Endon Hall Primary & Nursery School

'Learning together and having fun'

Remote Learning and Communication Policy

Policy in place: September 2020   **Reviewed:** Jan 2021; Nov 2021   **Review date:** November 2022

	Member of staff responsible	Governor	Senior member of staff
Remote Learning Policy	Miss A Coleman	C Soboljew	Miss V Lewis

Contents

1. Aims

This remote learning policy aims to:

- o Minimise the disruption to pupils' education and the delivery of the curriculum if they are physically unable to attend school
- o Ensure provision is in place so that all pupils have access to high quality learning resources
- o Protect pupils from the risks associated with using devices connected to the internet
- o Ensure staff, parent, and pupil data remains secure and is not lost or misused
- o Ensure robust safeguarding measures continue to be in effect during the period of remote learning
- o 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.

2. Remote learning and the circumstances where it will take place

Remote learning will take place under a range of circumstances.

The learning set will differ between year groups and the needs of children.

In the case of a full school closure, remote learning will take place solely through the chosen remote learning platform/s.

Where a partial closure takes place, including of a particular year group/s, remote learning will take place through the chosen remote learning platform/s for the relevant class/classes, where staffing allows. This will include usual weekly routines of assemblies etc, where possible. If remote learning is not able to take place, parents/carers will be informed of the alternative provision that can be offered.

In the case of full or partial (at least one whole year group) closure, due to last for 2 days or more, remote learning will include a range of pre-recorded sessions, live sessions, voice recordings, written and/or practical activities.

In the case of individuals/a small group of children being absent from a class/classes, for example, whilst waiting for a test/due to their siblings/household having to isolate/quarantine etc, some learning tasks will be available through the chosen remote learning platform/s. Completed work can be returned through the learning platform where possible. It will be marked where possible, in as timely a manner as possible. This is due to the fact that the classroom staff will still be undertaking their full time teaching commitment with the majority of their class in school.

3. Roles and responsibilities

3.1 Teachers

Where teachers are providing learning solely through the chosen remote learning platform/s, due to a full or partial closure that is set to last for 2 days or more, they will, ordinarily, be available Monday - Friday between 8:45am – 4:30pm. This will, however, be subject to their own personal circumstances/situation at the time.

Where teachers are still predominantly responsible for their full time teaching commitment in the classroom, activities/tasks/inputs will be uploaded, through the chosen remote platform/s, and can be accessed by the individual/small group of children affected. Returned work will be marked where/when possible.

Work will not be made available for general absence due to illness or for leave of absence.

Underpinning this approach is an understanding for flexibility as to when teachers can be available. If they are unable to work for any reason during this time/at certain times, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

Setting work:

- o Planning lessons/a series of lessons that are relevant to the curriculum focus for their own year group
- o Providing activities/tasks/inputs that cover, over time and time allowing, the core and foundation subject areas
- o Ensuring instructions contain enough detail for the child to be relatively independent (age dependent)
- o Considering alternative approaches and/or access for those who do not have access to a device, including printed packs where required, having explored all other options for engagement
- o Being aware that a home may not have access to a printer
- o Coordinating (along with SLT) with other teachers to ensure consistency of approach and to try and ensure that children with limited access to computers/devices can still complete some work
- o Uploading learning activities/tasks/inputs to the chosen remote learning platform/s, allowing for daily learning
- o Communicating with other teaching staff regarding foundation subject content

Providing feedback on work:

- o Completed work will be accessed through the chosen learning platform/s

- Staff will look at all work returned. Feedback and/or marking of work will also be in place. Marking/commenting on core subject work will be prioritised over other subjects/project work.

- Not all work needs to/will be marked/commented on - this will be at the discretion of individual teachers.

- Once a comment has been added by the teacher to a piece of work that has been completed and returned, the work does not need to be returned again – children should just have a go at any suggestions the teacher has made to improve their work. Comments are not to be sent back and to.

- Completed work will have relevant feedback added in a timely fashion. Timescales will be dependent on teaching staff's daily teaching responsibilities within the school environment and/or their wider responsibilities in relation to remote learning

- Responses will be given, within reason and in as timely a manner as possible, to requests for support from families at home, in relation to the work set

Keeping in touch with children who aren't in school and their parents/carers:

- Year group (homework@) email addresses will be in use should parents/carers need to contact staff

- Staff will, ordinarily, be contactable from Monday - Friday between 8:45am – 4:30pm.

- Responses/feedback will only be sent during these hours.

- Any safeguarding concerns will be reported to the Designated Safeguarding Lead (Miss Lewis) via e-mail (headteacher@endonhall.staffs.sch.uk), in line with our Safeguarding & Child Protection Policy.

- Behaviour issues and/or concerns, such as uncompleted work, will be dealt with in accordance with the relevant policy.

When pre-recording/videoing/appearing/attending virtually, staff, parents and pupils must:

- Be dressed appropriately (for staff – as per the Professional Appearance and Dress Code Policy)

- Keep personal devices in a separate room or ensure they are silenced (for staff – as per the Mobile Device Policy)

- Take a professional approach, as in the usual school environment

- Use an appropriate location e.g. no background noise, no inappropriate material in view etc

- Not be in a situation where less than 3 children are attending virtually, with a single member of school staff, unless:

  - in ear shot/support distance of another member of staff

  - arranged via the Headteacher/SLT in advance

  - the above two points are in place and the session is for the mutually agreed purpose of providing brief individualised support with a task set

3.2 Inclusion Support Assistants

When assisting with remote learning, inclusion support assistants must be available during their usual contracted hours on the days they normally work in school. If they are unable to work for any reason during this time, they should report this using the normal absence procedure.

When assisting with remote learning, Inclusion Support Assistants are responsible for:

1. Supporting teachers with any tasks that the teacher directs them to do, in line with normal working practice in place in school

2. Supporting children who aren't in school with learning remotely, as directed by the teacher, including:

   - Which children they'll need to support

- o How they should provide support

- o Providing feedback, including through marking, where appropriate

- o Sourcing resources to support remote learning, as guided by the class teacher. This may include for siblings from other bubbles who are isolating.

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- o Keep personal devices in a separate room or ensure they are silenced (for staff – as per the Mobile Device Policy)
- o Take a professional approach, as in the usual school environment
- o Use an appropriate location e.g. no background noise, no inappropriate material in view etc
- o Not be in a situation where less than 3 children are attending virtually, with a single member of school staff, unless:

   - in ear shot/support distance of another member of staff

   - arranged via the Headteacher/SLT in advance

   - the above two points are in place and the session is for the mutually agreed purpose of providing brief individualised support with a task set

3.3 Foundation subjects

Alongside their core subject teaching responsibilities, teachers/subject leads also aim to deliver a broad and balanced curriculum involving all foundation subjects, over time. For remote learning, this could include:

- o Setting activities for a range of foundation subjects, accommodating as many as possible over a period of time, subject to capacity (both that of staff and of parents/carers) and the period of time that remote learning is due to be in place
- o Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- o Working with other subject leads to make sure that any work set remotely across all subjects is appropriate and consistent, over time.
- o Liaising in order to monitor any content being delivered
- o Alerting teachers to resources they could use to teach their subject remotely

3.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- o Co-ordinating the remote learning approach across the school
- o Having oversight of the learning platform to ensure monitoring of the content
- o Monitoring the effectiveness of remote learning activities/tasks/inputs, for example, through contact with teachers and subject leaders, reviewing the work set, and/or through feedback from children and/or parents/carers
- o Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- o Identifying which families may have no access to the internet and providing alternatives, where possible
- o Identifying which families may have no access to a printer and/or providing hard copies of selected resources/activities planned by teachers for collection, where possible and having explored all other options for engagement
- o Reviewing the effectiveness of remote education provision to identify strengths and areas for improvement in conjunction with the SLT, making use of and adapting, where necessary, the DfE's 'Review your remote education provision framework: schools'.

3.5 Safeguarding / Designated (or Deputy) safeguarding lead (DSL)

The DSL is responsible for managing safeguarding concerns, as per the Safeguarding & Child Protection Policy.

3.6 Special Educational Needs & Disabilities Coordinator (SENDCo)

Alongside any teaching responsibilities, Special Educational Needs & Disabilities coordinators are responsible for:

- Liaising with the IT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and Pupil Plans.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.
- The SENCO (and admin staff) will be responsible for making calls to vulnerable children throughout any prolonged period of absence.

3.7 Technician support

The technician is responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they are experiencing
- Supporting staff to help parents/carers with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.
- Enrolling new cohorts/pupils onto the chosen platform

3.8 Children

Children learning remotely will:

- Be available and contactable during the school day (even if unable to access a device the entire time)
- Complete daily tasks on the given day, wherever possible or, if not, in the order in which tasks were set
- Seek help if they need it, from teachers or inclusion support assistants
- Alert teachers if they're not able to complete work
- Take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities
- Only send messages and queries that are in relation to tasks/inputs set by the teacher and/or in response to questions the teacher asks them directly
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that
- Be dressed appropriately and be in a suitable place/position to engage in any live sessions e.g. at a desk or table
- Follow usual classroom rules
- Be on time for any live sessions – we may be unable to admit children to live sessions if they arrive after the designated start time. Children joining a live session 10 or more minutes after it has started will not be admitted as too much content will have been missed and is unable to be repeated in this context.

3.9 Parents/carers

Parents/carers with children learning remotely will:

o Understand that the availability of school staff is during the specified hours only
o Make the school aware if their child is ill, or otherwise can't complete the work/attend/access the learning prior to any sessions
o Seek help from the school if they need it, including through online guides for the chosen platform/s and/or relevant websites
o Be respectful when making any concerns known to staff
o Support, encourage and supervise their child's learning to the best of their ability
o Encourage their child to access and engage with learning, including messages/posts from their teacher, including being on time for live sessions
o Not record, screenshot or copy any information, messages/videos, tasks, or posts, and/or share them on any social media and/or other platform and/or for any use other than that intended
o Be mindful of the mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax
o Understand that children from different year groups will have different work set, and that this may include live and/or recorded sessions
o Understand that adult support will be needed throughout remote learning sessions, depending on age and/or the task set.
o Report any concerns to the Designated Safeguarding Lead or Headteacher (Miss Lewis) via e-mail (headteacher@endonhall.staffs.sch.uk), in line with our Safeguarding & Child Protection Policy.

3.10 Governing board

The governing board is responsible for:

o Supporting staff and pupil wellbeing
o Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
o Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons
o Determining how to handle statutory procedures during a period of enforced closure, such as grievance and disciplinary panels, exclusions, complaints and admission appeals, in line with relevant advice at the time.

4. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

o Issues in setting work – SLT, relevant subject lead, or SENDCo
o Issues with behaviour – SLT or SENDCo
o Issues with IT – computer technician or the Computing lead, if relevant
o Issues with their own workload or wellbeing – SLT
o Concerns about data protection – data protection officer
o Concerns about safeguarding – DSL/DDSL

If parents/carers have any concerns above and beyond the acknowledgement of work by the class teacher, they should contact the Headteacher or a member of the SLT via e-mail.

5. Resources

5.1 Learning Materials

The school will utilise a range of different teaching methods during remote learning, to help explain concepts and address misconceptions. For the purpose of providing remote learning, the school may make use of:

- o Work booklets
- o E-mail communication
- o Past/mock test papers
- o Online learning platforms
- o Educational websites
- o Task packs/printables
- o Pre-recorded video or audio lessons

The school will review the DfE's guidance on where schools can source educational resources to assist with the delivery of remote education, and utilise these where appropriate. Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

The school recognises that interactive lessons are most effective in aiding pupils' motivation and academic progression and, to this effect, teachers will ensure they regularly recreate aspects of in-person interactivity e.g. live classes with questioning, eliciting and reflective discussion, to the best of their ability.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning. The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats wherever possible.

Lengthy or open-ended projects and/or research activities will generally be avoided, with the school prioritising more interactive, teacher-led approaches to delivering the school's planned curriculum. Any teaching plans that involve lengthy or open-ended projects and/or research activities will be approved only if the Headteacher is satisfied that they are likely to lead to strong progress or outcomes.

Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period. The SENDCo will arrange additional support for pupils with SEND which will be unique to the individual's needs e.g. via weekly phone calls/additional resources etc.

5.2 Food provision

The school will signpost parents/carers to additional support, ensuring that children continue to receive the food they need e.g. food banks, local charities etc.

Where applicable, the school may provide the following provision for pupils who receive FSM:

- Making school meals (that have been ordered) available for collection
- Providing vouchers to families (benefits led FSM)

5.3 Costs and expenses

The school will not contribute to any household expenses incurred while pupils learn remotely e.g. heating, lighting, or council tax.

The school will not reimburse any costs for travel between pupils' homes and the school premises.

The school will not reimburse any costs for childcare.

If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Acceptable Use Agreement prior to commencing remote learning.

6. Safeguarding

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include reference to safeguarding procedures in relation to remote working, specifically, utilising the DfE guidance 'Safeguarding in Remote Education'.

The DSL/Headteacher and SENDCo will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning. The DSL will arrange for regular contact to be made with vulnerable pupils, prior to and during (depending on the length) the period of remote learning.

The DSL will arrange for regular contact with vulnerable pupils to be made, once per week (minimum), with additional contact, including home visits, arranged where required. Phone calls made to vulnerable pupils will be made using school phones where possible.

All contact with vulnerable pupils will be recorded on paper and suitably stored in line with the Records Management Policy.

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

Home visits (where required) will:

- Be undertaken by no fewer than two members of staff
- Be suitably summarised on paper and the records stored so that the DSL has access to them
- Actively involve the pupil

Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.

The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the DSL immediately. Pupils and their parents/carers will be encouraged to contact the DSL if they wish to report safeguarding concerns. The school will also signpost families to the practical support that is available for reporting these concerns.

7. Data Protection & Security

7.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:
- Only use their official school email account and never use personal messaging systems
- Connect to the school network using only a school remote desktop (RDS) connection to work with any personal data, ensuring that no data actually leaves the school premises
- Only use school devices to access the remote desktop
- Inform the SLT if they need to process any personal data, as this will be subject to the GDPR Policy.

7.2 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)
- Updating passwords regularly

- o 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
- o Making sure the device locks if left inactive for a period of time
- o Not sharing the device among family or friends
- o Installing antivirus and anti-spyware software
- o Keeping operating systems up to date – always install the latest updates

8. Monitoring arrangements

This policy will be reviewed on a yearly basis, by the Computing lead. At every review, it will be approved by the Governing Board.

9. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Review your remote education provision framework: schools'
- DfE (2019) 'School attendance'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2020) 'Get help with remote education'

Links with other policies/policy addendums

This policy is linked to our:

- o Behaviour Policy
- o Safeguarding & Child Protection Policy
- o Data Protection/GDPR Policy and privacy notices
- o Parent/Carer Code of Conduct
- o Online Safety Policy
- o Acceptable Use Policy
- o Acceptable User Agreement
- o Remote Learning and Communication Acceptable Use Policy