Long Sutton Church of England Primary School

Remote Education Policy

Date of Last Review	Date of Next Review
October 2020	To be reviewed following any event of class / bubble / school closure
Responsibility for Review and Monitoring	
Headteacher, in partnership with Curriculum Manager	
Purpose	
To outline our provision for Remote Education in the event of class, bubble or school closure as a result of the COVID_19 Pandemic, including provision for any children who need to quarantine or self-isolate	

Signed: ……………………………………. (Headteacher)

Date: …………………..

Signed: ………………………………….. (Chair of Governors)

Date: …………………..

Contents

Appendix 1: Timetables

Appendix 2: Expectations for Teaching Approaches, Monitoring & Feedback

Appendix 3: Weekly Planning Pro-Forma

---

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school

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

- Provide appropriate guidelines for data protection

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between their normal working hours.

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

We are sympathetic to the challenges faced by all during a period of remote education. Teachers should discuss with a member of the Senior Leadership Team any concerns they have about their personal circumstances in relation to providing remote education.

When providing remote education, teachers are responsible for:

- Setting daily work that is meaningful and ambitious, on MS Office Teams
- Deliver a planned, coherent and well –sequenced curriculum which allows skills to be built incrementally
- For periods of class / bubble / school closure: plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including regular contact via MS Office Teams.
- For periods of class / bubble / school closure: provide frequent, clear explanations of the new concept through high quality curriculum resources, including through educational videos.
- For periods where children from their class are self-isolating: provide daily work via MS Teams, which links to the work being completed by other children in school. Work will be provided and will be posted to MS Teams one day after being taught in school. Teachers will not be required to 'double-plan' for children in school and

those out of school; teaching in school remains the priority.
- Provide regular feedback to pupils, via MS Office Teams.

2.2 Support Staff

When assisting with remote learning, support staff must be available between their normal contracted working hours.

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

We are sympathetic to the challenges faced by all during a period of remote education. Support Staff should discuss with a member of the Senior Leadership Team any concerns they have about their personal circumstances in relation to providing remote education.

When assisting with remote education, LSAs are responsible for:

- Supporting pupils who are not in school in consultation and as directed by the class teacher and SENDCO.
- Supporting children on the SEN register, as directed by class teachers and the SENDCo
- Providing pastoral support as required, as directed by class teachers and the SENDCo, including ELSA support by the school's qualified ELSA (Emotional literacy Support Advisor)
- Attending any virtual sessions with teachers / children, as required.
- In the event that school is open only for Keyworker or vulnerable children, support staff will attend school to supervise and support these children in their normal working hours, or as required.

Admin & Office staff are responsible for:

- Enabling communication between school and parents, for example via text system or email, including keeping class teachers & LSAs notified daily of all children who are self-isolating and, therefore, requiring remote education to be provided
- Carrying out admin tasks as required
- Arranging FSM vouchers as required
- Being on site to supervise visitors, answer phones etc., as required

2.3 SENDCO

The SENDCO is responsible for:

- 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 Designated Safeguarding Leads

The Safeguarding Leads are responsible for:
- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period
- Ensuring 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 headteacher and 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

2.5 SLT

Alongside any teaching responsibilities, senior leaders are responsible for:

- 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 as required and communicating any changes to staff, parents, and pupils
- Arranging any additional training that staff may require to support pupils during the period of remote learning
- Conducting ongoing reviews of the remote education arrangements, to ensure pupils' education does not suffer

2.6 All staff

All staff are responsible for:

- Adhering to this policy at all times during periods of remote education
- Reporting any health and safety incidents to the health and safety officers, the Head Teacher or Site Manager and asking for guidance as appropriate
- Reporting any safeguarding incidents to the designated safeguarding lead (or deputies) and asking for guidance as appropriate
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote education, to the Senior Leadership Team
- Reporting any defects on school-owned equipment used for remote education
- Adhering to the Staff Code of Conduct at all times

2.7 Pupils and parents

We are understanding that it may be difficult for some parents & carers to support their child in remote education in the event of any closure. Whilst we are committed to delivering the expectations as outlined in the DfE guidance and to delivering our usual high standards of education, we are also sympathetic to each family's individual circumstances. If parents / carers are facing any challenges in meeting the expectations outlined in this policy, they should speak to a member of school staff as soon as possible, so that flexible approaches and alternative options can be explored together.

Our families are responsible for:

- Adhering to this policy during periods of remote education
- Ensuring their child is available to learn remotely at the times set out in Appendix 1 of this policy and is punctual when attending ay live sessions
- Ensuring that the school work 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 so that school can support as much as possible
- Notifying the school office if their child is unwell and unable to complete work at home
- Ensuring their child uses the equipment and technology for remote education as intended
- Ensuring pupils adhere to the Behaviour Policy at all times
- Reporting any issues with remote learning resources as soon as possible to the relevant member of staff

Pupils will be required to use their own or family-owned equipment to access remote learning resources. Devices have been provided to families who did not previously have access to appropriate equipment.

2.8 Governing Body

The Governing Body is responsible for:

- Ensuring that the school has robust risk management procedures in place
- Evaluating the school's remote learning arrangements and ensuring they meet DfE expectations
- Monitoring the school's approach to providing learning to ensure education remains as high quality as possible
- Ensuring that staff are confident that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. Online Safety

This section of the policy will be enacted in conjunction with the school's E-safety Policy and acceptable use policy.

All staff, pupils and parents using video and audio communication must:

- Communicate in groups. 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 and clear protocols will be shared with the relevant staff, children and parents.
- Ensure they are fully clothed, in suitable clothing: this includes others in their household
- Be situated in a suitable (ideally quiet) area within the home with an appropriate background. No virtual backgrounds should be used.
- Use appropriate language
- Maintain the standard of behaviour expected in school
- Use the necessary equipment and computer programs as intended
- Not record, store or distribute video or audio material without permission of the school
- Always remain aware that they are visible and / or can be heard
- Consequences will be applied to any pupils not using devices or software as intended.
- The school will risk assess the technology used for remote education prior to use and make all reasonable endeavours to ensure its security
- The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

Parents / Carers should ensure that:

- they do all they can to keep their children staying safe online
- they 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
- they set age-appropriate parental controls on devices and internet filters to block malicious websites

4. Communication

- The school will ensure adequate channels of communication are in place, in the event of an emergency
- In the event of a period of Remote Education, the school will communicate with parents via email or texting service as soon as possible
- The Head Teacher will notify staff of the need to switch to Remote Education as soon as possible
- Members of staff involved in remote education will ensure they have a working mobile device/telephone that is available to take phone calls during their agreed working hours
- If staff need to call parents / carers using their own mobile, teachers should ensure their number is withheld.
- The SLT will ensure regular communication is maintained between staff in any period of remote education, to provide support, guidance and monitor quality of provision
- All communication between staff, pupils and parents / carers should take place within the school hours, unless there are exceptional circumstances, for example a safeguarding concern
- Pupils will have regular contact with relevant members of staff, which can take different forms, such as the conversation, private message or video call functions in Microsoft Teams.
- Parents and pupils will inform the relevant member of staff as soon as possible if school work cannot be completed
- Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue

- The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set
- The effectiveness of communications will be reviewed regularly

5. Teaching & Learning Approaches / Materials

The school will use a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

- MS Teams as a learning platform
- Live Microsoft Team meetings
- Educational websites e.g. Oak Academy, BBC Bitezise, White Rose
- Other instructional materials such as ppt slides or other visual documents
- Pre-recorded video or audio lessons
- Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources
- Worksheets

6. Inclusion & Equal Opportunities

- Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning
- Teachers will ensure the programmes chosen for online learning have a range of accessibility features e.g. to support pupils with SEN
- Learning plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning
- The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device
- Teaching staff will liaise with the SENDCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.
- For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA if the family meet the Government criteria. In exceptional circumstances, the school may be able to loan equipment; any such arrangement will be subject to a separate agreement.
- Families without access to a printer may be offered support from school in exceptional circumstances, but children should be able to complete the majority of work from screen straight to their home learning exercise book.

Food Provision

- If required, for those children that are eligible for FSM, provision will be made for packed lunches to be collected (only if safe to do so, or for FSM vouchers, if available).

7. Data Protection

7.1 Actions to reduce the risk of a data breach

This advice pertains to all users during any period of Remote Education:

- Ensure computers are stored securely, out of view and shut down every night
- Keep anti-virus software up to date
- Close laptop lids when temporarily not in use as webcams may stay on without a user realising.
- If others are in the room, protect any sensitive data that you might have on your screen
- Ensure your passwords are strong and only known by you

7.2 Processing personal data

Staff members may need to collect and/or share personal data such as 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 additional permission for this to happen.

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

Any data breaches must be reported to the Headteacher.

7.3 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)
- Ensuring the hard drive is encrypted (already applied to all teacher laptops) or ensuring that any school data is not stored on personal devices.
- 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

8. Safeguarding

The school will direct parents to advice on online safety practices in regards to communication and safeguarding online/at home. Online safety is taught to all children as part of our Computing curriculum. This policy does not replace the school's Safeguarding Policy, nor the E-Safety Policy, and should be read in conjunction with it.

Should anyone have any concerns or discomfort with pupil online communication please report this to the Designated Safeguarding Leads: Mrs. Inglis, Mrs. Cameron and Mrs. Maidment.

9. Marking and feedback

Class teachers are responsible for keeping track of children's progress during any period of Remote Education. Our approach will include:

- Identifying key pieces of work to submit on Microsoft Teams
- Use of small group tutorial sessions and self-assessment for children in Year 4 and above
- Written acknowledgement and celebration provided for every child, weekly, via Microsoft Teams
- Strong communication with parents (via MS Teams), particularly for children in Reception to Year 3, to keep up to date with children's progress.

See Appendix 2 for further details.

10. Links to other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding Policy and Child Protection Policy

- Data protection policy and privacy notices
- E-safety and acceptable use policy

Appendix 1: Timetables

Plan for class / bubble / whole school closure

Day One (day one could start on any day of the week)	Follow the one day 'Self-Isolation Plan' (available on class page of the website and on MS Teams) Teachers to ensure that content reflects current learning e.g. maths domain / phonics or spelling pattern

Day Two	Depending upon the context of the closure, a 2nd day may be required by staff to be fully up and running for remote learning. On day two teachers may:
	
	   • direct pupils to continue with the Day One 'Self-Isolation Plan' for a 2nd day
	   • upload tasks for the day to MS Teams (linked to current learning sequences) but not offer any / all live elements of the daily plan
	   • begin with the full planned timetable (see below)
	
	We envisage that, once school staff become more experienced and confident with the new systems and approaches, we will be able to offer the full timetable from day 2, however initial / early closures may mean that the full timetable is not available until day 3

Subsequent days of closure	Daily Remote Education, following the weekly plan, with daily resources uploaded to MS Teams

Example Daily Timetable for a class / bubble / school closure: Day 2 or 3 onwards
Timings could change, dependent on whether it is class / bubble / whole school closure, to allow for families sharing devices / school drop-off for siblings

Time	Activity	Notes
9.00am	Whole School / Big Bubble Collective Worship / Well Being Time (MS Teams Video call)	Run by Headteacher
9.15am	Class Video Call Teacher talks through the day, key teaching points, takes questions from children, clarifies task expectations.	Run by classteacher Class LSA to join if they are not required elsewhere (e.g. supervising key worker children in school)
9.30am	**Maths** Complete activities set on MS Teams	Teachers to monitor conversation tool & private message tool within MS Teams to respond to any questions from children / parents. Each child in Year 4-6 will be invited to a small group tutorial time (4-6 children) at some point during the week (MS Teams video call).
10.30am	**Breaktime**	
11.00am	**English** Complete activities set on MS Teams	
12.00pm	**Lunchtime**	
1.00pm	**Other Subject** Complete activities set on MS Teams	

2.00pm	**Other Subject** Complete activities on MS Teams	LSAs to run additional tutorials / interventions for targeted children as required and if the ISA is not required elsewhere (e.g. supervising key worker children in school)
2.45pm	**Year R to 3** Class Storytime via Video Link	Run by classteacher Class LSA to join if they are not required elsewhere (e.g. supervising key worker children in school)
	Year 4 to 6 End of Day Activity e.g. reading, spellings, Times Table game, Phonics game, audio story, video	Directed by class teacher
3.00pm	**End of Day**	

Plan for a child who is self-isolating or quarantining

Day One (day one could start on any day of the week)	Follow the one day 'Self-Isolation Plan' (available on class page of the website and on MS Teams) Teachers to ensure that content reflects current learning e.g. maths domain / phonics or spelling pattern
Subsequent Days	At the end of a teaching day (or at the start of the following day), school staff will upload any transferable work onto MS Teams so that it can be completed by children at home on the following day. Teachers will not be expected to 'double plan' but will upload any transferable tasks / worksheets / materials / resources from that day's classroom work. This could include directing children / parents to alternative online resources, which match the learning focus in school, depending upon the context. Class teachers will make the best judgement to suit the learning context, the child and their own workload.

Appendix 2: Expectations for Teaching Approaches, Monitoring & Feedback

Subject sessions should include a variety of:

Instructional material: short pre-recorded video by teacher / short live lesson / commercial, online video / ppt / slide show / document

Link to a website for research or an online activity

Assigned worksheet / task on MS Teams to print and complete or to complete in exercise book from the screen

Practical activity away from the screen

Each class must be provided with a weekly <u>minimum</u> of:

- 1 short maths instructional video (pre-recorded by teacher) **or** 'live lesson,' produced / led by a class teacher, focussing on key learning for the week
- 1 short English instructional video (pre-recorded by teacher) **or** 'live lesson,' produced / led by a class teacher

Submitting Work / Providing Feedback

Each child will be expected to submit 1 piece of maths, 1 piece of English and 1 piece of topic work per week. Teachers will identify the pieces to be submitted on the weekly plan / MS Teams daily channel. Each child will receive a short, written message of acknowledgement / celebration per week (one overall comment, not a comment for each individual piece of work). Job share teachers to share this feedback responsibility in proportion to their contracted hours.

Year 4 to 6 Self-Assessment

Teachers will populate this weekly self-assessment grid with 2 or 3 key objectives for the week. Children will complete this self-assessment sheet prior to their small group tutorial time. This will give focus to the tutorial discussion, allowing teachers to gauge children's level of understanding and identify next steps:

Key Objectives	How did I do?
Maths	
English	

1 = I need more time or help on this

2 = I understand how to do this

3 = I feel very confident and am ready for more of a challenge

Appendix 3: Pro-Forma for Weekly Timetable

LOVE   COURAGE   HOPE

Long Sutton C of E Primary School

(Class) Home Learning Week beginning:

:

Monday	Tuesday	Wednesday	Thursday	Friday
Maths:	Maths:	Maths:	Maths:	Maths:
English:	English:	English:	English:	English:
Other subjects:	Other subjects:	Other subjects	Other subjects:	Other subjects:

LEARNING GEMS

Be Kind
Be Respectful
Be the Best you Can Be