

Remote Learning Policy

September 2020

Review Date July 2021

Maple Tree Primary School is committed to safeguarding and promoting the welfare of our children and young people and expects all staff, volunteers and visitors to the school to share this commitment.

Statement of intent

At Maple Tree Primary School, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

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

DFE Expectations

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- *use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations*
- *give access to high quality remote education resources*
- *select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use*

- *provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access*
- *recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum*

When teaching pupils remotely, we expect schools to:

- *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
- *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*
- *provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos*
- *gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work*
- *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*
- *plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers*

*We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities. - **Guidance Full Opening: Schools DFE, 28 August 2020***

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Timescale

This policy will come into immediate effect in the event of:

1. a full lockdown involving the whole school
2. a partial lockdown involving either a whole bubble or part of a bubble
3. individual children being affected

In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory, as is the expectation that Maple Tree Primary School makes that provision available and accessible to all. However, if children themselves are too ill to attend then they should not be expected to engage in home learning.

1. Legal framework

- 1.1. 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 General Data Protection Regulation (GDPR)

- Data Protection Act 2018
- 1.2. This policy has due regard to national guidance including, but not limited to, the following:
- DfE (2019) 'Keeping children safe in education'
 - DfE (2019) 'School attendance'
 - DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
 - DfE (2018) 'Health and safety: responsibilities and duties for schools'
 - DfE (2018) 'Health and safety for school children'
 - DfE (2016) 'Children missing education'
- 1.3. This policy operates in conjunction with the following school policies:
- Child Protection and Safeguarding Policy
 - Data Protection Policy
 - Special Educational Needs and Disabilities (SEND) Policy
 - Positive Behaviour Policy
 - Accessibility Policy
 - Curriculum Policy
 - Online Safety and ICT Acceptable Use Policy

2. Roles and Responsibilities

2.1. The Governors are responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

2.2. The Headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Monitor the effectiveness of remote learning via feedback from SLT, teachers, pupils and parents.
- Monitor communication (remote learning emails and phone calls) and provide support and guidance for families where needed.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.

2.3. The Deputy Head is responsible for:

- Co-ordinating the remote learning approach across the school
- Liaising with Key Stage Leaders and Class Teachers to ensure provision for those affected by school closure/those individual pupils needing to isolate
- Monitor home learning set on Google Classroom
- Monitor communication (remote learning emails and phone calls) and provide support and guidance for families where needed.

2.4. The DPO (Data Protection Officer) is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

2.5. The DSL (Designated Safeguarding Lead) is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working.
- Ensuring all safeguarding incidents are adequately recorded and reported.
- Organising and contacting members of staff to ensure they are monitoring the children in their classes that are most at risk through a robust safeguarding procedure.

2.6. The SENDCO (Special Educational Needs Coordinator) is responsible for:

- 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.
- 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.

2.7. Administrative staff are responsible for:

- Collecting further information on absences. Where a child is absent, the office will send a parentmail with a google form to collect further information (reason for absence, availability of technology etc).
- Communicating with parents/carers to keep them informed of updates.
- Reviewing the security of remote learning systems and identifying any data protection breaches.
- Monitoring and recording the attendance of all pupils and staff.
- Ensuring that contact information is kept up to date for parents and carers.

2.8. Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher or deputy headteacher.
- Reporting any defects on school-owned equipment used for remote learning to the School Manager.
- Adhering to the Staff Code of Conduct at all times.

2.9. Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely.
- Ensuring that their child has access to remote learning material.
- Ensuring they read communication sent from school
- Alerting the school office of any absences.
- Seeking help from staff if needed.

2.10. Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely between 9am-3pm.
- Ensuring they have access to remote learning material.
- Reading daily.
- Seeking help from staff if needed.

3. Resources

Learning materials

3.1. For the purpose of providing remote learning, the school may make use of:

- Work booklets
- Online communication portals – Marvellous Me
- Educational websites

- Reading tasks
 - Pre-recorded video or audio lessons via Google Classroom
- 3.2. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.
- 3.3. Lesson plans will be adapted to ensure that the curriculum remains fully accessible via remote learning, where practical.
- 3.4. Pupils will be required to use their own or family-owned equipment to access remote learning resources.

4. Online safety

- 4.1. This section of the policy will be enacted in conjunction with the school's Online Safety Policy.
- 4.2. Where possible, all interactions will be textual and public. Messages are to only be sent to the school staff member by a child via Google Classroom or by a parent via homelearning@mapletreepriamaryschool.com address.
- 4.3. All staff uploading pre-recorded video communication must:
- Wear suitable clothing – this includes others in their household.
 - Select areas to be recorded for virtual meetings carefully: there should be little background noise and there should be nothing inappropriate/personal visible.
 - Use appropriate language – this includes others in their household.
 - Maintain the standard of behaviour expected in school.
 - Use the necessary equipment and computer programs as intended.
 - Not record, store, or distribute video material without permission.
 - Always remain aware that they are visible.
- 4.4. The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.
- 4.5. The school will communicate to parents via the school messaging system (Parentmail) or Marvellous Me about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.
- 4.6. The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

5. Safeguarding

- 5.1. This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.

- 5.2. The DSL and headteacher 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.
- 5.3. The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- 5.4. Phone calls made to vulnerable pupils will be made using school phones where possible. Calls made from personal devices from home, should be made with the outgoing number blocked. All calls made should be logged in a secure process decided by the DSL and communicated to the DSL immediately.
- 5.5. The DSL will arrange for regular contact with vulnerable pupils where required.
- 5.6. All contact with vulnerable pupils will be recorded by the DSL.
- 5.7. The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- 5.8. All home visits **must**:
 - Have at least one suitably trained individual present.
 - Be undertaken by no fewer than two members of staff.
 - Be suitably recorded on paper and the records stored so that the DSL has access to them.
 - Actively involve the pupil.
 - Be in line with current Social Distancing and Self-isolation guidance.
- 5.9. The means of contacting the DSL, their deputy, or any other relevant member of staff – will remain the same with contact details on the school website.
- 5.10. The DSL will meet (in person or remotely) with the relevant members of staff to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- 5.11. All members of staff will report any safeguarding concerns to the DSL immediately.

6. Data Protection

- 6.1. This section of the policy will be enacted in conjunction with the school's Data Protection Policy.
- 6.2. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- 6.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- 6.4. Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- 6.5. All contact details will be stored in line with the Data Protection Policy.

6.6. Any breach of confidentiality will be dealt with in accordance with the school's GDPR policy.

7. School day and absence

- 7.1. Parents will access the learning for the day via Google Classroom, this will be monitored and recorded by staff.
- 7.2. Where no access has been logged for a period of 3 days, staff will contact the parents and notify the headteacher and DSL accordingly.

8. Communication

- 8.1. The school will communicate with parents via email/letter and the school website about remote learning arrangements as soon as possible.
- 8.2. The headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.
- 8.3. The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

9. Monitoring and review

- 9.1. This policy will be reviewed by the headteacher.
- 9.2. Any changes to this policy will be communicated to all members of staff and other stakeholders.

Blended Learning Expectations for Teachers

	Setting Remote Learning when:	
	1. Individual children or small groups are isolating at home	2. A whole bubble/cohort of children is isolating because of an outbreak of coronavirus
1. Overall Expectation	<p>Where a child is unable to attend school because they are complying with clinical or public health advice to self-isolate the school will endeavour to:</p> <p>Provide links on google classroom to online resources such as National Oak Academy and White Rose Maths that reflect learning covered in class. The learning must reflect what the children are doing in school (the delivery of this may be slightly different but will have the same learning outcomes).</p>	<p>Where a child is unable to attend school because of a local lockdown or a whole bubble closure, the school will endeavour to:</p> <p>Provide a daily recorded lesson by the teacher and set learning assignments for the week using google classroom. Teachers may also set work that incorporates online platforms and materials recommended by the DfE eg. Oak Academy. The learning must reflect what the children would have been doing at school (new learning).</p>
2. Setting work	<p>Weekly timetable uploaded to google classroom for 9am each Monday.</p> <p><u>Reception</u></p> <ul style="list-style-type: none"> • Learning grid which will include all areas of learning • Daily fine motor practice • Links to supportive resources will be shared <p><u>Key Stage 1 and 2</u></p> <ul style="list-style-type: none"> • Daily Maths • Daily English • Weekly spellings list. • Ideas for foundation subjects 	<p>Daily lessons uploaded to google classroom by 9am each day. Weekly timetable for foundation subjects uploaded by 9am each Monday.</p> <p><u>Reception</u></p> <ul style="list-style-type: none"> • Daily recorded video for either Phonics or Maths. Links provided for the alternate. • Ideas for Creative Play <p><u>Key Stage 1 and 2</u></p> <ul style="list-style-type: none"> • Daily recorded video for either English or Maths. Links provided for the alternate. • Maths and English differentiated assignments to be set and submitted back by the pupils each day. • Weekly spellings list. • A grid of foundation subject activities
	<p>Where children have no access to online platforms teachers are responsible for:</p> <ul style="list-style-type: none"> - Liaising with the Pastoral Team in the first instance to check children's eligibility for technical support via internet access/laptop provision - Providing paper print outs of English, Mathematics and wider curriculum learning and answers on a weekly basis to assist home delivery by Pastoral Team - Communicating with families via telephone to explain expectations and provide guidance and support 	
3. Feedback	<p><u>Reception</u></p> <ul style="list-style-type: none"> • Acknowledge work submitted on google classroom giving feedback where appropriate. • House points awarded and marvellous me badges sent daily. 	<p><u>Reception</u></p> <ul style="list-style-type: none"> • Acknowledge work submitted on google classroom giving feedback where appropriate. • Teacher may use whole class feedback videos. • House points awarded and marvellous me badges sent daily.

	<p><u>Key Stage 1 and 2</u></p> <ul style="list-style-type: none"> • Written feedback for one piece of Maths/English work per day (respond within 48hrs) • Acknowledge other work submitted. • House points awarded and marvellous me badges sent daily. 	<p><u>Key Stage 1 and 2</u></p> <ul style="list-style-type: none"> • Written feedback for one piece of Maths/English work per day (respond within 24hrs). • In Mathematics, and where quizzes have been set, children will be encouraged to self-mark using the answers provided. • Acknowledge other work submitted. • Teachers may also use individual children's work to provide recorded whole class feedback. • House points awarded and marvellous me badges sent daily.
<p>4. Communication</p>	<p><u>All teachers are responsible for:</u></p> <ul style="list-style-type: none"> • Communicating with pupils on google classroom daily through feedback and comments. • Telephoning each pupil weekly – prioritising vulnerable or hard-to-reach families. Phone calls should be made using school phones when on site. Where this is not possible because staff are working from home google meet will be used (cameras off). • Teachers must report concerns ie. lack of contact/absence of children registering or submitting home learning/ dealing with complaints etc in the first instance to their key stage leader. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the concern must be logged on myconcern. 	<p><u>All teachers are responsible for:</u></p> <ul style="list-style-type: none"> • Responding to emails from pupils/parents on a daily basis during normal working hours. • Communicating with pupils on google classroom daily through feedback and comments. • Telephoning each pupil weekly – prioritising vulnerable or hard-to-reach families. Phone calls should be made using school phones when on site. Where this is not possible because staff are working from home google meet will be used (cameras off). • Teachers must report concerns ie. lack of contact/absence of children registering or submitting home learning/ dealing with complaints etc in the first instance to their key stage leader. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the concern must be logged on myconcern.
<p>5. Managing support staff</p>	<p><u>All teachers are responsible for:</u></p> <ul style="list-style-type: none"> • Co-ordinating their support staff to support blended learning. Their role can include: <ul style="list-style-type: none"> - Making phone calls home or communicating through google classroom. - Supporting the teacher to give feedback through google classroom. - Creating paper learning packs to be sent to those without internet access. - With the support of the SENCo, help tailor learning to suit children with SEN 	
<p>6. Monitoring and overview</p>	<p><u>Headteacher:</u></p> <ul style="list-style-type: none"> • Monitor the effectiveness of remote learning via feedback from SLT, teachers, pupils and parents. • As Designated Safeguarding Lead, set out measures for keeping the school community safe; see Child Protection/Safeguarding Policy 2020 and the Safeguarding Policy Addendum for School Lockdown 2020. • Monitor the security of remote learning systems, including data protection and safeguarding considerations. • Monitor communication (remote learning emails and phone calls) and provide support and guidance for families where needed. In the case of sensitive or safeguarding 	

concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below

Deputy Head:

- As Designated Safeguarding Lead, set out measures for keeping the school community safe; see Child Protection/Safeguarding Policy 2020 and the Safeguarding Policy Addendum for School Lockdown 2020.Co-ordinate the remote learning approach across the school
- Liaise with Key Stage Leaders and Class Teachers to ensure provision for those affected by school closure/those individual pupils needing to isolate
- Monitor home learning set on google classroom
- Monitor communication (remote learning emails and phone calls) and provide support and guidance for families where needed. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below

Key Stage Leaders:

- Liaise with class teachers to ensure deadlines for producing remote learning are met for those affected by school closure
- Liaise with Class Teachers to co-ordinate provision for those individual pupils who need to isolate
- Monitor remote learning emails for key stage and provide support and guidance for families where needed. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed
- Support teams with creating accessible remote learning content and ensuring deadlines for updating google classroom
- Share achievements from home learning on website.
- Promote Acceptable Use Policy with teams
- Monitor the engagement of pupils

SENDco

- Ensure welfare checks are made regularly for children with EHCPs and other vulnerable children
- Liaise with Learning Support Assistants (1-1s) to ensure that timely support is provided.
- Make weekly phone calls home to targeted individual children. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed
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Who to contact

If staff have any questions or concerns they should contact the following individuals:

- Issues in setting work – key stage leader
- Issues with IT – partnership education
- Issues with workload/wellbeing – key stage leader
- Issues/concerns with data protection – School manager
- Dealing with concerns/complaints from families – key stage leader
- Concerns about safeguarding – DSLs

Blended Learning Parent Information Sheet

Blended learning is the term used by the Department for Education to describe the learning both at school and at home.

1. When to complete home-learning:

Home-learning will take place if:

- a) Your child has COVID-19 symptoms and is isolating waiting for a test result
- b) Your household is isolating as a member of the household has COVID-19 symptoms
- c) You are told to self-isolate by Track and Trace
- d) The school bubble needs to close
- e) The area goes into a local lockdown

Home-learning does not need to take place if:

- a) Your child is off school due to a different illness
- b) Your child is too unwell to complete home learning

In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory, as is the expectation that Maple Tree Primary School makes that provision available and accessible to all. However, if children themselves are too ill to attend then they should not be expected to engage in home learning.

2. What does home-learning look like?

Home learning will be different depending on whether it is just individuals learning at home or the whole class.

Where individual children are isolating at home:	
Learning:	Feedback and Communication
<p>Teachers will direct the children to pre-recorded videos on sites like National Oak Academy. They will upload a timetable every week at 9am on Monday. The learning will reflect what the children are doing in school (the delivery of this may be slightly different but will have the same learning outcomes). This will include:</p> <p><u>Reception</u></p> <ul style="list-style-type: none"> • Learning grid which will include all areas of learning 	<p>Teachers, with the help of support staff, will monitor and acknowledge the work submitted on google classroom. In KS1 and KS2, the staff will provide feedback on one piece of work per day (within 48 hours). House points and marvellous me badges will be awarded.</p> <p>Staff will make verbal contact with the child once a week through either phone-calls or</p>

<ul style="list-style-type: none"> • Daily fine motor practice • Links to supportive resources will be shared <p><u>Key Stage 1 and 2</u></p> <ul style="list-style-type: none"> • Daily Maths • Daily English • Weekly spellings list. • Ideas for foundation subjects 	<p>google meet (cameras off).</p>
<p>Where a whole bubble of children is isolating at home (including teacher):</p>	
<p>Learning set:</p> <p>Teachers will upload a recorded lesson and set learning assignments for English and Maths daily on google classroom. Teachers may also set work that incorporates online platforms and materials recommended by the DfE eg. Oak Academy.</p> <p>The learning will reflect what the children would have been doing at school (new learning).</p> <p>This will include:</p> <p><u>Reception</u></p> <ul style="list-style-type: none"> • Daily recorded video for either Phonics or Maths. Links provided for the alternate. • Ideas for Creative Play. <p><u>Key Stage 1 and 2</u></p> <ul style="list-style-type: none"> • Daily recorded video for either English or Maths. Links provided for the alternate. • Maths and English differentiated assignments to be set and submitted back by the pupils each day. • Weekly spellings list. • A grid of foundation subject activities. 	<p>Communication</p> <p>Teachers, with the help of support staff, will monitor and acknowledge the work submitted on google classroom. In KS1 and KS2, the staff will provide feedback on one piece of work per day (within 24 hours). Teachers may also film whole class feedback videos. House points and marvellous me badges will be awarded.</p> <p>Staff will be contactable between 9am-3pm through google classroom and the homelearning@ email address.</p> <p>Staff will make contact with the child once a week through either phone-calls or google meet (cameras off).</p>

Where children do not have access to technology, alternate arrangements will be made. Please let the staff know if this is the case for your family.