a school phone or withholding number). Contact details can be accessed from SIMS. If contact details need to be sent to a teacher who is self isolating, they will be sent via secure email and be password protected.
- o Record all contacts with parents on CPOMs and add any relevant actions. Example CPOMS comment 'Telephoned Mum offered support during home learning and I spoke with child who is getting on well. No concerns.' Alert SLT with each contact made and if there is a safeguarding concern alert a member of the SLT.
- o Contact should be polite and encouraging. Teachers must not give out any personal details. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly.
- o There is an expectation that children complete the work that is set. If there are any issues surrounding this, a member of SLT will contact the parents/carers.

> Attending virtual meetings with staff, parents and pupils – cover details like:
- o Staff will provide video tutorials that are pre-recorded then uploaded to the online platform. Staff should ensure that they are not in the video, but work is clearly explained and modelled to the children.
- o We will also provide some live face-to-face contact opportunities for children, to maintain a sense of them of being part of a class. Currently this will be through using Zoom. We will use the Zoom Video Conferencing tool to do this.

- While teaching a primary-age class this way is not practical, we are hoping to use it to provide some safe, supervised and structured opportunities for children to 'meet up' with their teacher and classmates. Please see the section further down regarding use of Zoom.
- If whole classes are self-isolating, we will arrange weekly group meetings for children to connect and interact with their teacher and peers.
- These meetings are not compulsory, so children do not need to attend as we appreciate that not all families will be able to. If you would like to but are unable to due to technology restraints, please get in touch in case we can help.
- In order to protect both children and staff, we require that if you wish to take advantage of these opportunities on Zoom, you agree to the following:

> An appropriate adult must remain supervised with their child during video or conference calls to monitor and ensure they are safe and using it appropriately.

> Children must take part in the meet up in a suitable communal environment (not a bedroom) and be appropriately dressed (uniform isn't necessary, but they should be fully dressed in clothing that covers top and bottom half of the body).

> All members of the household must be aware that the meeting is taking place and make sure they are also suitable dressed and use appropriate language and behaviour when nearby or in the background. Zoom has a built-in option to use a virtual background - you may feel this is an appropriate feature to turn on.

> You must make sure you and your child have 'logged off' the call correctly once it is finished - before turning off any devices.

> You and your child will not try to contact any staff using these online tools outside of the pre-arranged meet ups, which will be arranged through email via the school office. If you need to contact staff for any reason, you will do so through Seesaw.

> Screenshots, photos or recordings of Zoom meetings must not be made and the links must not be shared with others.

We will ensure that:

- No staff member will contact you or your child using Zoom outside of any pre-arranged meetings and if they do need to contact you they will arrange to do so with you using Seesaw.
- Teachers will ensure appropriate security settings are in place for the meeting. They will ensure that access is only granted to the expected registered users invited with a password or direct link. Screen sharing, file-sharing, annotation and chat will be restricted.
- Participants will be held in a virtual waiting room while their identity is confirmed. Your Zoom account must clearly identify you by name and renaming during the meeting will not be allowed. Participants' audio or video may be muted until appropriate and they may be removed from the room if rules are not being followed.
- A teacher and one other staff member will be present throughout the video call to help safeguard all participants and monitor appropriate use.
- Teachers will stay in the meeting until everyone has 'logged off'.
- Teachers and any other adults on the call (or in the background) will use appropriate language / behaviour throughout the call.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their usual working hours. During this time, they are expected to check work emails. 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 who aren't in school with learning remotely

- When requested by the class teacher or SLT

- o Other work duties may be given to complete by the class teacher or SLT if the member of staff is also self-isolating and able to work.
  - o Undertake remote and/or online CPD training.
- Attending virtual meetings with teachers, parents and pupils:
  - o At present we have not established virtual meetings or live streaming with staff, parents and pupils.

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 and offer support to other members of staff to ensure the subject is engaging and challenging for the children.

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 weekly, monitoring Bug Club and TT Rock Stars, monitoring correspondence between parents and teachers.
- 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 policy.
- Reviewing the effectiveness of this policy 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.
- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- 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.
- 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.

2.5 Designated safeguarding lead

The DSL is responsible for:

- Maintaining contact, collating, passing on information and responding to any concerns.
- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.

> Liaising with the IT provider 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 the other organisations to make alternate arrangements for pupils who are at a high risk, where required.

> Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.

> 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.

 See the COVID-19 amendments to the Child Protection Policy

2.6 Pupils and parents

Staff can expect pupils learning remotely to:

> Be contactable during the hours of the school day 9am – 3pm – although they may not always be in front of a device the entire time and will reply in the times set out above.

> 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 it.

> Be respectful when making any complaints or concerns known to staff.

2.7 Governing board

The governing board is responsible for:

Insert details, such as:

> 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 SLT

> Issues with behaviour – SLT

> Issues with IT – talk to Mr Piper, Mrs Richardson or contact ITSS (03000261100)

> Issues with their own workload or wellbeing – talk to SLT

> Concerns about data protection – talk to the data protection officer (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:

> All staff have access to CPOMS to record any parent contact or 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 are able to access parent contact details via SIMS if in school. If a member of staff is working from home, they should contact the school office or SLT to provide contact details via secure e-mail and password protection of the document. These should be deleted after use.

> School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions. While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online. The online learning platforms follow all GDPR guidelines.

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:

> Staff should only use school iPads or laptops to access the online platforms

> Devices should be signed in and out of school using the book in the office

> 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 if required

> Keeping operating systems up to date – always install the latest updates

> School devices will only be used for work relating to school

5. Safeguarding

With the increased use of digital technologies that comes with remote learning, safeguarding implications need careful consideration.

Please see the following for updates concerning safeguarding in relation to home learning.

COVID-19 amendments to the Child Protection Policy this also details reference to remote learning curriculum and risks online.

Parents are advised to spend time speaking with their child(ren) about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. While we will be doing our best to ensure links shared are appropriate, there may be tailored advertising which displays differently in your household or other changes beyond our control.

Online safety concerns should still be reported to the school's Online Safety Lead Mrs Dunn or Mr Piper. Parents can do this through Seesaw messaging or by emailing one of the Designated Safeguarding Leads (see below)

The following websites offer useful support:

- Childline - for support
- UK Safer Internet Centre – to report and remove harmful online content
- CEOP - for advice on making a report about onlineabuse

In addition, the following sites are an excellent source of advice and information:

- Internet matters - for support for parents and carers to keep their children safe online
- Net-aware - for support for parents and careers from the NSPCC
- Parent info - for support for parents and carers to keep their children safe online
- Thinkuknow - for advice from the National Crime Agency to stay safe online
- UK Safer Internet Centre - advice for parents and carers
  If parents have any safeguarding concerns that need discussing, they can contact us directly

6. Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the government by M. Piper (Deputy Head). At every review, it will be approved by N. Dunn (Headteacher).

7. Links with other policies

This policy is linked to our:

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

8. Information for Parents/Carers

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Staff will endeavour to post work on Seesaw for children to complete as soon as possible. Until there is work online for children to complete, children can assess Bug Club at activelearnprimary.co.uk and log in as usual. On here, there will be books, comprehensions questions, phonics activities (EY and KS1) and speeling, punctuation and grammar activities. Additionally, those in KS1 and 2 can log onto TT Rockstars and practise their times tables.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

Curriculum

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, PE lessons will be adapted to ensure any specialist equipment is not needed to take part in the lesson. This is also the same with Art and Design technology lessons. Where ever possible, the content of lessons will be adapted so they are easily accessible at home.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

Teachers will post a timetable to the children's and parent's Seesaw accounts to outline the work they will receive for each subject, each day. We expect that remote education will take pupils broadly the following number of hours each day:

Class 1 (Nursery and Reception)	3 Hours
Class 2 (Year 1 and Year 2)	3 Hours
Class 3 (Year 3 and Year 4)	4 Hours
Class 4 (Year 5 and Year 6)	4 Hours

Accessing remote education

How will my child access any online remote education you are providing?

Greatham CofE Primary school will be using the following online platforms and resources to deliver online remote education:

- Seesaw – Seesaw can be accessed at app.seesaw.me or download the app from the app store on any tablet or mobile device. Details of children's logins will be sent home with children or emailed to the parents' email address. If there are any problems logging in or if the password has been misplaced, parents should contact school.

- Bug Club – Bug Club can be accessed at www.activelearnprimary.co.uk . Details of children's logins were sent home at the start of the school year. If there are any problems logging in or if the password has been misplaced, parents should contact school.

- TT Rockstars – TT Rock Stars can be accessed at https://ttrockstars.com . Details of children's logins were sent home at the start of the school year. If there are any problems logging in or if the password has been misplaced, parents should contact school (This is for KS1 and KS2 children).

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

If you do not have digital or online access at home, you should contact school immediately.

School has a number of options to support you in being able to access remote education.

- School has a number of laptops or iPad's that can be loaned to you over the period your child is at home.
- School has a number of internet routers/dongles that can be loaned to you over the period your child is at home.
- Once a laptop/dongle is available, you will be contacted and Mrs Hill will issue the device to you.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

Some examples of remote teaching approaches:

- Recorded teaching (e.g. White Rose Maths, BBC Bitesize, Oak National Academy lessons, video/audio/PowerPoint recordings made by teachers)

- Interactive Phonics lessons on Bug Club

- Group sessions on video conferencing.

- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

- Internet research activities to complement the sequences of work

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

In this section, please set out briefly:

- We expect all children to engage in remote learning.
- We understand that parents/carers still have work and/or family commitments and ask that they support their child in completing the work as soon as possible.
- Using the suggested timetable provided, may help to establish a routine with children at home.
- If there are any problems with the work or using the app, parents/carers should contact their child's teacher as soon as possible. If it is urgent, please contact the school office.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

In this section, please set out briefly:

- Teacher's will endeavor to check children's work as soon as possible and provide feedback on all pieces of work. This may be a written comment or a voice recording.
- Teacher's may also send children's work back with comments for them to improve it or move their learning forward as they would in the classroom.
- Will will check pupils' engagement with remote education daily by checking the pieces of work they have completed on Seesaw.
- If there is a concern about the amount of engagement over consecutive days, the class teacher or SLT will contact the parent/carer in the first instance by phone to offer support and guidance.
- If there are any problems with any aspects of remote learning, we encourage parents/carers to contact school as soon as possible.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

In this section, please set out briefly:

- Teacher's will endeavor to check children's work as soon as possible and provide feedback on all pieces of work. This may be a written comment or a voice recording.

- Teacher's may also send children's work back with comments for them to improve it or move their learning forward as they would in the classroom.

- There will be opportunities for children to ask questions and teacher to support with work during the video conferencing session

- Voice notes can be sent between teachers, children and parents to support and offer feedback on pieces of work.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

In this section, please set out briefly:

- We will continue to support families of children with SEND and continue to follow advice from the other agencies involved as well as EHCP.

- The work sent home will reflect these children's needs and help to continue to support them.

- For younger children, the work set by teachers will be appropriate for their age and will be carefully scaffolded so they are able to access the learning and continue to progress. Some activities may be more practical to engage them in their learning.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

If your child is self-isolating, they will continue to receive carefully planned, well sequenced curriculum as outline above. Due to teachers teaching at school while your child is at home, feedback may not be straight away, but they will receive feedback from a teacher or teaching assistant as soon as possible. The work uploaded, will be the same activity that is being taught in school, however some adaptations may be made due to the specialist resources that may be needed (e.g. in art, design technology and PE).