Inmans Primary School

Remote Learning Policy

Date	Written By	Approved by	Review Date	Approved by Governors
Sept 20	S Fellows	SLT	Sept 22	Draft

https://www.gov.uk/guidance/adapting-teaching-practice-for-remote-education

Rationale

This policy is written to support the provision of remote education in response to the COVID 19 pandemic.

The most important decision we have to make is to keep our distance learning offer simple, making sure pupils, parents, carers and teachers know what is being asked of them.

Parents and staff have been consulted and their responses have been used to inform this policy.

The approach adopted by Inmans Primary School matches the identified needs of its pupils, parents & carers and school context.

Aims

To outline Inmans Primary School's approach for pupils that, from September 1st 2020, will not be attending school as a result of government guidance or due to continued shielding.

To outline Inmans Primary School's expectations for staff that, from September 1st 2020, are able to continue supporting children's learning.

This distance learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for safeguarding and data protection

Flexibility of Learning

We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- Parents may be trying to work from home so access to technology as a family may be limited
- Parents may have two or more children trying to access technology and need to prioritise the needs of children studying towards GCSE/A Level accreditation
- Teachers may be trying to manage their home situation and the learning of their own children
- Systems may not always function as they should.

An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

Blended Learning

At Inmans Primary School we believe it is important to teach the children how to access and use online based learning within a classroom setting, so these skills can be used independently at home if necessary.

Teaching staff should be encouraged to use online teaching platforms within a classroom setting so both they and the children have experience of how to navigate around it and use it to the best effect.

Access to technology

https://www.gov.uk/guidance/get-laptops-and-tablets-for-children-who-cannot-attend-school-due-to-coronavirus-covid-19

It is recognised that not all families have access to a suitable screen (tablet, laptop, monitor), access to reliable internet or access to the basic IT knowledge necessary within the household. If necessary, systems are in place for eligible children to receive Chromebooks and/or internet access to allow them to access online learning and school will provide support in accessing the technology and platforms used.

Seesaw, Tapestry (EYFS), Google Meets and Zoom are the platforms currently used by Inmans.

Examples of this include disadvantaged children:

- with no digital devices in their household
- whose only available device is a smartphone
- with a single device in their household that's being shared with more than one other family member
- who do not have a fixed broadband connection at home

Off line learning

It is hoped that the vast majority of children will have access to the online learning provided by the school. If this is not possible, paper copies of learning activities are available upon request.

Work books have been purchased for staff to photocopy work. Exercise books and basic resources (pencil, ruler, eraser) will be available for all children.
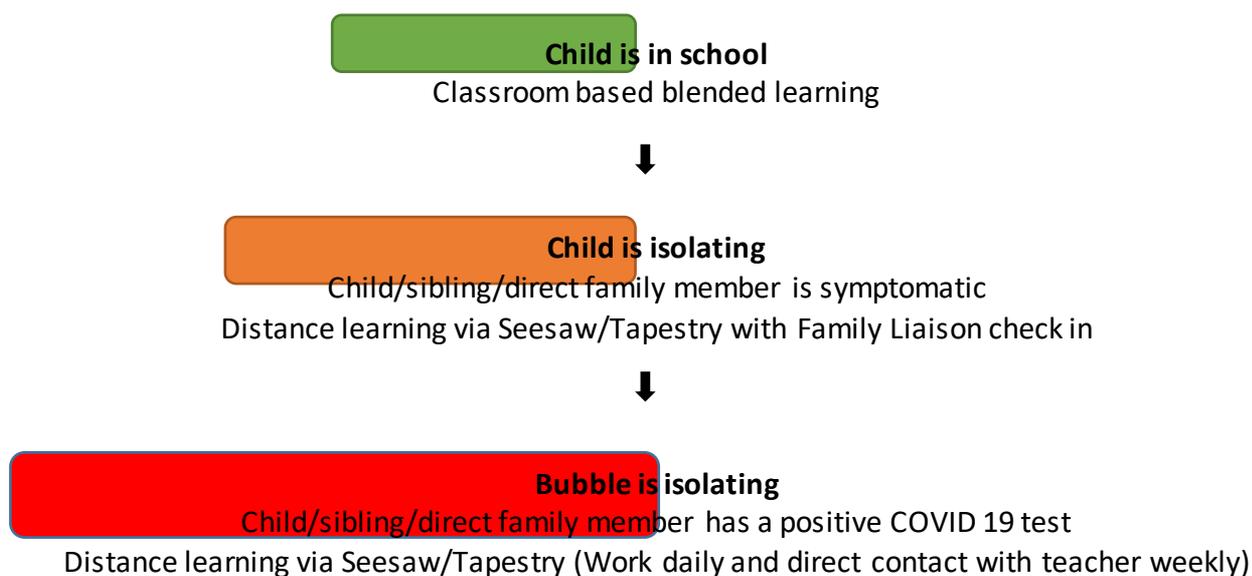
Distance (on line) learning

Inmans Primary School will provide distance learning (online) for pupils that are not able to attend school to minimise disruption to their academic progress and achievement.

Distance learning will be available for pupils that are not able to attend school:

- as a result of government guidance or
- due to continued shielding.

Inmans Primary School are fully aware that these are exceptional times and would like to make it clear that we will support families with the completion of work; this document seeks to inform and guide families and not impose expectations of exactly how this is achieved. Each family is unique and because of this, should approach home learning in way that suits their individual needs.

3 tiers of distance learning

Child is in school
Classroom based blended learning

⬇

Child is isolating
Child/sibling/direct family member is symptomatic
Distance learning via Seesaw/Tapestry with Family Liaison check in

⬇

Bubble is isolating
Child/sibling/direct family member has a positive COVID 19 test
Distance learning via Seesaw/Tapestry (Work daily and direct contact with teacher weekly)

Roles and responsibilities

Family
* Where possible, children maintain a regular and familiar 'school day' routine.
* Report a child's absence from distance learning following normal school procedures
* Children should be given an appropriate place to work and, to the best of their ability, parents/carers should support pupils with their work if necessary.
* Each week, work will be posted on the school's Seesaw pages or tapestry (for EYFS) to allow parents to organise learning times to suit their families circumstances and access to technology.
* Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.
* Parents/carers can continue to communicate with the class teacher via email
* It is the parents/carers responsibility to ensure children are using the internet and email systems safely and responsibly, this include 'live' meets
* Agree to the Home – School agreement for 'live' sessions

Children
* Children should understand, as far as possible, they are responsible for accessing their own learning spaces and completing the set tasks.
* Work should be completed through Seesaw/Tapestry or in a workbook (provided by school). Standards of presentation and quantity completed must be equal to that expected in the classroom.
* Follow the clear expectations for online (live) sessions

Teachers
* Staff from Inmans Primary School will continue to support children that are unable to attend school. From the first day, remote provision will be in place.

* Staff understand that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this. We teach the same curriculum as we do in school wherever possible and appropriate. However some adaptations will be made.
* Teachers will share online links to resources used in school (ORB, Purple Mash, TTRS and RM maths) that the children are familiar with and use in their classroom as blended learning.
* Teachers will plan lessons that are relevant to the curriculum focus for that year group in line with the curriculum map published on the school website. Regular activities will also be planned to support children's emotional health and well being. They may also use materials from Oak National or direct children to other links. Staff will ensure that the links have been thoroughly checked first
* Teachers will direct their support staff as necessary e.g. making resources, reading stories, identifying additional learning materials
* Activities that require worksheets should be minimal and physical copies can be provided
* In the event of a child isolating at home, a member of staff should make direct contact with the child/family at least once every 48 hours e.g. telephone call
* In the event of a whole class closure (or lockdown), staff will contact children weekly and will respond to queries via Seesaw and email
* If a bubble closes (or lockdown) details, expectations and directions of remote learning will be emailed. Children will be given the option to join online meetings. Staff will make contact with any families that have queries. Teachers will also share a timetable of learning as an idea for a weekly routine.
* Teachers will endeavour to reply to messages and give feedback on activities during the normal teaching hours 9.00 am – 3.30pm
* Teachers will provide feedback to children on selected pieces of work that they are asked to submit. Parents should note that, under normal circumstances, not all pieces of work are formally assessed by teachers and this will continue to be the case should the school employ distance learning. Feedback can be:
  * Whole class via Seesaw/Tapestry
  * Individual via chat with a pupil on Seesaw – or a direct call
* Teachers will allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways. They will also provide differentiated work and break learning into smaller steps
* Time will also be scheduled for the children to watch an assembly delivered by the Head Teacher. This will encourage children to keep working, celebrate successes and promote a togetherness.
* If a member of staff is ill, a replacement member of staff will be available. This may be the classroom support staff or Head Teacher.
* If a member of staff is required to self-isolate, they are expected to:
  * Follow normal reporting procedure for planned absence.
  * Share the result of this test with school so that appropriate plans can be made, as per national guidance
  Whilst self-isolating, and if able to do so:

  o staff will continue to teach their own class, or
  o staff will be given an individual project to work on which is line with whole school improvement priorities, or
  o staff will be reported as ill and a replacement staff member will 'cover' the class

Support Staff

When assisting with distance learning, teaching assistants must be available during their 'normal' working hours or equivalent hours across the week.

Tasks will be set by classroom teachers e.g. making resources, reading stories, identifying additional learning materials and also marking activities on Seesaw.

Office staff will ensure all attendance procedures are followed.

If Support Staff 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.

Head Teacher and SENDCo

The Head Teacher and computing subject leads will co-ordinating the remote learning approach across the school.

The Head Teacher will monitor the effectiveness of remote learning through regular remote meetings with teachers, reviewing work set or reaching out for feedback from pupils and parents through Google Forms.

The Head Teacher will monitor the security of remote learning systems, including data protection and safeguarding considerations. This may include accessing face to face sessions if issues have been identified with behaviour for learning.

Where necessary, the SENDCo will share appropriate SEND lessons with teachers/support staff who will disseminate accordingly.

Governing board

The governing board is responsible for:

Ensuring that all children have access to high quality learning opportunities

Ensuring online learning adheres to GDPR, data protection and safeguarding policies and procedures

Who to contact

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

> Issues in setting work – talk to the relevant subject lead or SENCO
> Issues with behaviour – talk to Head Teacher
> Issues with IT – talk to Office staff
> Issues with their own workload or wellbeing – talk to their line manager
> Concerns about data protection – talk to the data protection officer
> Concerns about safeguarding – talk to the DSL

Include contact details where necessary.

Data protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

Explain:

> How they can access the data, such as on a secure cloud service or a server in your IT network
> Which devices they should use to access the data – if you've provided devices, such as laptops, make staff use these rather than their own personal devices

Processing personal data

Staff members may need to collect and/or share personal data such as [such as email addresses and telephone numbers] as part of the remote learning system. As long as this processing is

necessary for the school's official functions, individuals won't 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

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

Support for pupils with SEND

* Teachers should ensure that work is differentiated as required for all learners when setting online tasks.
* The SENDCo in will maintain contact with pupils on their lists requiring regular support, by email or telephone
* Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue via Seesaw.

Safeguarding

* The staff computer is subject to ERYC online filtering and Firewalls to block inappropriate materials.
* Staff will continue to adhere to the school's code of conduct, including appropriate appearance, appropriate 'background' etc during any online contact.
* All staff who interact with children, including online, must be alert to any possible signs of a child at risk. Any concerns must be shared with the school's DSL and/or deputy DSL without delay.
* If children are entitled to benefit-related FSM, the school will ensure food parcels/food vouchers are made available
* If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS).
* Those not engaging with home learning will receive a phone call from the Head Teacher to discuss the barriers and support.
* Children and parents/carers must agree to the Distance learning expectations (appendix 1)

Monitoring arrangements

This policy will be reviewed monthly. At every review, it will be approved by the FGB.

Links with other policies

This policy is linked to our:

> Behaviour policy
> Child protection policy and coronavirus addendum to our child protection policy
> Data protection policy and privacy notices
> Home-school agreement

❯ ICT and internet acceptable use policy
❯ Online safety policy
❯ **Appendix 1**

Online learning expectations

During online lessons with your teachers, it is really important that you follow these rules:
1. Please remember that the online work is part of school. You must be respectful to staff and other pupils. School rules still apply!
2. Staying safe online – remember the SMART rules to keep yourself safe.
3. Do not record or take pictures of your teacher or classmates during you online sessions.

Online learning agreement (please see more in depth agreements for Google Meets and Zoom)

- ✓ I will only access the internet at home for school purposes.
- ✓ I will not try to bypass the internet filtering system.
- ✓ I will make sure that all electronic communications with my teachers or others are responsible and sensible.
- ✓ I will be responsible for my behaviour when using the Internet. This includes resources I access and the language I use.
- ✓ I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it immediately to my teacher or parent/carer.
- ✓ I will allows follow the school SMART rules for online safety
- ✓ I will not copy work directly from the internet.
- ✓ I understand that all my use of the Internet and email will be filtered, and can be monitored by my school to protect me and others
- ✓ I understand that these rules are designed to keep me safe and that if they are not followed, my parent/ carer will be contacted.

Child's name:

Child's signature:

Parent/carer name:

Parent/carer signature: Date:

S M A R T

Stay Safe

Don't give out your personal information to people / places you don't know.

Don't Meet Up

Meeting someone you have only been in touch with online can be dangerous. Always check with an adult you trust.

Accepting Files

Accepting emails, files, pictures or texts from people you don't know can cause problems.

Reliable?

Check information before you believe it. Is the person or website telling the truth?

Tell Someone

Tell an adult if someone or something makes you feel worried or uncomfortable.

Follow these SMART tips to keep yourself safe online!

Appendix 2

Distance Learning Check Sheet	
Ensure all children take home:	Coats, jumpers, lunch boxes, water bottles, home learning stationery pack (exercise books, pencil, log on details for TTRS, ORB, Seesaw, RM maths, Purple Mash)
Ensure all staff take home:	Coats, bags, lunch boxes, drinking bottles/mugs, laptops, hard drives, planning folder, log in details (as above and CPOMS)

STAFF WILL NOT BE ALLOWED TO ACCESS THE BUBBLE UNTIL ISOLATION PERIOD HAS FINISHED

Zoom/ggogle meeting invites shared		Additional IT resources requested from DfE by HT	
Email parents regarding arrangements and invite to the zoom meeting		Paper based learning resources available for identified children	
Text message sent to parents, reminding them to check Seesaw		Distance learning expectations shared with children and parents/carers	
Distance learning timetable shared with children and parents/carers		Distance Learning agreement signed on Google Forms	
HT notified of children not attending registration &/or completing work		HT texts parents to remind them of return to school date	