Remote Learning Policy

BECOMING
REFLECTIVE, INDEPENDENT & ASPIRATIONAL LEARNERS FOR LIFE

Chair of Governor: Dr Holmes
Approved by: Standards Committee
Approved on: Autumn Term Two 2020
Review Date: Autumn Term Two 2022
Other relevant policies: Safeguarding; Code of Conduct; Online Safety; Computing; Feedback; Teaching and Learning; Assessment; Behaviour; SEND; Public Sector Equality Duty; GDPR and Privacy Notices; Share and Learn; Health and Safety.

Amberley Parochial Primary School
Remote Learning Policy

As a church school we identify Christian Values that underpin the whole school and the wider community. These values inform our school's vision, aims and ethos. The values that relate particularly to this policy are trust, respect and responsibility.

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

To provide appropriate guidelines for data protection *It takes account of the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction issued by the Secretary of State for Education on 30 September 2020 which comes into force on 22 October 2020.*

REMOTE LEARNING CONTINGENCY PLAN
There may be occasions when children are not able to attend lessons. The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction makes it clear 'that schools have a legal duty to provide remote education for state-funded school-age children unable to attend school due to coronavirus (COVID-19). The Direction requires that where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education.
If children are ill, there is no expectation for them to complete school work outside of the school setting. However, where a child is off school and well enough to work, e.g. if self-isolating as a result of COVID-19 or if there is a partial or full closure of school, it may be appropriate to facilitate remote learning.
A digital strategy based on the following principles shapes the school's remote learning offer:
- Access for all – where pupils or staff do not have access to suitable technology, the school will work to provide alternatives. This may mean loaning technology to pupils, providing paper based packs and upgrading staff laptops
- Staff workload
- Staff skills and confidence – staff training is fundamental to the success of online remote learning. The school will support staff through training, peer coaching and time in staff meetings; practice will develop as staff skills are embedded and as pupils/ parents become familiar with expectations
- Safeguarding – keeping children safe is central to any provision
- Engagement in learning – monitoring who is engaging in the work and which pupils need further encouragement and support

For remote learning to be effective there needs to be effective workflows for pupil tasks and communication – via video and assignments, the ability to create and share materials – via uploaded documents, and the ability to provide daily pastoral, social and learning support – via online and paper-based feedback. As a school, we have agreed to adhere to the following principles to ensure that vital learning routines support the progress of pupils and enable them to have the best chance of success. In all situations, the aim is that children do not fall behind their peers.

Child's situation	Provision of Remote Learning
The child is off school with an illness which prevents them from being able to attend.	No learning is provided, except at the discretion of the teacher in consultation with the child's parents/ carers.
The child has symptoms of COVID-19 which means that they must get a test.	No learning is provided initially due to illness, except at the discretion of the teacher in consultation with the child's parents/ carers. If the child is well enough, but is self-isolating and arranging a test/ results are taking more than 2 days including first day of absence, by day 3 of the absence the child's teacher should provide a daily work pack which may include links to virtual lessons (e.g. Oak National Academy, worksheets from lessons in school, reading tasks).
The child is well, but self-isolating for up to 14 days as a result of a household member/ contact having tested positive for covid-19 or awaiting test results for that contact.	From the second full day of self-isolation (allowing for the family to focus on getting a COVID-19 test on the first full day of absence), the teacher should provide a work pack with meaningful and ambitious work each day in a number of different subjects that is of equivalent length to the core teaching the pupil would receive in school. This may include links to virtual lessons (e.g. Oak National Academy, worksheets from lessons in school, reading tasks). There should be daily contact with the child via the online learning platform or email, giving feedback to the work as appropriate to the task. The teacher will not be expected to live stream lessons from school.
The child's teacher is off school self-isolating due to a household member showing symptoms	If the child's teacher is well, remote learning will be available from the second full day of self-isolation (allowing staff to focus on the first day of absence on getting a test organised for their household member). The teacher will provide remote input, facilitated in school by the support staff in class. The expectations will be as for a partial school closure outlined below.
Partial School Closure The child's class bubble is told to isolate for 14 days.	If the child's teacher is well (i.e. not the person who has tested positive for COVID-19 in the class bubble), remote learning will be immediately available. A full timetable will be followed, with tasks aligning as closely as possible to the school timetable. There will be some tasks during the day for the children to complete independently (which may include daily deliberate practice as well as access to virtual online lessons by providers such as the Oak National Academy) and other tasks where there will be clear explanations of new content provided on the school's online learning platform by the class teacher. e.g. - Reading task – text/ comprehension task set to complete independently (using reading spine texts as in class) - Maths daily online input to year group with task to complete independently

	- English daily online input to class or year group with task to complete independently - Spellings/ phonics online input to year group - Maths practice task set to complete independently - Wider curriculum task – this may involve a teacher online input to the class Children will be given a book for writing and a book for maths in which to complete their work. There is an expectation that all children, with access to appropriate technology, will submit work via the online learning platform daily. Teachers should acknowledge work received each day and give feedback where needed. Support staff may be involved in 1:1 remote support such as precision monitoring or to support children/ groups of children in their independent tasks. In EYFS, there should be daily phonics, maths and English input, together with tasks to complete independently such as construction or small world play. The Headteacher will lead a collective worship at least once a week. The teacher will still have PPA with cover provided and the children will be asked to complete an independent task for this session. If the class teacher is too ill to provide online learning, the Headteacher will provide a weekly timetable of learning with links to the Oak National Academy and other resources.
Full School Closure	The provision of immediate online learning will follow as above. However, in this case, it is likely that the school will remain open for the children of key workers. In this event, support staff will supervise children in school, facilitating online learning and timetable. Lunchtime and after school staff to be on a rota, with the key worker children treated as one class bubble.

TEACHING AND LEARNING EXPECTATIONS ONLINE
When providing online learning, provision will build on proven pedagogy set out in our Teaching and Learning Policy, based on Rosenshine's 'Principles of Instruction'. Children will be required to work in exercise books, with the same expectations around presentation and handwriting as in school.

Our Ten Principles for Teaching and Learning at Amberley Primary School

1. Daily Review
2. Present new material using small steps
3. Provide models
4. Ask questions
5. Guide pupil practice
6. Check for understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Independent practice
10. Weekly/ monthly review

	Teacher explains	Teacher models	Teacher checks for understanding	Guided practice with scaffolding	Scaffolding and support gradually withdrawn	Independent practice	Pupil becomes fluent
	I do it.		**We do it.**		**You do it.**		

Online, this means for new content that there will usually be a review of prior learning (e.g. this could be done using 'stacks' in Sway, through a PowerPoint, by looking at the knowledge organiser or a brief question and answer sessions), a direct instruction via video, followed by guided practice via video, with independent practice recorded in books. To check understanding, children may be asked to complete a 'form' at the end of the session with a low status quiz or question to complete, enabling the teacher to have opportunity to assess learning.

To support learning, word/phonic mats, knowledge organisers and other visual aids will be sent home as required.

ROLES AND RESPONSIBILITIES
Teachers
When providing remote learning, teachers must be available between 8:45 and 3:45 (directed time), with an hour break for lunch during the day. Teachers may respond to emails from pupils or parents outside of these times, but cannot be expected to respond outside of working hours.
If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure – contacting the Headteacher or Business Manager as soon as possible.

When providing remote learning, teachers are responsible for:
- Setting work for their class, including live teaching, links to online resources and tasks to complete in line with the table above.
- In the case of a class in isolation or wider lockdown, providing a timetable for the week, available to parents; in the case of individual/ small groups of children in isolation but well enough to work at home, providing a timetable of tasks for each day from the second day of isolation.
- In the case of a class in isolation or wider lockdown, uploading work onto the remote learning platform. In the case of individual/ small groups of children in isolation, work will be uploaded onto the remote learning platform or emailed to parents.

- Following the school timetable for online lessons, coordinating with other teachers to ensure pupils with limited access to devices can still complete the work.
- Completed work from pupils should be uploaded to the remote learning platform each day. Teachers should provide feedback on work – at least an acknowledgement of receipt of work for pupils via the online platform (or email in the case of an individual/ small group in isolation) each day, with more detailed feedback in line with school policy.
- Keeping in touch with pupils who are not in school and their parents. In the case of a class in isolation or wider lockdown, teachers should phone each pupil/ family each week to discuss well-being and learning – particularly working to engage pupils where work is not submitted. A copy of any concerns should be shared with the Headteacher each week.
- Encouraging pupils to complete work. Where work is not completed, teachers must contact the family in the first instance to see what the barriers are and work to resolve this informally. When this does not work, concerns should be escalated to the Headteacher. It may be, e.g. that the child is invited to attend school where they are not required to self-isolate.
- Directing support staff to provide remote learning where necessary, e.g. to facilitate 1:1 intervention or small group support.
- Attending virtual meetings with staff, parents and pupils.
- Acting professionally at all times when engaged in remote learning or virtual meetings. This includes following the dress code set out in the Code of Conduct and choosing a suitable location (e.g. avoiding areas with background noise and ensuring there is nothing in appropriate in the background).

Teaching Assistants

When assisting with remote learning, teaching assistants must be available between 8:45 and 3:15. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure – contacting the Headteacher or the Business Manager as soon as possible.

When assisting with remote learning, teaching assistants are responsible for:
- Supporting some pupils who are not in school with learning remotely as directed by the class teacher. This may include, e.g., 1:1 interventions with phonics or maths, 1:1 sessions or supporting small groups of pupils to complete set tasks.
- Respond to some online work and offer support or feedback as directed by the class teacher.
- In the case of a wider lockdown, teaching assistants will be required to supervise any children in school, supporting them access the remote learning set by the class teacher.
- Acting professionally at all times when engaged in remote learning or virtual meetings. This includes following the dress code set out in the Code of Conduct and choosing a suitable location (e.g. avoiding areas with background noise and ensuring there is nothing in appropriate in the background).

Subject Leaders and SENDCo

Subject leaders should coordinate subject provision across the school, considering whether any aspects of the subject curriculum need to change to accommodate remote learning and providing support for staff where needed.

Subject leaders should work with other subject leads to make sure that work set remotely across all subjects is appropriate and consistent.

Subject leaders should monitor remote work set be teachers in their subject in line with the Monitoring and Evaluation cycle on the SDP, e.g. through meetings with teachers and reviewing work set. This is to support teachers with their remote learning offer, not to create more work during an already difficult period in school. Subject leaders may, e.g., alert teachers to resources they can use to teach their subject remotely.

The SENDCo will support teachers with setting and reviewing targets for pupils on the graduated pathway, and support with the facilitation of remote learning for these pupils.

Headteacher

The Headteacher is responsible for coordinating the remote learning approach across the school, and, with the support from subject leaders, monitoring the effectiveness of remote learning, e.g. through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.

The Headteacher is also responsible for monitoring the security of remote learning systems, including data protections and safeguarding considerations.

Designated Safeguarding Lead

We aim to have a trained DSL or deputy DSL on site wherever possible. Our DSLs are Sharon Cale and Sam Russell. Where this is not the case, the DSL/ deputy DSL will be contactable on the phone or email (head@amberley.gloucs.sch.uk or admin@amberley.gloucs.sch.uk) and DSLs at cluster schools are able to give advice.

The DSL will escalate any safeguarding concerns in line with the Safeguarding Policy, providing advice and support to other staff on child welfare and child protection matters, referring cases as appropriate to the relevant body, taking part in strategy discussions and inter-agency meetings and contributing to the assessment of children. The full responsibilities of the DSL are set out in their job description.

We will continue to work with children's social care, with virtual school heads for looked-after and previously looked-after children, and with any other relevant safeguarding and welfare partners, to help keep children safe.

IT Staff (Edit Concepts)

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues that they or class parents are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

Pupils and Parents

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
- In Key Stage 2, pupils to begin to seek help if they need it from teachers
- In Key Stage 2, pupils begin to alert teachers if they are not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

Governing Board

The governing board 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 protections and safeguarding reasons
- Monitoring the workload of school staff

PROTOCOL FOR VIRTUAL LEARNING

Teachers must:

- Sit against a neutral background
- Dress like they would for school
- Double check that any other tabs they have open in their browser would be appropriate for a child to see, if they're sharing their screen
- Use professional language

Parents and children must:

- Wear suitable clothing – not pyjamas, as should everyone else in the household.
- Parents are expected to be around during their child's online lessons; this does not necessary need to be on the screen, but ideally in the same room.
- Any computers used should be in appropriate areas, for example, not in bedrooms and, where possible, be against a neutral background
- Language must be professional and appropriate, including any family members in the background.
- Videos may be muted for both pupils and staff if other children in the household become unsettled or cause a disruption.

Please note, if your child is late for the session, they can still join.

DATA PROTECTION

Accessing Personal Data

When accessing personal data for remote learning purposes, all staff members will use school laptops, although personal devices with secure access may be used for emails. All emails from school staff should be via the official school email addresses, never personal emails.

Data can be accessed via a secure cloud service, such as the remote learning platform, or via a server in the school's IT network.

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 will not need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online.

Keeping Devices Secure

- Staff laptops and computers must be password protected. Strong passwords are at least 8 characters with a combination of upper and lower case letters, numbers and special characteristics (e.g. asterisk or currency symbol)
- Pupils may be loaned laptops for remote learning. These laptops have been checked by the IT team, to ensure that the appropriate security arrangements are in place.
- The hard drive is encrypted, so that 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
- The device should lock if left inactive for a period of time

- Staff and pupils should avoid sharing the devices among family or friends
- Devices have antivirus and anti-spyware software
- Keep operating systems up to date - always install the latest updates

TEAMS

Staff in school may also use TEAMS to enable children to virtually meet their peers and teachers. TEAMS is one of the world's leading video conferencing software providers. The app is available to use across PCs, laptops, tablets and mobile phones and is free to download. TEAMS may be used for children at school or for meetings with parents. It will not be used for remote learning. Any recordings of TEAMS sessions are encrypted in storage and TEAMS is GDPR compliant. EYFS will use Tapestry which has already been set up and parents all have their unique passwords.

Safeguarding and Data Protection

As online lessons will involve images of children and staff, it is therefore very important, from a safeguarding and data protection perspective, that images are not copied and shared outside of the school community. The reproduction or distribution of images or video outside the school domain is strictly forbidden. Misuse of the technology used from remote teaching will be taken very seriously.

SAFEGUARDING

Despite the changes which make a plan for remote learning a requirement, the school's Safeguarding Policy is fundamentally the same: **children and young people always come first. Staff should respond robustly to safeguarding concerns and contact the DSL in line with our established safeguarding procedure.**

REVIEW

This guidance was written in Autumn 2020.

As this policy has a significant impact to pupils and parents working at home, the governing body will seek regular feedback during this academic year to ensure expectations are realistic and technologies are appropriate. Any changes to the policy will be reviewed and approved by the Standards Committee.

Next full review: Autumn 2022