REMOTE LEARNING POLICY

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

Tillington Manor Primary School

Version 7

Written by:	J Brian	**Date:** September 2020	
Approved by: S.Rowland	(S.Rowland)	**Date:** 27th September 2023	
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DFE Guidance for Full Opening

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:
- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos that is linked to the school's curriculum expectations.
- Give access to high quality remote education resources
- Select online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to:
- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

Contents

1. Intent and Aims

At Tillington Manor Primary School, we understand the need to constantly provide high quality education, including during periods of remote working – whether for an individual pupil or for a whole class bubble. We recognise the importance of maintaining high expectations in all areas of the curriculum therefore ensuring that all pupils have access to the learning resources and support they need to succeed. While promoting this, we take in consideration the well-being of all staff and children.

This remote learning policy aims to:

- ✓ Ensure consistency in the approach to remote learning for pupils who are not in school.
- ✓ Minimise the disruption to pupils' education and the delivery of the curriculum.
- ✓ Keep the minds of our children active and happy, ready to return to school and engage with learning
- ✓ Set out expectations for all members of the school community with regards to remote learning.
- ✓ Set out expectations of homework set via an online platform.
- ✓ Establish a safe environment where children can access materials to support their learning.
- ✓ Provide appropriate guidelines for data protection
- ✓ 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.
- ✓ Support an effective method of communication between the school and our families.

Content and Tools to Deliver Remote Education Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 (Class Dojo, Office365- Teams and Seesaw)
- Use of pre-recorded or live video for teaching input and delivery of assemblies
- Phone calls home
- Printed learning packs, if requested supplemented with CPG books.
- Physical materials such as timetable, exercise book, pencil, ruler & eraser etc if required
- Use of online RWI materials, White Rose materials TimesTables Rockstars, BBC Bitesize, Oak Academy, Accelerated Reader, Myon and Oxford Owl

2. Roles and responsibilities

2.1 Teachers

When providing remote learning from home due to isolation or working from home, teachers must be available:
- 9am to 3pm for contact from parents and children through Office365 or Class dojo. This is not being live all day but been readily available to respond to queries.
- 8.30am-4.00pm for contact from SLT/Office staff via email or telephone.
- Be available for staff meetings, training and briefings.
  Teacher may need to be contacted for emergencies out of the above hours for instances such as confirmed positive cases

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.

At Tillington Manor Primary School, we have several methods of communication with parents and children remotely.

Communication

- The school will ensure adequate channels of communication are arranged in the event of an emergency.
    - The school will communicate with parents via Class Dojo and the school website about remote learning arrangements as soon as possible.
    - The headteacher will communicate with staff as soon as possible via email or teams about any remote learning arrangements.
    - The school understands that staff and pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives.
    - The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

- Activities will be set via Office365 or Seesaw for the children to access and complete.
- Daily Contact will be made via Teams live at least once a day.
- Live lessons will be scheduled beforehand and so parents and children are aware of times.
- Any live lessons will be recorded and kept on record. All backgrounds of teachers must be blurred or changed to a background if they are working at home.
    - Notes will be made of any telephone calls and records sent to HT.

Remote Education

DFE Guidelines
Schools have a duty to provide remote education for state-funded schools, school aged children.
Ofsted inspection will consider the quality of schools' remote education in accordance with the expectations set out in this guidance.

Remote learning should be, as a minimum:
- **Key Stage 1 – 3 hours**
- **Key Stage 2 – 4 hours**

The timetable/teaching and learning expectations: Work will be uploaded by 4.30pm the night before.

- EYFS and Year 1

    Daily – shared on SeeSaw/Teams:

    *Phonics pre-recorded video and related activity assigned - EYFS

    *Maths pre-recorded video where appropriate and related activity assigned

    *Creative task / Discovery Project activities assigned

    *Story Time every day – Live through Teams

    *Recordings of assemblies or links to assemblies

- KS2

    - Live lesson introductions to be provided for Maths/English
    - Independent activities for GR and DLP work.
    -

> Teachers will provide a daily timetable of lessons to be completed during the day to support structure for children and families ensuring there is a broad and balanced curriculum.
    - Where possible, have a TA join any live lessons. Where this is not possible please inform a member of SLT.

Teachers need to provide a weekly timetable to translate the amount of work children would complete in school each week and offer a broad and balanced curriculum. This needs to include:

- Daily English, Maths and Reading or Phonics tasks. At least two tasks per week for English needs to be handwritten based rather than typed.
- Weekly DLP project work that match the intended learning in school
- PSHE and well-being activities

- ▪ Elements of collective worship and RE
- ▪ PE activities
- ▪

<u>Providing feedback on work –</u>

Providing feedback is the cornerstone of good teaching and learning, and while this may be more challenging during remote learning we will endeavour to provide regular feedback to pupils on which that they submit. Teachers will ensure that there is opportunity for self-marking so children have instance feedback.

The school expects pupils and staff to maintain a good work ethic during the period of remote learning. Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via Class Dojo if their child is not completing their schoolwork or their standard of work has noticeably decreased.

- The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.
- Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.
- Concerns will be recorded using the normal procedures for children who fail to complete work.

<u>Children who are in isolation while the bubble remains open</u>

> Keeping in touch with pupils who are not in school and their parents –:

- Children need to have contact each day by <u>either</u> a means of:
  *A dojo post directing them to the lessons work.
  *A pre-recorded video lesson posted via Seesaw or activities in line with the work the class are completing in school
  *A live lesson through BGFL365 with screen sharing if this is applicable.
  *Video calls on teams can be set up with individual parents to support for technology, education or pastoral support.
- If teachers have a concern about the safe guarding or well-being of children, record in the normal way on EdAware and ensure KB or JB are made aware.
- Any children who are involved in online lessons, must adhere to the code of conduct. Failure to do so needs to be reported to JB and parents must be informed.

At Tillington Manor Primary School, we appreciate not all families have the technology access required for remote learning. Where possible, we will support the families so the children receive education as closely inline as possible to the rest of the class. Class teachers will have records of who these children are.

<u>Children without access to technology will receive</u>

- Printed packs that are as closely in-line with the work set in school must be made available for children who do not have internet access. Please see whole school records.
- A regular telephone check. For instances when the class bubble is in isolation TA's can be responsible for daily contact.
- Laptops and data allowances can be provided to families who are in need.

<u>Attending virtual meetings with staff, parents and pupils</u>

- Ensure appropriate dress attire is adhered to for any live meeting or calls with staff or parents.
- Teacher needs to be aware of background surrounding and noise when taking part in any live calls. Ideally a plain background where possible and have this blurred.
- Any video calls will be recorded and kept on record.
- Adhere to the staff code of conduct when communicating with staff, parents and pupils

<u>Teachers who are self-isolating through track and trace but not poorly themselves</u>

- Will be available through teams to take part in live teaching while a TA or another adult supervises the class where appropriate.
- Will provide work and planning for their class in school for the adult covering and make regular communication.
- Needs to be available as above for meeting etc.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for their contracted working hours. 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:

- Providing work for PPA sessions. Either directly uploaded onto Seesaw/BGFL365 or sent to the teacher to upload.
- Provide any necessary work or support for children they support with EHCPs.
- Supporting children who do not have access to online technology.
- Providing work for their PPA sessions that need to be covered in school if they are home isolating.
- Be available to take part in any live lessons to support the class teacher using the chat function.
- Create live calls/chats to support children with their learning in small groups.

> Attending virtual meetings with teachers, parents and pupils

- Ensure appropriate dress attire is adhered to for any live meeting or calls with staff or parents.
- TA needs to be aware of background surrounding and noise when taking part in any live calls. Ideally a plain background where possible and a blurred background.

If class teachers are absent due to track and trace, TAs may need to be available to cover classes and supervise children accessing learning from the teacher via teams where appropriate

2.3 SENCO

When assisting with remote learning the SENCO is responsible for:
- Making direct contact with parents and children who are isolating.
- Ensure the teacher is proving sufficient work/support to meet the needs.
- Supporting TAs with remote support.
- Liaise with outside agencies regarding children who are isolating.
- 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 the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.4 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
- Being available to answer any questions about resources linked to online teaching for their subject.
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent.
- Alerting teachers to resources they can use to teach their subject remotely
- Monitor that content of their subject is being delivered in-line with the progression planning i.e. learning leaders with content aims are still being provided.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

> Co-ordinating the remote learning approach across the school – Contact JB for content support and KT for technical support.
> Monitoring the effectiveness of remote learning -JB
> Monitoring the security of remote learning systems, including data protection and safeguarding considerations – IRG/KBR
> Monitor wellbeing off staff, parents and children while accessing home learning.

2.5   Designated safeguarding lead

The Designated Safeguarding Lead (or deputies) is responsible for:

- Co-ordinating safeguarding practice within the school and any concerns which arise about children's safety and well-being
  - He/She will:
    - compile an at risk register and identify/manage the strategies needed to support individual children for whom there is an increased risk of being vulnerable if they are learning remotely
    - Liaise with relevant individuals to ensure vulnerable pupils receive the support required during the period
- 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.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher/other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- • Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period

2.6   IT staff

IT staff are responsible for:
- 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
- Assisting pupils and parents with accessing the internet or devices
- 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.

2.7   Pupils and parents

Parents are responsible for:
- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times set and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material during the times set
- Reporting any absence in line with the terms set out in
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Ensuring their child is in a communal area which can be seen and heard and not in their bedroom.
- Ensure their child only uses the platforms for educational purposes
- Monitoring the use of their devices for access of other online materials and apps

Pupils are responsible for:
- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely at the times set and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access. Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set. Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behaviour Policy at all times
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  Staff can expect pupils learning remotely to:
  - Be contactable during the school day – although consider they may not always be in front of a device the entire time
  - Complete work to the deadline set by teachers
  - Seek help if they need it, from teachers or teaching assistants
  - Alert teachers if they're not able to complete work

  Staff can expect parents with children learning remotely to:
  - Make the school aware if their child is sick or otherwise can't complete work
  - Seek help from the school if they need it

> Be respectful when making any complaints or concerns known to staff
> Communicate with staff via Dojo.

2.8   Governing board

The governing board is responsible for:
- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

2.9 Children will:
- Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;

- Work through what has been set daily;

- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly;
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that;
- Read daily, either independently or with an adult;
- Engage with class teacher to ensure any issues are addressed both with access and work set.

2.9   Parents will:

- Support their child's learning to the best of their ability;
- Encourage their child to complete all daily tasks
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of the Class Dojo app
- Know they can continue to contact their class teacher as normal through Class Dojo app if they require support of any kind;
- Be mindful of mental well-being of both themselves and their child and encourage regular breaks, games and get fresh air.

3. Safeguarding

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.

- The DSL and head teacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment
- The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning. Phone calls made to vulnerable pupils will be made using school phones where possible.
- The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.
- All contact with vulnerable pupils will be recorded on EdAware
- The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

All home visits must:
- Have at least one suitably trained individual present.
- Be suitably recorded on paper and the records stored so that the DSL/DDSL has access to them.
- Vulnerable pupils will be provided with a means of contacting the DSL/DDSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL/DDSL prior to the period of remote learning.
- All members of staff will report any safeguarding concerns to the DSL/DDSL immediately.
- Pupils and their parents will be encouraged to contact the DS/DDSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying.
- The schools will also signpost families to the practical support that is available for reporting these concerns.

4   Online safety

Where possible, all interactions will be textual and public.

> All staff and pupils using video communication must:

- Communicate with another adult present where possible
- 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.
- Ensure live lessons are recorded and permission has been given from parents for children to be involved.
- Always remain aware that they are visible.

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Always remain aware that they can be heard.
- The school will communicate to parents via Dojo any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

4. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:
Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

- Issues in creating live meetings or uploading videos– KT or SBr
- Issues with behaviour – JB or KB
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – SLT
- Concerns about data protection – IRG
- Concerns about safeguarding – KB or JB

5. Data protection

5.1 Processing personal data
Staff members may need to collect and/or share personal data such as such as email addresses as part of the remote learning system.
Parents need to give consent for children's names to be used on Seesaw with photos of themselves or their work.
Parents need to give consent for their children to be part of live lessons

This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

- Staff members will be responsible for adhering to 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.
- All contact details will be stored in line with the Data Protection Policy.
- The school will not permit paper copies of contact details to be taken off the school premises.

5.2 Keeping devices secure
All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

6. Monitoring arrangements

- This policy will be reviewed on an annual basis.
- Any changes to this policy will be communicated to all members of staff and other stakeholders.
- The next scheduled review date for this policy is the Summer term 2021.

7. Links with other policies

This policy is linked to our:
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- Safe Guarding addendum

Taking care of our own physical and mental health as teachers is absolutely crucial at this time as it is for our children and their parents/careers.

During periods of lockdown, the well-being of all staff and children is taken into consideration. Teachers need to be encouraged take regular breaks away from their laptops and ensure they get fresh air.

Teachers can use the time during the day when they are not teaching to be planning, preparing and assessing children's work to ensure they get a break in the evening away from the computer screen.

Any concerns with the workload, pressure or technology needs to be reported to a member of SLT. During periods of lockdown, we appreciate some members of staff may have dependents and arrangements will be made to support individuals where necessary.

Children need to be encouraged and supported to engage with online learning. Adjustments must be made for any children who are finding the home learning difficult. We must not expect parents to be teachers. It must be made clear to parents and teachers alike to 'do what they can'