



Remote Learning Policy

Written By: Tim Lewington

Reviewed by Governing Board



'Live life in all its fullness' (John 10:10)

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1. Aims

The school is committed to ensuring the continuity of education where pupils are unable to attend school due to Covid-19. This includes periods of full or partial school closure or where pupils are in periods of self-isolation.

This policy sets out the intentions of the school to ensure all children continue to receive good quality education throughout Covid-19. This policy outlines our contingency plans for the continuity of education, the expectations of students, staff and parents, as well as how the school will support staff and students with the provision of remote learning.

Staff and students will be briefed and trained on the contents of this policy to ensure the safe continuity of education. This policy works alongside our data protection policy, acceptable use of IT policy, behaviour policy and in line with our safeguarding policies and procedures.

Relevant resources that are available and will possibly be used by the school to deliver remote learning include: Tapestry, google classroom and loom. This will be reviewed and updated as appropriate.

1.1. Remote Education for Individual Learners

If a student is subject to a period of absence as a result of Covid-19, and where agreed with the school, and the student is feeling well enough to work, the school will provide work for students who are unable to attend school in person.

In these circumstances, the completion of work will be coordinated by the class teacher. This will be in collaboration with the student's parents/carers. Ways in which the continuity of education would work in these circumstances are as follows:

- *Class teacher setting work/assignments for the individual(s) to complete in a number of different subjects, in line with what pupils would be completing in school*
- *Sharing of any learning resources used to assist with the individual's learning.*

- *Feedback provided to learners on submitted work.*
- *Ability to ask teachers questions via Google Classroom/Tapestry*
- *Staff will ensure they communicate with individual learners at least once a week, via Google classroom/Tapestry*
- *In the event of students logging on to participate in live follow up sessions, section 4 of this policy will also apply.*

1.2. Remote Learning in the Event of Partial or Full School Closure

In the event of the school temporarily closing to whole class/year groups, or in the event of a temporary whole school closure, the school will provide continuity of education in the following ways:

- Replicate the classroom experience so far as is possible by delivering scheduled pre-recorded maths and English input, followed by live follow up sessions.
- In line with government guidance, provision of at least three hours of remote learning will be provided for children in EYFS and Key Stage 1 and four hours for children in Key Stage 2. This includes pre-recorded maths and English sessions and live follow up sessions.
- Regular setting of work by teaching staff via Google Classroom/Tapestry, to ensure learners have meaningful work each day in a number of different subjects.
- The ability for learners to ask staff questions via Google Classroom/Tapestry
- Completion of work by learners and submitting online; either via email or via Google Classroom/Tapestry
- Feedback provided to learners via Google Classroom/Tapestry
- Staff will communicate with learners via Google classroom each day.

1.3 Live Sessions

Live follow up sessions are a useful way to replicate the classroom experience and allow students to ask questions in 'real time'. [Google classroom](#) allows for the setting of assignments, sharing of resources and for teachers to schedule and deliver sessions virtually.

Learners are provided with a school email address to avoid any issues with data protection. Parents and students will not be required to provide their personal email addresses. The school has consulted with their IT support and safeguarding team to ensure the use of a safe and secure platform. It will consult with the school's Data Protection Officer to ensure GDPR compliance.

Live sessions will be recorded and retained for a period of three months, at which point, the recording will be permanently deleted unless legal reasons require it to be retained, in which circumstances it will be deleted as soon as permissible. The purpose of recording sessions is for safeguarding reasons. Recordings will be stored on a secure cloud platform and will require user authentication to access them. Such recordings will not be uploaded to any publicly available area.

The school will check with parents to ensure they are happy for any live sessions to be recorded and will plan for those **not** participating in the recording to have their cameras switched off and their microphones muted.

Students will be instructed to mute the microphone function. At points where children are asked to participate, the class teacher will invite them to unmute their microphones.

Use of the chat function will be disabled for the duration of live sessions. If pupils wish to

speak, they will need to 'raise their hand' using the function in Google Meet.

2.Roles and Responsibilities

This policy is applicable to all staff and students within the school. It will also apply to any external agencies or individuals who are working and acting on behalf of the school, where appropriate. Failure to comply with this policy may result in relevant actions being taking in accordance with the appropriate policy listed in Section 1.

2.1. Expectations of Parents/Carers and Students

- Students will be expected to engage in all scheduled lessons and complete tasks promptly. Students who are to be absent from lessons or unable to complete tasks will need to follow the usual absence reporting procedure.
- Students should use their school email accounts to communicate with teachers. They should not use their own or any other's personal email accounts.
- Students should support the delivery of a virtual curriculum by completing the work set by the teacher on time and to the best of their ability.
- Parents/carers are expected to support staff in educating their child by providing a good learning environment and seeking support or understanding of their circumstances if required.
- Parents/carers and/or students should seek support quickly from the school if they/their child is struggling to access the resources or understand what is expected of them by contacting their teacher directly via Classroom/Tapestry or if this is not possible, email admin3308@we-learn.com.
- Parents should make the school aware if their child is sick or for any other reason unable to complete the work/participate in lessons.
- Parents should be respectful that staff will work their usual working hours 8:55 – 3:15pm and thus on weekends and evenings may not respond to requests.
- Parents and pupils must not record the lessons on any device as this would contravene the school's Safeguarding Policy for all children.
- Students will be expected to comply with the school's usual code of conduct at all times and behave as they would within the classroom.
- Any work completed should be submitted using the submission facility within Google classroom/Tapestry by the date set.
- Class teachers can be contacted by parents via Tapestry and pupils via their school email account or on Google classroom if they have any difficulties.
- Guidance on using Google classroom can be found in Appendix 1 for parents and pupils.

2.2. Expectations of Teaching Staff

- Staff should only use school devices for the purposes of remote education.
- Staff will record the length, time, date and attendance of any live sessions held.
- Staff are responsible for planning and teaching a well sequenced curriculum as guided by the senior leadership team.
- Staff will set assignments and clearly identify submission dates.
- Staff will gauge how well learners are progressing by using questioning, tests and quizzes to assess an individual's learning.
- Staff will adjust the pace and pitch of sessions in response to assessments, including the simplifying of materials and/or teaching content to ensure individuals are able to understand.
- Staff will differentiate work where appropriate in accordance with the individual learner's needs.
- Staff will provide feedback to students in a timely manner.

- Staff will communicate via email, or Google Classroom with students to check how they are coping. This will be at least once per week.
- Staff are responsible for delivering and recording virtual sessions on school devices in line with Safeguarding and Data Protection requirements.
- Staff will ensure they use a quiet or private room or area to talk to pupils, parents or carers, where appropriate.
- When broadcasting a session or making a recording, staff should ensure that the background environment used is appropriate or where possible blur it.
- Staff will discuss how they will provide pastoral care with a member of the SLT and ensure any steps involving the need to meet with children on a one-one basis, are approved and overseen by a senior member of staff.

2.3. Expectations of Senior Leadership Team (SLT)

- SLT will co-ordinate the remote learning approach across the school through INSET and further CPD as required.
- SLT will monitor the effectiveness of remote learning through regular meetings with teachers and phase leaders, reviewing work set or reaching out for feedback from pupils and parents.
- SLT will monitor the security of remote learning systems, including data protection and safeguarding considerations in conjunction with the school's IT support and safeguarding team.
- SLT will support staff members who may be unfamiliar with the technology and provide appropriate training where necessary.
- SLT will ensure that the workload of staff is manageable by providing a range of bespoke resources and support.
- SLT will ensure that staff are trained in and adhere to the GDPR requirements in the co-ordination and delivery of remote learning.
- SLT will ensure that the school's reporting procedures are communicated to pupils, parents, staff and carers so that any safeguarding concerns can be raised effectively.
- SLT will need to discuss and approve any steps to be taken with the provision of pastoral care, which may involve the need to meet with pupils on a 1:1 basis.
- SLT will periodically review the arrangements set out in this policy to ensure they remain suitable effective.

3. Support for Individuals

All staff and students will receive training on how to use Google Classroom/Tapestry. This will be regularly reviewed and refreshed as appropriate.

Parents/carers will be provided with information on the platform to be used for the purposes of remote education, how this works and any relevant user guides. Parents/carers will also be given information on the type of work that pupils are expected to undertake, how their teachers will be communicating with pupils and details of how online lessons planned to be delivered. The school will ensure there is regular communications with parents/carers.

The school will keep up to date records of students who have limited or no access to relevant devices or to the internet. Where students are unable to engage in online lessons due to having access to shared devices, plans will be made to ensure the student can access the same learning materials at a different time of convenience.

Where students do not have access to a device, the school will look to provide devices suitable for participating in remote education / support individuals with applying for support through the relevant local authority/government schemes. Where it is not possible to provide support with obtaining access to a suitable device, the school will provide hard copies of materials and ensure they regularly communicate with individual students and their parents/carers to assist

with the student's learning wherever possible in the case of self-isolation. Alternatively, and at the school's discretion, they will be invited to attend school in line with government guidelines.

We will also have plans in place to ensure that remote learning is adapted for younger children and those children with SEN who may not be able to access the technology in the same way or without supervision.

We will continue to provide pastoral care by assisting parents with establishing a routine to allow time for education and relaxation to reduce stress and anxiety. If the school consider any one-to-one sessions to be appropriate, for example, when providing pastoral care for SEN pupils, we will do so with consideration by discussion with, and approval from, a member of the SLT, and where appropriate, include an additional member of staff or a parent in the meeting.

4. Data Protection, Information Security and Online Safety

When engaging a third-party data processor to provide us with a platform to deliver remote education, the school will:

- Ensure the service provides sufficient guarantees of their GDPR compliance.
- Share only information that is considered necessary for the system to work and operate in order to achieve the required purpose.
- Conduct a Data Protection Impact Assessment to identify and minimise risk.
- Inform individuals of the details of any third-party processor and the data to be processed for these purposes by updating the school's privacy notices.

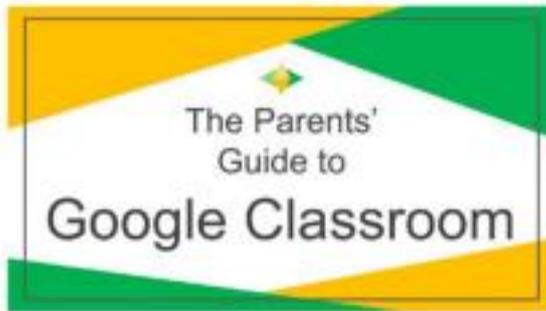
When staff are required to work from home in order to deliver education, the school shall:

- Provide staff with a secure, school-registered device to work from.
- Ensure any information taken off school site is done so in accordance with the school's Information Security Policy.
- Ensure all staff are up to date with data protection training.

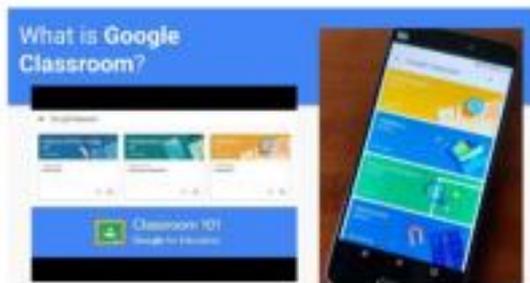
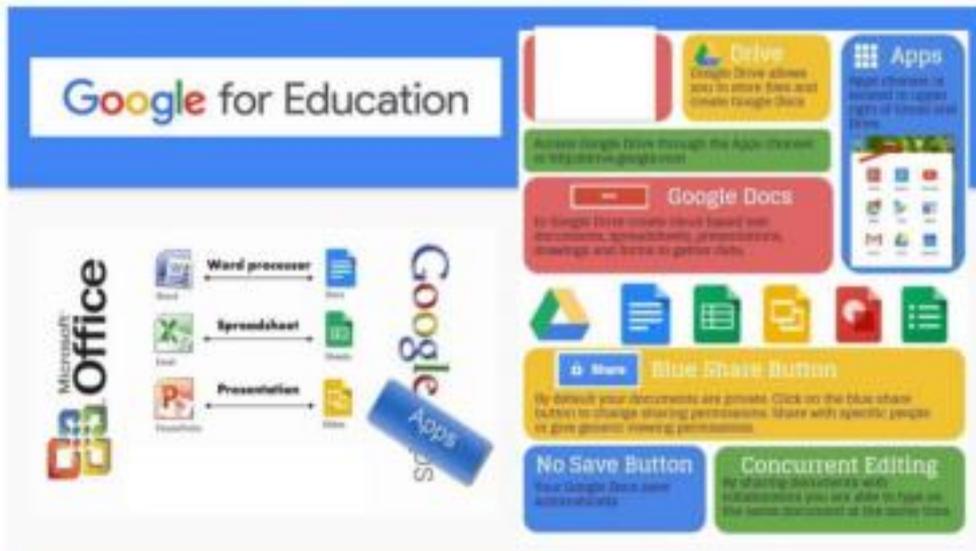
When implementing a platform where students are required to engage in online activities, the school will:

- Ensure parents are informed of the type of work children are being asked to do.
- Provide information on who is likely to engage with pupils online in order to deliver online teaching.
- Share information and guidance with parents to ensure they are able to effectively monitor their children's safety online.
- Review settings to ensure they are set to the most secure and practical format possible.
- Consider the age of the children when designing the delivery of the curriculum and the systems they will be required to use.
- Review privacy settings of all platforms used for online teaching (e.g. YouTube, Loom, Quizlet, MS Office, GSuite, MS Teams, Google Classroom) to ensure children are not placed at risk.
- If uploading information to an open cloud-based system, we will ensure no personal information that identifies individuals is included.
- Take all reasonable steps to ensure that risks of harm to children through inappropriate access via online portals are reduced as far as possible.
- Regularly liaise with our safeguarding team to ensure we are following all relevant safeguarding guidance.

- **Appendix:**



The google classroom app is free to download. If you have an iPad or tablet at home, then this is a great way to access google classroom. It would also be useful to download google docs and google slides, which are the google version of Word and PowerPoint



Think of Google Classroom as your child's digital link to learning. Teachers will use Google Classroom to share assignments and set work, especially if we go into any form of lockdown.



There are a number of videos to support access to Google Classroom which can be found here:

<https://www.youtube.com/playlist?list=PLbKPQSCjaA5vjraNZR0yvLPqZwObys9GO>

Tapestry

A help page to support parents accessing Tapestry can be found

here: <https://eyfs.info/forums/topic/47795-tutorials-contents-page-for-relatives/>

The most useful help page regarding activities can be found

at: <https://eyfs.info/forums/topic/52580-activities/>

