

Remote Learning Policy

Emmer Green Primary School

Contents

POLICY INTENT.....	2
ROLES AND RESPONSIBILITIES	3
Teachers	3
Setting work:	3
Inclusion	4
Staying connected with pupils who are not in school and their parents:	4
Individual Pupils Self Isolating	5
Teaching Assistants	5
Subject Leaders	6
Head Teacher and Senior Leaders	6
Designated Safeguarding Leads.....	6
Inclusion Team.....	7
Pupils and Parents	7
Pupils	7
Parents.....	7
Governing Board.....	8
WHO TO CONTACT	8
ONLINE SAFETY	9
PARENTAL ENGAGEMENT	9
DATA PROTECTION	9

POLICY INTENT

At Emmer Green Primary, 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, even if learning remotely.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy has been implemented to help deal with remote learning requirements brought about by COVID-19, but ongoing review and revision will ensure it remains applicable to other periods or situations where pupils' remote learning needs to be considered.

Steps detailed in this policy will be adhered to for periods of remote learning where a full class, year group or section of the school must self-isolate, or when the whole school is closed to pupils due to a school, local or national lockdown. In situations where individual pupil(s) must self-isolate, please see the 'Individual Pupils Self-isolating' section below.

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.
- 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.
- 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.
- Ensure that the school meets and exceeds DfE (Department for Education) guidance levels for remote learning.

When implementing our strategy for Remote Learning, we have carefully considered and evaluated documentation and guidance on remote learning, from the DfE and multiple other sources that provide recommendations and best practice for schools. Key points considered during the creation of this policy include the following:

- Teaching quality is more important than how lessons are delivered.
- Ensuring access to remote learning is key, especially for disadvantaged pupils.
- Supporting pupils to work independently can improve learning outcomes.
- Different approaches to remote learning can alter based on the learning objective, and will include allowances for differing content, ages, pupil abilities and accessibility.
- Safeguarding of pupils and staff is paramount in all aspects of remote learning.

ROLES AND RESPONSIBILITIES

All school staff will:

- Always adhere to this policy during periods of remote learning.
- Report any safeguarding incidents or concerns to the DSLs asking for guidance as appropriate.
- Take part in any training conducted to meet the requirements of remote learning, including training on how to use the necessary electronic equipment and software.
- Report any issues with school-owned equipment or software/platforms used for remote learning to the IT Manager.

Teachers

When providing remote learning, teachers will be available during their usual working hours. If they are unable to work for any reason during this allocated time, for example due to sickness or caring for a dependent, they should report this to their line manager.

When providing remote learning, teachers are responsible for:

Setting work:

Teachers will provide regular learning tasks for the children during periods of remote learning.

- Year group teachers will be added to into each other's "Teams class" for consistency, sharing of resources and partnership.
- Content shared with children will be in line with their normal curriculum.
- Activities will vary dependent on year group.
- Teachers will be expected to create some pre-recorded lesson content or lesson introductions.
- Junior and Infant remote learning delivery would include one English (writing/spelling/SPAG); one Maths; and one other foundation curriculum subject per day. This work can be set or distributed via channels in Microsoft Teams or other means.
- Junior and Infant provision will include daily assignments sent within Teams (assignments are tasks sent to the children within Teams that the child must complete and then return to teacher for marking and/or feedback).
- Foundation/Reception year group provision will vary but may include phonics work or other activities aligned with the curriculum. Work suggestions and resources may be distributed to parents via Teams.
- All pupils will have access to high quality education when remote working. The school will use a range of teaching methods, tools, and delivery methods, which includes but is not limited to
 - Using our online learning portal – Microsoft Teams
 - Usage of established year group content used in classroom lesson delivery
 - Completion of quizzes
 - Online materials or activity sheets
 - Links to or content from educational websites
 - Pre-recorded video or audio lessons, which may be created by our own staff, or by external parties or organisations such as Oak Academy
 - Various reading tasks, e.g., comprehension, inference, and prediction
 - Daily challenges
 - Purple Mash activities
 - Tasks set on school-subscribed services such as Mathletics
 - ReadTheory activities or other reading tasks

- Well-being activities (PSHE) including PE links and mental/physical workouts
- Evidence.Me (Foundation/Reception Classes)
- Instructions sent with tasks should have enough detail for the pupil to be able to work independently (age dependent) but should not always rely on use of a computer or device as it is acknowledged that devices at home may also be required by siblings and/or parent(s) working from home.
- The remote learning set by the teachers will follow the long-term curriculum plan for their class so that children can continue to access the relevant curriculum for their year. It is anticipated that much of the content required for remote learning will have to be adapted or extended from existing lesson plans and materials that may work in the classroom but require additional explanation or supporting material when used remotely.
- A weekly timetable will outline the work to be completed and give pupils a guide for structuring their school days for that week at home. Teachers will provide explanations of the timetable, and areas of flexibility, as access to resources at home may not be consistent for all pupils. The work will be set at least weekly and uploaded to Microsoft Teams as this gives us ability to adapt material and curriculum delivery based on pupils' progress.
- Some of the work passed to the children need to be achievable 'offline' as it cannot be expected for a child to have IT resources at their disposal at home for the whole of the remote learning content.
- Timetables should be available at the start of the week, and any daily content must be available by 4pm the previous school day. Content can be shared earlier if appropriate, as this may help pupils (and their parents) to plan remote learning activities.
- Make sure pupils with limited access to devices can still complete the work. Work assigned in Teams must also be deliverable in hard copy (paper format) to be shared with these pupils.
- Teachers or support staff will monitor Teams and other platforms for sensible and appropriate use by children in the class, reinforcing standard e-safety messages, school rules and etiquette when working in a 'virtual class.' Escalate as necessary with parents and/or SLT (Senior Leadership Team).
- Providing feedback on work:
 - Work submitted will be acknowledged by the class teacher. This may be through Teams assignment feedback, grading, or other established methods.
 - Feedback will be given on an individual, group, or whole class basis. Feedback will be age appropriate.
 - Children must know when they have been successful and any next steps.
 - Feedback will be provided on submitted work within 2 working days of the deadline.
 - Class progress (based on work submitted or other factors) may indicate that lesson reinforcement is required, leading to a change in the planned timetable.

Inclusion

Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for all levels, including the needs of disadvantaged pupils and pupils with SEND. 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 learning content through high quality curriculum resources, including through educational videos.
- Use a range of visual tools and methods.
- 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.
- Provide adapted learning resources for children with additional learning needs, i.e., SEND or where English is an additional language.

Staying connected with pupils who are not in school and their parents:

- Parents can communicate with class teachers via the year group email address. During periods of remote learning, emails received from parents are to be checked regularly (during normal term dates and school hours). Teachers should respond to pupil/parent emails within 2 working days.
- Teachers should respond to parent questions and any concerns they have about their child via the year group email or phone where necessary.
- General communications about remote learning will be outlined on Microsoft Teams or via our school website. Alternatively, they may be distributed through the centralised school email and texting systems, dependent on content.
- Teachers must not share any personal contact details e.g., phone number or private email address. If not using a school phone, numbers from personal mobile phones should be withheld.
- If a parent query, concern, or complaint cannot be dealt with by the class teacher, it should then be escalated to SLT. Teachers may also be asked to help provide a response or comment on the parental query.
- Should anything be unclear in the work that is set, pupils (or parents on their behalf) can ask for clarity via Microsoft teams. This will be through the 'Chat to Teacher' channels, or by replying directly to a piece of work distributed in the Teams subject channels.
- If there has been no communication from either a parent or child via Teams or other method after 2 days of the remote learning period starting, teachers will coordinate for a member of staff to contact the parents on day 3. If there is no response, it will be reported to SLT.
- Teachers will identify pupils who are not completing work on a regular basis and arrange for a member of staff to contact the parent.
- Teachers will work with the Inclusion Team to ensure that identified pupils will be called on a regular basis.

Individual Pupils Self Isolating due to COVID

Sometimes a remote learning period will apply only for an individual pupil(s), such as when they are marked in the register as absent due to COVID-19 circumstances (i.e., they have a positive COVID test or are being kept away from school because they are exhibiting recognised COVID symptoms).

- Teachers, with support from TAs and other school staff, are responsible for providing work from the start of the pupil's isolation period, if the parent confirms that the child is well enough to complete schoolwork. Due to staff teaching the rest of the children in class, remote work may not be provided for the first day that school receives notification of absence due to COVID.
- Work provided must be relevant and reflective of what is happening in class at the time of the child's absence (e.g., covering the objectives for English and maths that are currently being taught). This may include paper or online educational resources shown in 'Teachers - Setting Work' section above.
- Work for the child may be distributed via email to the child's parents, made available on our website, or published/assigned within Microsoft Teams. Where necessary paper packs may be provided.
- Teachers will acknowledge pupils work and give short but focused feedback. Children should know when they have been successful and any next steps.
- Any teacher/parent communication can be maintained via email (if parents need further support with a particular issue, teachers may follow up the query with a phone call).
- Individual pupil remote learning provision is provided for children with positive COVID tests, children awaiting PCR test results, or children at home isolating at home due to recognised COVID symptoms. The provision does not extend to children off school or not attending school for other reasons.

Teaching Assistants

During periods of remote learning, Teaching Assistants should be available during their normal working hours. If they are unable to work for any reason during this allocated time, for example due to sickness or caring for a dependent, they should report this to their line manager.

Teaching assistants will:

- Support class teachers with the remote learning offer. This may be for classes, year groups or pupils outside of their normal duties.
- Help in the preparation of resources.
- Assisting class teachers with the marking and feedback of work.
- Support individual pupils where possible – liaise with class teachers and Inclusion team where necessary to support planning, prepare resources and contacting parents.
- Assist class teacher in contacting parents of children, including those not appearing to partake in learning activities (e.g., work is not being submitted or the child is not accessing the work) as well as those identified by the Inclusion Team.
- Undertake any required training or CPD.
- Attend meetings with colleagues where required.

Subject Leaders

Alongside any other responsibilities, subject leads will:

- Consider whether any aspect of the subject curriculum needs to change to accommodate remote learning.
- Work with teachers setting the curriculum subject to make sure work set is appropriate and consistent.

Head Teacher and Senior Leaders

Senior leaders will be responsible for co-ordinating and reviewing the remote learning approach across the school, which includes the following:

- Monitor the effectiveness of the remote learning solutions in place.
- Work in partnership with school staff to identify which families may have no or limited access to the internet and ensure hard copies of activities are being made available to parents for collection.
- Arrange any additional training that staff may require to support pupils during the period of remote learning.
- Monitor the security of remote learning systems, including data protection and safeguarding considerations.
- Ensure that staff, parents, and pupils adhere to the relevant policies.
- Review the effectiveness of this policy on an annual basis and communicate any changes to staff, parents, and pupils.
- All provisions for remote learning will be subject to the class or year group's age and ability as well as staff availability or other extenuating factors. In exceptional circumstances, the school may reduce its remote learning curriculum offering – the head teacher and SLT will assess this need, keeping pupils' best interests in mind, and will not make the decision lightly.
- Ensuring accessibility and availability of systems used to set and collect work, while providing support to staff (and parents where necessary) regarding issues accessing the systems.

Designated Safeguarding Leads

The DSLs responsibilities are identified within the school's safeguarding policies.

- Attend and arrange, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaise with the IT Manager to ensure that technology used for remote learning is suitable for its purpose and provides appropriate protection to the pupils using it.
- Identify vulnerable pupils who may be at risk if they are learning remotely.
- Ensure that child protection plans are enforced while the pupil is learning remotely and liaising with Social Care and other organisations where required.
- Ensure all safeguarding incidents are recorded and reported in the appropriate manner during the period of remote working.
- Ensure that staff training regarding safeguarding is maintained during the period of remote learning.

Inclusion Team

The Inclusion Team is responsible for working with teachers to coordinate provision for pupils with SEND across the school. During a period of enforced school closure, the Inclusion Team will continue to perform the following tasks:

- Liaise with the IT Manager to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Support class teachers in their liaison with SEND pupils at home and their families.
- Ensure completion of necessary SEND paperwork and/or applications.
- Ensure that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with class teacher, the Head Teacher, and external organisations to make any alternate arrangements for pupils with EHC plans and IHPs (Individual Health Plans).
- In partnership with teachers, identify the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensure that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

Pupils and Parents

Pupils

Pupils learning remotely are expected to:

- Complete work tasks by the deadlines set by teacher and return work when requested.
- Seek help from the adults at home or teachers if they need it.
- Read as often as possible, with a minimum of three times a week
- Behave sensibly and follow the rules set by the school when using any school technology for remote learning (such as Microsoft Teams or other online tools and services).
- Work hard and try their best.

Parents

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work. This is particularly important if an individual pupil is self-isolating due to COVID symptoms or a positive test, as the teacher may be setting work specifically for that pupil only.

- Support their child(ren) as best they can and seek help from the school if they need it. If there are circumstances that mean a child cannot engage at least partially with the remote education offering, then the parent must raise this with the teacher.
- Communicate with class teachers via email or Teams should anything be unclear in accessing or completing the work that is set,
- Support their children’s work, by viewing the work set together, and then helping make appropriate plans to complete the work. This can include finding an appropriate place to work and, to the best of their ability, supporting their children with work.
- Encourage the child to work with good levels of concentration. An important part of this is for children to maintain a regular routine during periods of remote learning. The suggested timetable from the class teacher can help in this regard.
- View online tutorial videos and ‘how to’ guides that may be published by the teacher or school leaders. These may be targeted at pupils showing them how to access the published remote learning content or written to help parents assist their younger children in accessing materials.
- Let the school know if there are home circumstances that mean a child cannot engage at least partially with the remote learning offering put in place for their child(ren). This could be due to lack of access to suitable computing devices within the household or inability to access or use the platform for any other reason. The school can then make alternative arrangements for lesson content to be delivered, such as in hard copy (paper format) for these pupils.
- Let the school know if accessing the work is an issue. Every effort will be made by staff to ensure that work is set promptly on appropriate platforms, but school cannot guarantee that the chosen platforms will work on all devices or promise availability of the platform itself. Parents should contact school promptly and alternative solutions will be made available (e.g., paper copies of work).
- Understand that the school remote learning provision cannot be accessed by primary age pupils entirely independently, and that children in all year groups will need a degree of supervision and support in their learning.
- Be respectful and considerate when making any complaints or concerns known to staff (see our ‘Code of Conduct for Parents’ document on the school website).

Governing Board

The governing board will:

- Monitor the school’s approach to providing remote learning to ensure education remains as high quality as possible
- Ensure safeguarding, health and safety, and staff/pupil wellbeing.
- Prioritise key and urgent decisions in meetings.
- Ensure that SLT can demonstrate data protection and safeguarding measures are incorporated into the school remote learning provision.
- Respond to any statutory procedures such as grievances, disciplinary panels, exclusions, and complaints.

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 the Inclusion Team.
- Issues with behaviour – talk to the Inclusion Team and/or a member of SLT.
- Issues with their own workload or wellbeing – talk to their line manager or SLT.
- Concerns about data protection – talk to the data protection lead within the SLT.
- Issues with IT – contact the IT Manager.

- Concerns about safeguarding – talk to the DSLs.

ONLINE SAFETY

All staff and pupils (and parents supporting them) using video or audio tools for communication must:

- Wear suitable clothing – this includes others in their household. Nightwear is not permitted.
- 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 recommended during video communication and pupils may be asked to disable their cameras in situations such as this.
- Use appropriate language in any voice or chat channels – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not store or distribute learning content, video, or audio material from school platforms without specific permission. Do not make audio/video recordings or take screenshots/images/content from the school remote learning platform, from school video sessions, audio chat sessions, text chat logs or from lesson resources.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software such as anti-virus software or web filtering on devices not owned by the school.

Pupils repeatedly misusing the Teams platform, school devices or software will be reported to the relevant Phase Leader who will follow the schools Positive Behaviour Policy to deal with the incident.

Staff not using devices or software appropriately may face disciplinary action in accordance with our Code of Conduct.

PARENTAL ENGAGEMENT

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 the expectation of remote learning for their child(ren).
- 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.
- Provide parents with tutorials and guides to help them assist their children with their learning.
- Encourage parents to inform the school of issues affecting their child’s ability to access remote learning content (such as lack of IT, connectivity issues, etc).

DATA PROTECTION

Accessing personal data

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

- Only use their school email account and school messaging tools and never use personal messaging systems not maintained by the school.

- Connect to the school network system using secure VPN connections on their secure school devices to work with any personal data.
- Follow the school IT policy when using computer equipment to access personal data held by the school.

The Data Protection lead within the SLT is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection in line with the school IT policies.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR (General Data Protection Regulation).
- Ensuring that all computer programs used by the school for remote learning are compliant with GDPR and the Data Protection Act 2018.

Processing personal data

- Staff members may need to collect and/or share parent’s personal data such as email addresses as part of the remote learning system (e.g., Using the year group email accounts to support parent enquiries).
- Staff are reminded they must collect and/or share as little personal data as possible online.

Keeping devices secure

All staff members will take appropriate steps to ensure their school devices (or devices that access school data such as a mobile phone) remain secure. This includes, but is not limited to:

- Keeping the device password-protected and do not share password with anyone.
- Making sure the device is locked if left unattended.
- Not sharing the device among family or friends.
- Staff who access emails via personal smart phone or similar devices need to ensure levels of security consistent with the IT policy.

Version History

Ver.	Date	Comments
1.0	20 Oct 2020	Official version approved by Governors.
2.0	11 Mar 2022	Minor updates to reflect “Schools COVID-19 operational guidance” doc published by DfE in Feb 2022.