

Remote Learning Policy



September 2024

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What is remote education

Remote education: a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils. **Digital remote education:** often known as online learning, this is remote learning delivered through digital technologies.

Blended learning: a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happen in class.

Synchronous education: this is live teaching via digital technology

Asynchronous education is when the material is prepared by the teacher and accessed by the pupil at a later date.

1. Aims

This remote learning policy for staff aims to:

- 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
- Provide appropriate guidelines for data protection

2. Use of remote learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is either:
 - Not possible to do safely
 - Contradictory to guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
 - They have an infectious illness
 - They are preparing for or recovering from some types of operation
 - They are recovering from injury and attendance in school may inhibit such recovery
 - Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers should be available daily between 8am and 3.30pm. (Job share staff will operate their usual working days unless absent through ill health.)

When providing remote learning, teachers are responsible for:

- Setting work and sent by google classrooms/class email
- Provide work for own class unless the class teacher is unavailable due to other commitments e.g. if some pupils are in still in school (Time for the class teacher will be given to support pupils at home as and when it is needed)
- At least two daily online teaching session to be made available to classes if all of the class is at home due to enforced lockdown procedures.
- If there are Key worker/Vulnerable children in school operate remote learning via two models
- Remote learning takes place at the same time with children in school and those at home
- Remote learning takes place at a different time with the teacher and the group of children in school will be taught by a teaching assistant.

See appendix for the amount of time children in the different key stages should be remote working

- Work to be uploaded to the class email for each year group as well as the school website either daily or uploaded on a Sunday ready for the coming week
- Learning packs including hard copies of any resources required to be delivered to pupils with limited internet access.
- Specific learning packs delivered for pupils with SEND
- Decide on clear communication strategy with parents and intervals when/how online activities will be shared and teachers available (e.g. each morning, week)
- Refresh pupil accounts for online learning tools,

- Promote Online Safety reminders
- Share reminders of traditional, fun off-screen learning activities

3.2 Providing feedback on work:

Feedback provided by teachers in emails to the class

3.3 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.30am - 3.30pm

When assisting with remote learning, teaching assistants are responsible for:

- Supporting their class teacher with various tasks including: phone calls/providing home learning packs/delivering home learning packs, outreach programme
- Attending virtual meetings with teachers, parents and pupils.
- Supporting children within the class with remote learning (Tier 4 contingency framework)

3.4 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Alerting teachers to resources they can use to teach their subject remotely
- Planning and preparing whole school events within their subject
- Checking resources used to ensure they support curriculum practice at Coit Primary

3.5 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for the quality assurance of remote learning across school alongside:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents using surveys
- Surveying parents, pupils and staff builds an evidence file if there are any complaints
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Evaluating the use of remote learning with staff pupils and parents

3.6 Designated safeguarding lead

See Safeguarding Policy for further detail if there are any safeguarding issues

3.7 IT Teaching staff support

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices
- Setting up learning platforms for use remotely

3.8 Who to contact for issues about remote learning

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 SENCO
- Issues with pupil behaviour/wellbeing– talk to SLT
- Issues with their own workload or wellbeing – talk to SLT
- Concerns about safeguarding – talk to one of the DSLs (Joanne Eagleton - Lead, Giselle Rodrigo - Deputy, Charlotte Zadrozny - Deputy)

➤ Issues with IT – Blue box telephone support@blueboxit.co.uk 0114 2757905

3.9 Pupils and parents/carers

Staff can expect pupils learning remotely to::

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Act in accordance with normal behaviour rules / conduct rules of the school (and any specific online behaviour rules where applicable)
- Staff can expect parents/carers with children learning remotely to:
 - Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible
 - Make the school aware if their child is sick or otherwise can't complete work
 - Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
 - Be respectful when making any complaints or concerns known to staff

3.12 Governing board

The governing board is responsible for:

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

4 Curriculum Adaptations for Remote learning

- Physical education is a difficult subject to teach remotely. Some aspects may be able to be delivered using video demonstrations. At the same time, taking account of any restrictions in force and pupils' age and living circumstances, pupils should be encouraged to take regular physical exercise to maintain fitness.
- Consider what can be taught on line-does the lesson require practical equipment if so how will this work/not work (MATHS PE COMPUTING proving to be more of an issue in terms of curriculum provision)

- Do not offer too much new subject matter at once. Key building blocks need to be embedded first.
- Planning may need to be adapted to suit home learning- what can be done at home-use of simulations/videos/worked examples and modelling are all still valid.
- Practising or developing existing knowledge skills and understanding also remains a necessary part of remote education e.g. handwriting, basic maths, spellings

4.1 Considerations for providing Remote Learning suitable for very young pupils

- It is recognised that very young pupils are likely to have particular needs which cannot easily be met in some of the ways described above.
- For such pupils, it is likely that the priority will be progress in early reading including the teaching of phonics and Mathematics.
- Ensuring continued access to appropriate reading books and resources for early readers should be considered as part of contingency planning.
- Helping parents, carers or other adults at home to continue to support children in their early reading, where appropriate and practical through structured practice of phonics content, is another important part of contingency planning for children at this stage.
- Other content for these pupils is likely to include providing guidance for supervising adults to ensure that time is used as productively and developmentally as possible.

4.2 Considerations for providing Remote Learning suitable for supporting pupils with special educational needs and disabilities (SEND)

Where this is not possible, the following considerations should be in place:

- Take a pupil-centred approach

Teaching staff should consider each pupil's individual profile in terms of need and provision.

- This information should be used to consider what this means for remote learning in the context of the subject and the curriculum they are covering. It should be used to ensure pupils effectively continue to make progress wherever possible if they are not able to be in school. The timing, frequency, length and presentation style of any teaching input by staff should carefully be considered in relation to this individual profile
- For those with an EHCP, the legalities of provision should be considered and subsequent records made to show how this is aiming to be achieved alongside the impact against target

- Replicate school support as much as possible, including the deployment of support staff alongside teaching staff
- Continue to provide interventions remotely where possible
- Provide intense support for parents of pupils with SEND using a named member of staff for consistency
- Make / provide high quality resources universally accessible and editable as standard

5. 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 SENCO
- Issues with behaviour – talk to the relevant teacher
- Issues with IT – contact school who will contact the school's IT provider
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

6. Data protection

6.1 Accessing personal data

- When accessing personal data for remote learning purposes, all staff members will:
- Explain:
- How they can access the data, such as on a secure cloud service or a server in your IT network
- Which devices they should use to access the data – if you've provided devices, such as laptops, make staff use these rather than their own personal devices

6.2 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 permission for this to happen. The school will follow its data protection policy / privacy notice in terms of handling data, which can be found on the Coit Primary School Website

- However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

6.3 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 – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

7. Safeguarding

- Please see Child Protection and Safeguarding Policy

8. Monitoring arrangements

- This policy will be reviewed annually

9 Protocols for Virtual Meetings

For staff leading/organising meetings

What to plan for when setting up or participating in Zoom

- Use a new meeting room each time (ie. don't use the personal meeting ID)
- Only allow attendees to join after the host
- Set up a 'waiting room'

- Lock your meeting room after you have started
- Do not publicise your meeting's link on social media
- Do not share the screenshot of everyone, especially when it show the meeting ID
- The host leads the room and manages the people attending the meeting and the mute option
- Tell people and ensure you have a Plan B (i.e. if you do have to abort the meeting?)
- Where will the meeting move to and how can people re-join?)

For people participating in meetings i.e. staff, parents and children. Governors etc

- Ensure you are in a quiet and calm environment
- Arrive at the meeting on time
- Do not eat or drink during the meeting
- Dogs, cats and other pets do not need to join in
- Have a pen/pencil/whiteboard ready
- Follow the guidance given by the Zoom teacher
- Use the mute button if there is background noise or when asked
- Do not share the meeting ID and password
- Be respectful to the host and the other pupils

10. Links with other policies

- This policy is linked to our:
- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy

- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

Appendix

Read Rapid Evidence Assessment



Rapid_Evidence_Assessment_summary.p



NTP_Best_Tutoring_Practice_Briefing_Fo



The_EEF_guide_to_supporting_school_

| EYFS | School |
|--|-----------------------------------|
| Communication and language Reading Phonics Writing | 1 hour per day (30 mins daily) |
| Physical Development | 20 mins per day |
| Mathematics | 1 hour per day |

| | |
|--|--------------------|
| Understanding the world Geography/History/RE/Computing | One hour per day |
| Expressive arts and design Art DT Music | |
| Personal Social and Emotional Development | 3.5 hours per week |

KS1 3+ Remote Learning Expectations 3 hours

| | Y1 3 hours per day DFE | Y2 3 hours per day DFE |
|---|--|--|
| Subject | | Y 2 |
| English | 5 hours per week Per day? 1.5 hours | 5 hours per week Per day? 1.5 hours |
| Phonics | 30 mins daily | 30 mins daily |
| Mathematics | 5 hours per week Per day? 1hour | 5 hours per week Per day? 1hour |
| Science | 1 hour per week | 1 hour per week |
| Geography/Hist ory/RE | 1.5 hours per week | 1.5 hours per week |
| Creative Arts inc music (see note below) | 1.5 hour per week | 1.5 hour per week |
| RSHE & Citizenship | 1 hour per week | 1 hour per week |
| Computing | 30 minutes per week | 30 minutes per week |
| PE | 30 minutes per day | 30 minutes per day |

| | | | |
|--|--|--|--|
| | 2.5 Core Maths English 6 Foundation 30 mins PE per day AV 4 + | 2.5 Core Maths English 6 Foundation 30 mins PE per day AV 4 + | |
|--|--|--|--|

| KS2 4+ hours | | | | |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Subject | Y3 | Y4 | Y5 | Y6 |
| English | 5 hours per week Per day? 1.5hours | 5 hours per week 1.5 hours per day | 5 hours per week Per day? 1.5hours | 5 hours per week Per day? 1.5hours |
| Phonics | | | | |
| Mathematics | 5 hours per week Per day 1 hour | 5 hours per week Per day 1 hour | 5 hours per week Per day? 1 hour | 5 hours per week Per day? 1 hour |
| Science | 1 hour per week | 1 hour per week | 1 hour per week | 1 hour per week |
| Geography /History/RE | 1-2 hours per week | 2 hours per week | 2 hours per week | 2 hours per week |
| Creative Arts inc music (see note below) | 1 hour per week | 1 hour per week | 1 hour per week | 1 hour per week |

| | | | | |
|-------------------------------|---|---|---|---|
| RSHE & Citizenship | 1 hour per week | 1 hour per week | 1 hour per week | 1 hour per week |
| Computing | 1 hour per week | 1 hour per week | 1 hour per week | 1 hour per week |
| PE | 30 minutes per day | 2 hours per week + 30 minutes per day | 30 minutes per day | 30 minutes per day |
| Languages | 30 mins per week | 30 mins per week | 30 mins per week | 30 mins per week |
| | 2.5 Core (Maths and English) 6.5 Foundation 30 mins PE per day Av 4 hours | 2.5 Core (Maths and English) 6.5 Foundation 30 mins PE per day Av 4 hours | 2.5 Core (Maths and English) 6.5 Foundation 30 mins PE per day Av 4 hours | 2.5 Core (Maths and English) 6.5 Foundation 30 mins PE per day Av 4 hours |

https://educationendowmentfoundation.org.uk/public/files/Publications/Remote_PD_Evidence_Assessment.pdf

Supporting teaching through remote learning

- Here are some suggested ideas in order to improve children's maths ability through remote learning.
- Many of these methods can also be replicated in the classroom.

Peer interactions to promote learning outcomes

- During zoom lessons ensure the children are contributing and talking to each other (as the teacher sit back and listen)
- Encourage the children to act as teacher and share ideas
- Ask children to recap previous sessions
- Share answers and previous work – children and show their work on their camera
- Continue to encourage reasoning questions, where children need to explain their answers
- Mark a piece of work or an example as a class, constructively
- Chances for children to talk can be used further in smaller or intervention groups, if these stray off topics at times, it can be beneficial especially early on during remote learning

Supporting Children to be independent

- See out clearly learning intentions for the day
- Model lots of examples of the day's task
- Use 'my go, your go' to embed the learning process
- make sure independent questions model the zoom examples
- provide a pictured worked examples for children to use as a scaffold

- a set of instructions could be provided for the children to follow
- Provide opportunities for all the children to succeed to a certain extent
- Provide answers so children can check their own work
- Before children learn independently ask 'what will you do if you get stuck?' to check
- In future lessons allow children to discuss strategies they used to solve problems

Different approaches to remote learning

- videos to embed ideas
- quizzes to support learning
- 'my go your go'
- games to involve everyone, going round the group to get everyone involved and speak on the video bingo, timetables, quick sums etc.
- mix of teacher and child talk
- involving physical objects from home
- Can children make their own video?
- whiteboard and pen
- children teach adult at home
- turn ideas into a story

General Website Resources

Oak Academy

<https://www.thenational.academy/>

<https://www.bbc.co.uk/teach/super movers> * short videos for Ks1 and KS2 based on Maths and English and PSHE

Twenty Safeguarding Considerations for Lesson Livestreaming

Just because schools are supporting students remotely and sending work home does NOT mean that you need to livestream lessons. This should only be done where you are equipped to do so safely. But if you are considering it, bear these things in mind:

1

Only use school-registered accounts, never personal ones

2

Don't use a system that your SLT has not approved

3

Will some students be excluded? Do they have internet, a device and a quiet place?

4

Do students and staff have a safe and appropriate place with no bedrooms or inappropriate objects/information visible?

5

Check the link in an incognito tab to make sure it isn't public for the whole world!

6

Has your admin audited the settings first (who can chat? who can start a stream? who can join?)

7

What about vulnerable students with SEND and CP needs?

8

Don't turn on streaming for students by mistake - joining a stream ≠ starting a stream

9

Never start without another member of staff in the 'room' and without other colleagues aware

10

Once per week may be enough to start with - don't overdo it and make mistakes.

11

Keep a log of everything - what, when, with whom and anything that went wrong

12

Do you want chat turned on for pupils? Can they chat when you aren't there?

13

Avoid one-to-ones unless pre-approved by SLT

14

Remind pupils and staff about the AUP agreements they signed* The rules are the same

15

Remind pupils and staff about the safeguarding policy and reporting process - does it work remotely?

16

Do you want to record it? Are students secretly recording it? You may not be able to tell.

17

How can students ask questions or get help?

18

What are the ground rules? When can students speak / how?

19

If you don't understand the system, if it won't be safe or reliable, if teaching won't be enhanced, DON'T DO IT.

20

Is your DPO happy? GDPR covered? Parental consent needed?

LGfL

DigiSafe
Keeping children safe



THE DIGISAFE TEAM WILL BE EXPLORING SAFE SETTINGS FOR THE MAIN PLATFORMS CHECK OUR SOCIAL PAGES

@LGfLDigiSafe

* Need templates? See safepolicies.lgfl.net

