

# Remote Learning Policy

## Low Ash Primary School



<b>Approved by:</b>	The Governing Body	<b>Date</b> 21.10.20 <b>revised</b> 21.01.21
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## **Statement of Intent**

At Low Ash Primary School, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed. Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection and safeguarding.

This policy aims to:

- 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

## **Providing alternative arrangements**

To help limit the transmission and spread of COVID-19, the school is operating a paperless approach to remote and home learning. However, at Low Ash, we recognise that there are some pupils who may not be able to access online based learning at home for a variety of reasons. If a family is unable to access remote learning from home then they should contact school so that alternative arrangements can be made.

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

- Issues with setting work- Key Stage Leader.
- Issues with behaviour- Key Stage Leader in the first instance
- Technical issues with IT- Tom Handley
- Issues with own workload or wellbeing- Janina Grimshaw or other member of SLT
- Concerns about safeguarding- Designated Safeguard Lead (DSL).

## **Remote Learning Provision**

Three live lessons take place every day for pupils in Year 1 to Year 6. Follow-up work is set by the class teacher for the pupils to complete independently. In addition to this, other work is also set for pupils to complete independently which may be linked to eg Science, Learning Challenge, Creative Carousel, PE, PSHE and RE. The quantity of work issued to pupils will vary in each year group: 3 hours for children in Key Stage 1 and 4 hours for pupils in Key Stage 2.

In Nursery and Reception, weekly plans with ideas of activities to do and links to websites are sent home. These cover phonics, reading, writing, maths, craft, exercise and baking. Phonics lessons and stories read by the class teachers are also being sent home as videos.

## 1. Roles and responsibilities

### 1.1. The **Governing Body** is responsible for:

- ensuring that the school has robust risk management procedures in place
- ensuring that the school has a business continuity plan in place, where required
- evaluating the effectiveness of the school's remote learning arrangements

### 1.2. The **Co-Headteachers** 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 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 regular basis of the remote learning arrangements to ensure pupils' education does not suffer.

### 1.3. The Designated Safeguarding Lead is responsible for:

- 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 the co-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
- ensuring all safeguarding incidents are adequately recorded and reported.

1.4. The **Inclusion Leader** is responsible for:

- Ensuring that pupils with Education Health and Care (EHC) plans continue to have their needs met while learning remotely, and liaising with the co-headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and Individual Health Care Plan (IHPs).
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.

1.5. **Teachers** are responsible for:

- adhering to this policy at all times during periods of remote learning
- reporting any safeguarding incidents to the DSL 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 learning, to the co-headteacher
- reporting any defects on school-owned equipment used for remote learning to an ICT technician
- adhering to the Staff Code of Conduct at all times

1.6. **Parents** are responsible for:

- supporting their child with remote learning to the best of their ability
- seeking support from school if they are finding any aspect of remote learning difficult (this can be done by using the year group email address)
- being respectful when offering feedback or making a complaint about the remote learning provision at Low Ash
- ensuring their child uses the equipment and technology used for remote learning as intended

1.7. **Pupils** are responsible for:

- adhering to this policy at all times during periods of remote learning
- ensuring they are available to learn remotely 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
- ensuring they use any equipment and technology for remote learning as intended
- adhering to the Behavioural Policy at all times

## 2. Resources

The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily

Pupils in Year 1-6 use Google Classroom to access remote learning activities and tasks. Google Classroom is also used to broadcast 'live lessons' to them. Before accessing a Google Classroom live lesson, parents/carers and pupils sign a 'Google Classroom Live Lesson Agreement'. If a pupil is unable to access a live lesson, then they can view a recording at a later time.

Each week, parents and carers of pupils in Nursery and Reception receive an overview sheet with learning tasks to complete. Recordings of stories read by the class teachers as well as phonics lessons are also sent out so that parents/carers can share them with their child.

- 2.1. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.
- 2.2. Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.
- 2.3. Work will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- 2.4. 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.
- 2.5. For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their Local Authority. A small number of iPads will be provided to pupils who do not have access to a device at home. A loan agreement will be signed by the parent/carer. Work packs will also be made available for pupils who do not have access to the internet – these packs can be collected from school.
- 2.6. Teaching staff will liaise with the Inclusion Leader and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.
- 2.7. Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops or iPads – see above.
- 2.8. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.
- 2.9. Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work where possible

### 3. Online safety

- 3.1. This section of the policy will be enacted in conjunction with the school's Online Safety Policy.
- 3.2. 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.
  - Use Google Meet if children are involved.
- 3.3. 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 Inclusion Leader.
- 3.4. The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.
- 3.5. The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed
- 3.6. The school will communicate to parents via School Ping about 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.
- 3.7. During the period of remote learning, the school will maintain weekly 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. Safeguarding

- 4.1. This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote learning.
- 4.2. The DSL and co-headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- 4.3. The DSL will arrange for all vulnerable pupils to be offered a place in school. However, if such a place is not taken up then regular contact is to be made with vulnerable pupils throughout the period of remote learning.
- 4.4. Phone calls made to vulnerable pupils will be made using school phones where possible.
- 4.5. The DSL will arrange for regular contact with vulnerable pupils once per week at a minimum, with additional contact, including home visits, arranged where required.
- 4.6. All contact with vulnerable pupils will be recorded on CPOMS.
- 4.7. The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- 4.8. All home visits **must**:
  - Have at least one suitably trained individual present.
  - Be undertaken by no fewer than two members of staff.
  - Be suitably recorded on CPOMS so that the DSL has access to them.
  - Actively involve the pupil.
- 4.9. The DSL will meet (in person or remotely) with the relevant members of staff regularly to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- 4.10. All members of staff will report any safeguarding concerns to the DSL immediately.
- 4.11. Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

## **5. Data protection**

- 5.1. This section of the policy will be enacted in conjunction with the school's Data Protection Policy.
- 5.2. 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.
- 5.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- 5.4. 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.
- 5.5. Parents'/carers' and pupils' up-to-date contact details will be collected prior to the period of remote learning.
- 5.6. All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.
- 5.7. Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- 5.8. Any breach of confidentiality will be dealt with in accordance with the school's Disciplinary Policy.
- 5.9. Any intentional breach of confidentiality will be dealt with in accordance with the school's Behavioural Policy or the Disciplinary Policy

## **6. Marking and feedback**

- 6.1. All schoolwork completed through remote learning must be:
  - returned on/ before the deadline set by the relevant member of teaching staff
  - completed to the best of the pupil's ability
  - the pupil's own work
- 6.2. The school expects pupils and staff to maintain a good work ethic during the period of remote learning.
- 6.3. Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via School Ping/telephone if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- 6.4. Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with one of the co-headteachers as soon as possible.

- 6.5. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the Inclusion Leader as soon as possible.
- 6.6. 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.

## **7. Communication**

- 7.1. The school will ensure adequate channels of communication are arranged in the event of an emergency.
- 7.2. The school will communicate with parents via School Ping and the school website about remote learning arrangements as soon as possible.
- 7.3. The co-headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.
- 7.4. The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives. Pupils will not be expected to work outside of school hours.
- 7.5. Members of staff will have contact with their line manager once per week.
- 7.6. Pupils will have daily contact where possible with a member of teaching staff either online or via a phone call to their parent/carer.
- 7.7. Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- 7.8. 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.
- 7.9. The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.
- 7.10. The co-headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

## **8. Monitoring and review**

- 8.1. This policy will be reviewed on an annual basis by the co-headteachers.
- 8.2. The next scheduled review date for this policy is October 2021.

## Appendix

### Remote Learning during the Coronavirus (COVID-19) Pandemic

Within the ever-changing circumstances we are currently living through, we must be prepared for local restrictions. If local restrictions apply, the school will implement provision for remote learning to ensure pupils never miss out on education. We will ensure that our curriculum is inclusive and accessible to all. This policy annex outlines additional measures that will be implemented for delivering remote learning during the pandemic.

#### 1. Legal framework

- 1.1 This policy has due regard to all relevant legislation, statutory and good practice guidance including, but not limited to, the following:
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
  - DfE (2020) 'Adapting teaching practice for remote education'
  - DfE (2020) 'Guidance for full opening: schools'
  - DfE (2020) 'Get help with technology during coronavirus (COVID-19)'
  - DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'
  - DfE (2020) 'How schools can plan for tier 2 local restrictions'
  - DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'
  - Department of Health & Social Care (2020) 'COVID-19 contain framework: a guide for local decision makers'

#### 2. Contingency planning

- 2.1 The school will work closely with the LA to ensure the premises is COVID-secure, and will complete all necessary risk assessments
- 2.2 The school will work closely with the local health protection team when local restrictions apply and implement the provisions set within their contingency plan.
- 2.3 The school will communicate its contingency plans for local restrictions with parents/carers, including whether it will remain open to vulnerable pupils and children of critical workers, or if remote working will be applicable for all.
- 2.4 If local restrictions are **not** applied, but a single class or 'bubble' needs to self-isolate, the school will immediately implement remote learning for that group.

2.5 The level of remote learning provision required will be based on the government's four tiers of local restrictions. Where there are no local restrictions in place, the school will continue to remain fully open to all, and these tiers will not apply.

#### Tier 1 local restrictions

2.6 The school will remain open if tier 1 restrictions are in place, and remote learning will not be provided at this time.

#### Tier 2 local restrictions

2.7 The school will remain open if tier 2 restrictions are in place, and remote learning will not be provided at this time.

#### Tier 3 local restrictions

2.8 The school will remain open if tier 3 restrictions are in place, and remote learning will not be provided at this time.

#### Tier 4 local restrictions

2.9 The school will limit on-site attendance to just vulnerable children and young people. All other pupils will receive remote education in line with section 3 of this appendix.

### 3. Teaching and learning

3.1 All pupils will have access to high-quality education when remote working.

3.2 The school will use a range of teaching methods to cater for all different learning styles.

3.3 Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

3.4 When teaching pupils who are working remotely, teachers will:

- Set assignments so that pupils have meaningful and ambitious work each day.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high-quality curriculum resources, including through live lessons and educational videos.
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.
- 3.5 All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.
- 3.6 In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the co-headteacher will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.
- 3.7 Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.
- 3.8 The school will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme.
- 3.9 Under the scheme, the school can order laptops, tablets and 4G wireless routers to support the following groups of pupils if they do not have access to a digital device or the internet through other means:
- Pupils in Years 3 to 11
  - Clinically extremely vulnerable children across all year groups who are shielding or self-isolating in line with government advice
  - Children in all year groups who are unable to access remote education whilst attending school on a hospital site
- 3.10 Before distributing devices, the school will ensure:
- The devices are set up to access remote education.
  - Appropriate safeguarding controls and support are in place to help pupils and their families use the devices safely.
- 3.11 Once devices are ready for collection, the school will either arrange for them to be delivered to pupils' homes, ensuring infection control measures are adhered to as part of this process.

#### 4. Returning to school

- 4.1 The co-headteacher will work with the LA to ensure pupils only return to school when it is safe for them to do so.
- 4.2 After a period of self-isolation, or the lessening of local lockdown rules, the co-headteacher will inform parents when their child will return to school.
- 4.3 The co-headteacher will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

## 5. Monitoring and review

- 5.1 This policy annex will be reviewed in line with any updates to government guidance.
- 5.2 All changes to the policy will be communicated to relevant members of the school community.