



Remote Learning Policy

January 2021

Statement of intent

At Brook 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 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 colleague, parent, and pupil data remains secure and is not lost or misused
- Ensure robust safeguarding measures continue to be in effect during remote education
- 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 education

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 General Data Protection Regulation (GDPR);
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013;
- Data Protection Act 2018.

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

- DfE (2020) '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'.

This policy operates in conjunction with the following school policies:

- Attendance
- Behaviour
- Child Protection
- Data Protection
- eSafety
- Health and Safety Procedures
- Acceptable Use Agreement
- Loan of Equipment
- Special Educational Needs and Disabilities (SEND)

Communication

The Headteacher will communicate with staff and parents as soon as possible via email about any remote education arrangements.

Staff involved in remote education will ensure they have a working device that is available to receive emails or take phone calls during their agreed working hours.

The school understands 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.

As much as possible, all communication with pupils and their parents will take place between 8:45am and 4pm.

Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

Issues with remote education or data protection will be communicated to the pupil's teacher as soon as possible so they can investigate and resolve the issue.

The pupil's teacher will keep parents and pupils informed of any changes to the remote education arrangements or the schoolwork set.

The Headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

School day and absence

A weekly timetable will be shared by the class teacher at the start of each week.

Staff will be present for remote education by 8:45am and cease their availability for remote education at 4:00pm from Monday to Friday, with the exception of breaks and lunchtimes.

Contact can be made each morning via the school's telephone messaging service, or if the school is closed, via the school email address.

The school has systems for checking, daily whether pupils are engaging with their work in line with the Attendance Policy - for example, where pupils are not in school their attendance will be monitored via the submission of work. Where pupils are not engaging with remote learning the school will work with families to rapidly identify effective solutions to help them engage with the online content.

Access to devices and data

Pupils/ families will be required to use their own equipment to access remote education. For children who cannot access digital devices at home, the school will where possible, organise a device to be loaned. This will be subject to a parent/ school loan agreement. (Appendix i- Loan agreement)

Pupils and parents will be required to maintain the upkeep of any equipment they loan from the school to access remote education. The device should only be used for accessing remote learning and only be used by pupils from Brook Primary School

The school is not responsible for providing technical support for equipment not owned by the school but will endeavour to offer assistance to families having difficulty in accessing our online platforms.

Where families have no internet, school has a limited number of dongles which can be loaned to provide a weekly data allowance for online learning.

Remote education issues

Any issues with remote education resources will be reported as soon as possible to the relevant member of staff e.g. Class teacher, SENCO, Senior leader. Parents can contact the school for support by emailing: info@brook.dudley.sch.uk

Roles and responsibilities

The Governors are responsible for:

- Evaluating the effectiveness of the school's remote education arrangements
- Ensuring the remote learning offer meets expectations set out in government guidance.

The Headteacher is responsible for:

- Ensuring colleagues, parents and pupils adhere to the relevant policies at all times.
- Ensuring there are arrangements in place for managing the risks associated with remote education.
- Ensuring there are arrangements in place for monitoring incidents associated with remote education that are reported to the school.
- Overseeing the school has the resources necessary to action the procedures in this policy.
- Regularly reviewing the effectiveness of this policy and communicating any changes to colleagues, parents, and pupils.
- Arranging any additional training colleagues may require to support pupils during the period of remote education.
- When remote education is in place, conducting reviews on a weekly basis to monitor the impact of arrangements of the quality of education.
- Ensuring the needs of vulnerable children and children with SEND are being met.

- Ensuring that our broad and balanced curriculum is being planned and delivered across all subjects.
- Ensuring that staff are identifying gaps in learning and that these gaps are being addressed promptly.
- Considering the work life balance of staff when planning work for online lessons and those key worker children in school by producing a weekly rota.

The Designated Safeguarding Lead is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the period of remote education;
- 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.

The SENCO is responsible for:

- Ensuring any technology used for remote education is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring 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 IHPs;
- Identifying the level of support or intervention required while pupils with SEND learn remotely;
- Ensuring the provision put in place for pupils with SEND is monitored for effectiveness throughout the period of remote education.

The Data Protection Officer is responsible for:

- 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 education are compliant with the GDPR and the Data Protection Act 2018.

Staff are responsible for:

- Setting meaningful and ambitious work each day in an appropriate range of subjects across our broad and balanced curriculum.
- Providing teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently:
 - KS1: 3 hours a day
 - KS2: 4 hours a day
- Using assessment to ensure teaching is responsive to pupils' needs and address gaps in knowledge.
- Reviewing the programmes chosen for online learning for the accessibility features available, e.g. voice-to-text conversion, to support pupils with SEND.
- Reporting any safeguarding incidents to the Designated Safeguarding Lead/SLT/MASH (as appropriate) and asking for guidance;
- 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 education, to the Headteacher/SLT.
- Reporting any defects on school-owned equipment used for remote education.
- Adhering to this policy at all times during periods of remote education
- Adhering to the Staff Code of Conduct (Handbook) at all times.
- Review the content of videos from other sources such as You Tube to ensure all content is appropriate.

Parents are responsible for:

- Adhering to this policy at all times during periods of remote education;
- Ensuring their child is available to learn remotely at the times set out in this policy and that the school work set is completed on time and to the best of their child's ability
- Reporting any technical issues to the school as soon as possible
- Ensuring their child always has access to remote education material during the times set out in this policy
- Advise the school of any illness /absence which prevents their child from completing their learning via remote education
- Ensuring their child uses the equipment and technology used for remote education as intended.
- Following the terms of the equipment loan agreement for any borrowed devices

Pupils are responsible for:

- Adhering to this policy at all times during periods of remote education;

- Ensuring they are available to learn remotely at the times set out in this policy, and that their schoolwork is completed on time and to the best of their ability;
- Reporting any technical issues to their teacher as soon as possible;
- Ensuring they have access to remote education material and notifying a responsible adult if they do not have access;
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set;
- Ensuring they use any equipment and technology for remote education as intended;
- Adhering to the Behaviour Policy at all times.

Remote Education: Learning materials

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

- Google classroom
- Microsoft Teams
- Pre-recorded video or audio lessons
- Oak Academy content
- Live lessons
- Work booklets
- Reading based tasks
- TT Rock Stars
- Spelling Shed
- Century Tech
- Numbots

Work packs will be made available for pupils who do not have access to a device or require differentiated work due to their special educational need.

These packs can be collected from school on a regular basis with completed work returned to school to show engagement.

We will avoid over reliance on long-term projects or internet research activities.

Arrangements will be made to ensure that all pupils have access to the resources needed for effective remote education This may be a loan of a device, workbooks or stationery packs.

We are very conscious about the children spending too much time in front of computer screens and the detrimental effects this may have on eyesight and health and wellbeing. We would encourage a balance between written and digital learning. The best use of Google classroom is to access it for lesson content/ videos and to then complete the task away from the computer, writing up on paper or in a workbook. This can then be photographed and uploaded to Google classroom for assessment. **There is no expectation for all remote learning to be completed on the computer.**

Assessment, marking and feedback

Teachers will oversee academic progression for the period of remote education.

Staff will enable pupils to receive timely and frequent feedback on how to progress, using whole class feedback where appropriate.

Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge.

The school expects pupils and colleagues to maintain a good work ethic during the period of remote education.

Pupils are accountable for the completion of their own schoolwork – teachers will contact parents via phone or email if their child is not completing their schoolwork or their standard of work has noticeably decreased.

Teachers will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the Headteacher as soon as possible.

Teachers will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

SEND provision

Teachers will liaise with the SENCO and other relevant colleagues to ensure all pupils remain fully supported for the period of remote education.

Teachers will ensure that work set is appropriate to the specific need of the child and that key learning targets are worked towards. Targets set at plan-do-review or EHCP meetings should still be worked upon and assessed.

Adjustments in remote provision to be made where necessary. i.e., Some SEND children may benefit more from work packs than digital content.

SENCO to monitor the provision for SEND pupils and to keep in contact with families via regular phone calls.

Monitoring of remote learning

The class teacher will monitor the daily engagement in remote learning and the quantity and quality of work turned in.

If the class teacher has concerns about a child's remote learning, they should, in the first instance, try to make contact with the family via phone call or email. If they can not get in touch with the family or the concerns are not addressed, this should be referred to SLT. SLT will then try once again to make contact via phone call, email or home visit.

SLT will regularly monitor the engagement registers and the quality of the work being delivered by Brook staff. This will ensure that work planned meets government expectations; that our broad and balanced is not compromised; that work planned is sequenced and provides modelled examples through pre-recorded videos and live lessons.

Online safety and etiquette

Where possible, all interactions will be textual and public. In the case of any video communication all staff, parents and pupils must:

- Communicate in groups – one-to-one sessions are not encouraged (where EHCP pupils require individual programmes of support, parents are required to attend and support the session)
- Wear suitable clothing – this includes others in their household
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication
- 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
- Always remain aware that they are visible.

In the case of any audio communication, all staff, parents and pupils must:

- 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
- Always remain aware that they can be heard.

Further guidance can be found in the appendix

Appendix I) ICT Loan agreement form

Appendix ii) Live lessons – expectations for staff

Appendix iii) Live lessons – expectations for pupils

Appendix iv) Live lessons – guidance for staff (not available on school website)

Safeguarding

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

The Designated Safeguarding Lead 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 education.

The Designated Safeguarding Lead will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote education, where possible.

Phone calls made to vulnerable pupils will be made using school phones, where possible. If staff are using their own mobile phones, their caller ID must not be visible.

The Designated Safeguarding Lead will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.

All contact with vulnerable pupils will be recorded on CPOMS and suitably stored.

The Designated Safeguarding Lead (or Deputy/Critical Care Assistant) will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote education, as required.

Vulnerable pupils will be provided with a means of contacting the Designated Safeguarding Lead, their deputy, or any other relevant colleague – this arrangement will be set up by the Designated Safeguarding Lead.

All members of staff will report any safeguarding concerns to the Designated Safeguarding Lead immediately.

Pupils and their parents will be encouraged to contact the Designated Safeguarding Lead if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying.

Health and safety

This section of the policy will be enacted in conjunction with the school's Health and Safety Procedures.

Teachers, will ensure pupils are shown how to use the necessary technology safely and correctly prior to the period of remote education, where possible.

If using electronic devices during remote education, staff and pupils will be encouraged to take regular screen breaks.

Where parents have concerns about online safety, or a pupil has accidentally viewed inappropriate material, parents are required to report these to the school in order for the school to offer support and take appropriate action.

Code of conduct and live lesson expectations for staff

Be on time

Stick to the set timings. If you know you are going to be delayed due to unforeseen circumstances, please post a notification message with a new start time.

Cameras and mics

The children should not have their cameras on during the lesson. This is for safeguarding purposes. Their microphones should be muted unless you would like them to contribute. Children have been told to use the 'raise hand' icon or write in the live chat box if they need your attention.

Live chat

Follow the live chat top pick up on any questions. Please monitor for inappropriate use of the chat box.

Appropriate dress

Please ensure you dress in an appropriate, professional manner – remember, the parents/ carers of the child may be watching the lesson.

You may also want to consider the background. Take care to have a neutral background with no personal photographs etc on view.

Recording

These live lessons may be recorded for safeguarding and training purposes.

Code of conduct and live lesson expectations for pupils

Tell a parent/ carer

Please make sure your parent, or whoever is looking after you, knows that you are a live lesson with your teacher. You should tell them what time it starts and what time it is due to end.

Be on time

Check the start time and join the lesson a few minutes before. Your teacher will allow into the lesson when they are ready.

Cameras and mics

On entering the lesson, your camera and microphone should be turned off. Your camera should be turned off at all times. Your teacher may invite you to answer a question during the session, at this point you can turn your mic on (unmute) to answer. If you want to ask a question whilst your teacher is talking, click on the 'raise hand' icon or write a comment in the live chat box. This will let your teacher know you want their attention.

Live chat

Use the chat option to contribute to the lesson by writing comments and questions appropriate to the lesson. All members of our school community should be treated with kindness, fairness and consideration, feel valued and appreciated and have the opportunity to learn in a safe, pleasant environment.

Behaviour

During the lessons we expect the highest standards of behaviour. You should listen attentively and participate in discussion, when asked. The teacher should not have to remind children about keeping cameras and microphones turned off and about inappropriate comments in live chat.

After the live session

Following the session/ lesson, there will usually be an independent task or piece of work to be completed. Once finished, this should be uploaded to Google classroom.

Recording

These live lessons may be recorded for safeguarding and training purposes.