



TANKERSLEY ST PETERS

Remote Learning Policy

Intent

All schools have a duty to provide safe remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19) with effect from 22 October 2020. Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we are committed to offering immediate remote education in a way that safeguards pupils from harm in a digital world.

Every school is unique and school leaders make their best endeavors to utilise approaches which will secure the engagement and progress of their learners. The school is committed to securing consistently high-quality remote education for all pupils where reasonably practicable.

Remote education is much more than setting work. School leaders will wherever possible, ensure that all learners continue to access the curriculum through high-quality online and offline resources as well as teaching videos linked to our curriculum offer and the aims and expectations of our school.

Learning should be clear, purposeful and relevant to the delivery of our curriculum and not be reliant on tasks to keep children 'busy'.

Our six underlying principles which underpin our remote education:

1. **Safeguarding pupils from harm, online and offline, remains the key priority.**
2. **Pupils will continue to be taught a well-sequenced curriculum.**
3. **Teachers will continue to set work that scaffolds pupils' practice and helps them to apply their new knowledge and skills.**
4. **Pupils will continue to receive feedback that helps them to make progress.**
5. **No child should be disadvantaged by a lack of technology at home.**
6. **Remote education plans should not place unreasonable demands on parents' help or support, or the workload of teachers.**

At Tankersley St Peters C of E Primary school, the platform we have chosen to support remote teaching and learning is **Microsoft Teams**. We are committed to providing the training, support and guidance required to ensure that school staff, parents and pupils feel confident to use our system safely and effectively.

Each class teacher will provide a **daily learning grid** containing age appropriate learning and differentiated activities for the class – these will be uploaded to the school website each day by our school website manager.

Teachers will provide printed resources for pupils who do not have suitable online access. However, we will do our very best to support all pupils to access our online learning offer at home, such as by loaning additional laptops or other hardware as appropriate and where this is available.

Our approach has been carefully considered in relation to the pupils' age, stage of development or special educational needs. We are committed to working with parents and carers, especially those of younger children and pupils with SEND who may not be able to access remote education without adult support, to ensure all pupils continue to access a broad and balanced curriculum.

Implementation

In delivering our remote education

- ✓ **We will ensure that pupils have meaningful and ambitious work each day in a number of different subjects. We will plan pupil work that is of equivalent length to the core teaching pupils would receive in school, ideally including regular contact with teachers through an online meeting.**
- ✓ **We will 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 practised in each subject.**

- ✓ We will provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos. These will largely be aligned to resources, approaches and materials routinely used in class so that children are generally familiar with them.
- ✓ We will gauge how well pupils are progressing through the curriculum and set a clear expectation on how regularly teachers will check work. We will enable teachers to 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.
- ✓ In addition to the information on what schools should be doing to protect their pupils online, as outlined in the statutory guidance Keeping Children Safe in Education (KCSIE), we will implement any additional measures that will help to keep pupils safe online. This relates to principles outlined in our Internet Safety and Safeguarding Policies.

1.Special educational needs and vulnerable children

For pupils with SEND, their class teachers and SENCO are best-placed to know how their needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavors to secure the special educational provision called for by the pupils' special educational needs remains in place. Our School Focused Plans (SFPs) will continue to be used to guide planning remotely for pupils with SEND and some of this work may be delivered as interventions online or offline as required in these plans

The SENCO and teachers will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers. The SENCO in school will lead on this with the teaching staff.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if the pupil cannot access resources and services due to self-isolating. In this situation, decisions on how provision can be delivered should be informed by each case - for example, the types of services that the pupil can access remotely. There may be a need for specific online teaching and remote sessions with different types of specialists or therapists. These decisions will be considered on a case by case basis by the SENCO, teacher and professionals involved

Where individuals who are self-isolating are within our definition of vulnerable, we have robust systems in place to keep in contact with them. The DSL (Headteacher) will lead on this.

When a vulnerable child is asked to self-isolate, the DSL will notify their social worker (if they have one). The DSL will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

The DSL and class teachers will check if a vulnerable child is able to access remote education. Where this is not the case, we will support them to access it (as far as possible) and to regularly check if they are doing so.

We will use our best endeavors to ensure that the teaching and learning offered to all pupils, but especially our most vulnerable pupils, secures their interest and engagement.

2. Roles and responsibilities

2.1 Teachers

- When providing remote learning teachers should be available as they would ordinarily be during the normal school day of 8.45am to 3.45pm to undertake support, plan for the next day, respond and feedback to children's work and undertake small group/individual support.
- Where staff are in a position to do so, they may respond up to 5.00pm however, parents should not contact staff beyond 5.00pm or at weekends. Immediate responses must never be expected.
- Teachers should organise a welfare catch-up for the most vulnerable children weekly and in line with normal safeguarding practices. Any safeguarding issues should be logged in the school CPOMS portal as usual.
- If teachers are unable to work for any reason during remote learning periods, for example due to sickness, they should report this to the Headteacher or designated member of SLT, using the normal sickness absence procedure.
- When providing remote learning during a bubble closure, if the school is shut or in a lockdown type situation, teachers are responsible for:

Setting learning

- Set and upload a **daily learning grid** with daily learning tasks to provide a broad and balanced curriculum in line with our whole school curriculum offer
- Organise a class meeting schedule where:
- At the start of the day, teachers have opportunity to 'check-in' and register the children online through Microsoft Teams, discuss learning, identify any difficulties accessing learning, share any feedback/recognition or important messages, etc. Importantly children should receive an overview of the schedule for the day,
- Arrange times for input/communication related to the daily teaching tasks. Agreed outline for the day:

- 9.00am- Class meet, register and input/teaching related to daily tasks
- Teachers will then continue to teach online or through pre-recorded learning videos and links which are relevant to the subject learning sequences
- Teachers may adjust times to suit the duration of teaching tasks and build in check-in times during sessions to support learning/offer additional input/guidance/feedback or lesson conclusions as appropriate
- In some cases, adjustments may be required for a variety of reasons, e.g. bandwidth availability, staff availability due to illness, etc
- Set and upload an appropriate standard/level of learning activities using existing school resources and online resources (*taking account of any SEND*) for children in their class, in:
 - Maths
 - English (including reading, SpaG, writing and phonics) as appropriate
 - Non-Core subjects (e.g., science etc) as appropriate for the week but allocated daily
 - A wellbeing and physical/PE activity session
- Support and provide work for other classes if requested and by, and in agreement with SLT. e.g. As a short term measure in response to staff illness/shortage during a closure scenario.
- The amount of work should be in line with securing learning and maintaining pupil progress and in line with identified children's individual needs.
- Work needs to be set by 9.00am each morning.
- Work should be uploaded to our current agreed systems. Tankersley St Peters will use Microsoft Teams as a foundation for Remote Learning and Home/School communication with children. This will be supplemented, according to best suited methods using a variety of additional resources and applications, such as, White Rose Maths, RWI phonics portal, TT Rock stars, My Maths and the Oak National Academy lesson videos
- Co-ordinate with other partner teachers, subject leaders and SLT where necessary to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.

Providing feedback on work:

- Children will upload completed remote learning during the school day for marking/feedback through the virtual email or online platforms e.g. Purple Mash. Ideally, children will upload work immediately upon completion. Teachers will mark the work in the afternoon from 2.00pm- 5.00pm
- Teachers will share feedback with pupils via email or the platform
- Feedback should be simple and to the point, addressing the learning outcome and how it can be met/work improved/praise

Keeping in touch with pupils who aren't in school and their parent/carers:

- Provide daily opportunity to engage
- There should be a welfare check from the class teacher to pupils who are vulnerable at least once a week by telephone or email.
- Answering reasonable communications from parents and pupils using the class virtual emails. This should be done within normal day time working hours up to 5.00pm
- Any complaints or concerns shared by parents and pupils should be initially be dealt with by the teacher but these can be escalated to the headteacher/SLT if unresolved or complex. For safeguarding concerns, refer to the section below.

Meetings

- If a teacher has to attend virtual meetings with parents and pupils, whilst at home, (e.g. a SEND review etc) they should approach this in a professional manner, noting the need for professional presentation.

Isolation

- For individual cases where a child is isolating due to Covid19 related requirements, staff will facilitate access to taught class input sessions and materials which aligns with current curriculum content being taught in class.

Class Bubble Closure

- If a class has to isolate for 14 days, but school is still open, teachers will provide remote learning from home as described in this policy unless ill with Covid19 themselves. If the teacher is ill with Covid19 this case, the school SLT will make its best endeavours to utilise staff within school to support remote learning for the class, which will be the learning for that year group, for that week.

Local lockdown

- Should a 'lockdown/closure' occur, teachers will provide remote learning as described in the policy. Some staff may cover key worker groups, who may need to continue to learn in school. Staff may, with the agreement of the Headteacher, use the key worker groups for their own children if childcare is an issue (i.e., their own child is unable to access their usual key worker provision.) A member of SLT will be on site at all times when school is open.

2.2 Teaching assistants

- Teaching assistants must be available between their normal working hours in school.
- If unable to work for any reason during this time, for example due to sickness this should be reported using the normal absence procedure. When assisting with remote learning, teaching assistants are responsible for:
- Supporting pupils who aren't in school-
 - TAs will support children with remote learning. This will be under the direction and in partnership with the teacher.
 - Tasks will include:
 - Checking in/contacting those children not in 'virtual attendance'.
 - Maintaining and submitting a 'virtual attendance' log to the school office (identifying and sharing any 'concerns' or issues with pastoral/SLT staff.
 - Supporting children with learning.
 - Assisting teachers with delivery and preparation and adjusting materials and input to support small groups/individuals.
 - If the school is subject to closure/lockdown teaching assistants will be working in school to support the delivery of remote and key worker education in school.

2.3 Subject leads

Alongside teaching responsibilities, subject leads are responsible for:

- Considering any aspects of the subject curriculum need to change to accommodate remote learning.
- Working with teachers teaching their subject remotely to support and make sure all work set is appropriate and consistent.
- Supporting colleagues with the remote work set by teachers in their subject such as through discussion, checking outcomes, sharing good practice, etc.
- Alerting teachers to resources they can use to teach their subject remotely.

2.4 Senior leaders and IT Leader

Alongside any teaching responsibilities, senior leaders are responsible for working with other leaders to:

- Co-ordinate remote learning across the school with support from IT lead, School Business Manager and Code-Green IT support services.
- Monitoring the effectiveness of remote learning through regular catch-ups with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.5 Designated safeguarding lead (DSL)

The DSL is Mrs Jayne Proctor-Blain (headteacher)

The deputy DSL leads are Mrs M Hartley and Miss L Johnston.

- Safeguarding incidents should be referred to the DSL lead or deputy DSL lead and recorded on CPOMS as soon as possible. The school's safeguarding child protection policy is available on the school website.
- The DSL and pastoral team will complete the LA weekly safeguarding tracker which will be uploaded to the Perspective lite system. This will be reviewed each week with actions and pupils added as necessary.
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2.6 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although may not always be in front of a device the entire time. Our class virtual emails can be used to communicate.
- 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.
- Attend daily remote meetings under adult supervision (adults do not need to 'accompany' children but should have oversight of what children are doing) and participate in any extra support sessions provide by their teacher.

Staff can expect parents with children learning remotely to:

- Ensure that children can access remote learning on a daily basis and upload completed work for the teacher to check and provide feedback
- 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 raising issues and concerns to staff

2.7 SENDCo

The SENDCo will:

- Take responsibility for tracking SEND pupils across school on a weekly basis. This will include those with EHCPs and those on the provision map.
- Contact all families of children with an EHCP for a welfare/check-in call and record it on the LA SEND/Safeguarding tracker
- Liaise with staff on the work and interventions being set for SEND children on a weekly basis
- Liaise with families and other professionals on reports/learning programmes and issues relating to the SEND and support. These to be noted on tracker

2.8 Governing body

The governing body 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 Important points to note re online learning:

'Live' input sessions should always be accessed through Microsoft Teams. The class teacher will utilise the 'RECORD' facility which will save the input for a maximum of 20 days in the App.

- This will allow children unable to access 'Live' input to access after the event
 - This will also serve as a 'record' of 'Live input' for staff and child protection purposes
 - The school asserts its rights as 'owners' of the recorded input and as such, withholds permission for any such recorded sessions to be downloaded, altered or shared in any way beyond its intended audience (specifically the child to whom it is assigned). Any such breach in use, distribution or such action will be treated as a serious breach of confidence and may lead to further action.
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- Children must not access the Online facilities (i.e. Teams, chat, cameras, etc.) at times other than under the direction of a member of staff. For example, children found to be using facilities such as 'chat', etc. inappropriately will be considered a serious breach of acceptable use.
 - When undertaking virtual sessions, there will normally be the usual class teacher and an allocated TA either physically or virtually present.
 - The school is approaching the use and development of Remote Learning strategies as an opportunity to enhance provision and learning for children. As such parents should anticipate that in its earliest forms there may be periods of development, improvement, adjustment and error.
 - The school will undertake ongoing development and CPD around the integration of varied approaches, strategies and resources.
 - The primary 'vehicle' for remote learning will be Microsoft Teams. This will evolve as staff, pupil and parent experience and expertise develops. This will include the use of directing and linking to online resources, materials and Apps via MS Teams.

3. Data protection

3.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will, taking into account safeguarding and GDPR requirements if they

- Use their school laptop to undertake activities associated with remote learning
- Use their teacher iPad to access technology/APPs to undertake some remote learning procedure
- Use a personal phone to speak with parents, ensure that it uses private number/caller withheld (*dial 141 before the number you are calling)
- Set and check remote learning
- Use Teams for live catch-up and support sessions
- Use FortiClient to access the server in school
- Use the class virtual email to contact parents

3.2 Keeping devices secure

All staff must take appropriate steps to ensure their devices remain ready for use at home at short notice and 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)

- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends

The school will ensure that the devices used have:

- Installed antivirus and anti-spyware software
- Operating systems that are safe and fit for purpose
- 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

3.3 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses, telephone numbers etc 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 permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online.

Staff must use BCC in emails to send more than one email to several parents.

Staff must NOT use their own personal emails (e.g. Hotmail /Gmail etc) to contact parents.

If personal mobile phones are used to call parents then staff should hide caller ID.

4. Links with other policies

This policy is linked to our:

- Safeguarding and Child Protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Remote Learning Expectations
- ICT and internet acceptable use policy
- Online safety policy

This policy will be reviewed termly by the headteacher and SLT
Last review 22nd Oct 2020