

# CRANMORE INFANT SCHOOL



# Remote Learning Policy

**January 2021**

Approved by: Full Board

Date of approval: January 2021

Next review due by: January 2022

## **1. Statement of Intent**

At Cranmore Infant we understand the need to continually deliver high quality education, including during periods of remote learning – 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 learning, such as online safety, access to educational resources, data protection, and safeguarding.

The information in this policy is also intended to provide clarity and transparency to parents or carers about what to expect from remote education.

## **2. Aims**

This remote learning policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum;
- Ensure consistent provision is in place so that all pupils have access to high quality learning resources, with clear expectations for all members of the school community;
- Protect pupils from the risks associated with using devices connected to the internet;
- Ensure staff, parent, and pupil data remains secure and provide appropriate guidelines for data protection;
- 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.

## **3. Roles and responsibilities**

### **3.1 Teachers**

When providing remote learning, teachers must be available during their normal working hours to respond to questions from pupils and parents about the remote learning that has been set. Teachers will aim to respond during the same day where possible (via the school office email or telephone).

Where a teacher is 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. Learning will be set by the other teacher in the year group who will be familiar to the children.

Teaching staff members are responsible for:

- setting work and providing feedback.
- keeping in touch with pupils who aren't in school and their parents.

- attending virtual meetings with staff, parents and pupils.
- reporting any safeguarding or health and safety incidents to the Headteacher.

## **Setting Remote Learning**

To ensure we are fully compliant with Government guidelines (which state that children working within KS1 should carry out a minimum of three hours of remote learning a day, with less for younger children), we have agreed the following expectations:

- All year groups to have a welcome morning briefing at the start of the day to talk through the learning for the day, followed by their first live session.
- All KS1 and FS2 classes should have a least 3 virtual sessions a day and FS1 class at least 2 virtual sessions, using Micro-soft Teams (except on 'Feel Good Friday'). These should include a daily phonics and maths session for all year groups, as well as an additional Literacy session for KS1, alternating between Book Talk and the Big Writing Adventure skills of grammar, sentence, spelling punctuation or handwriting. FS1 staff should also include an additional story time session at least once a week.
- Smaller group sessions will be led by TAs in KS1 twice weekly, with targeted SEND/LA/vulnerable children, on tightly focused objectives.
- Padlet will be used to set work tasks across different subjects for children to complete independently, with a clear timetable set each week. Differentiated tasks will be set in Literacy, including phonics, and Numeracy, as a follow up to live teaching sessions.
- Oak Academy will be used for the teaching of Foundation subjects in KS1. All children will be encouraged to take regular physical exercise, including through setting 'physical challenges' to complete and putting links to fitness sessions, such as Joe Wicks.
- Activities to support children's emotional well-being will also be promoted, such as yoga and Mindfulness. One day a week, ('Feel Good Friday') will be dedicated to developing children's mental health and well-being, with smaller group PSD sessions and Padlet activities set from the year group Adventure Passport.

## **Accessing remote education**

We understand that some children may not have suitable online access at home. The following approaches are implemented to support children to access remote education:

- Loaning laptops or tablets to children.
- Printing work packs if they do not have access to a printer.

## **Children with additional needs**

Our school recognises that some children with additional needs, e.g. children with SEND, may not be able to access remote education without the support of an adult at home. In order to support these children, we will work with parents to ensure they are able to access a high-quality education in the following ways:

- The class teacher or LSA will get in touch with parents if the child has SEND
- We will ensure that children are provided with regular check-ins with their teachers via telephone or Teams.
- We will provide a work pack tailored to their needs, including practice of targets in their support plan.

We will encourage parents to get in touch if they believe their child may struggle or is struggling with accessing remote education.

### **Remote Education for self-isolating pupils**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, work will be set using the Padlet site, including links to Oak Academy sessions.

### **Communicating with parents/Providing feedback on work**

- Teachers are not expected to mark or give feedback on all the work sent to them from parents to ensure that this is manageable. However, teachers are expected to communicate with parents to ensure their involvement and that they feel supported. Teachers should give some constructive feedback and next steps (as appropriate) to the child and praise their effort and engagement.
- Work will be regularly uploaded on the year group/class 'Proud Page' and staff will monitor work received to ensure all children are engaging in the tasks set.
- The school will consider ways to use feedback to secure consistent engagement with remote material, e.g. use of Padlet to display exemplary work and reward engagement.
- Class teachers and teaching assistants will provide some contact with each child in their class at least on a fortnightly basis; which will include feedback on the child's engagement in remote learning. This can be provided electronically or by telephone.
- **Teachers are not expected to answer emails received outside of school hours 8.30am – 3.30pm.** Teachers should respond to questions the same or following day via the school office email.
- Teachers should make the Headteacher or Deputy Headteacher aware of any safeguarding or general concerns or complaints raised by parents or pupils as soon as possible by telephone or email and log incidents via My Concern as usual.
- Teachers should raise any concerns about pupils failing to engage with learning with their parents and agree with their parent's any necessary reasonable adjustments where these are justifiably required to support a child's individual needs.
- Staff will complete an online attendance register for each live teaching session. These will be monitored on a weekly basis, and parents will be contacted if their child is not attending at least 50% of these sessions.

### **Contacting the school**

Parents are provided with details of the year group email address to use when contacting the school while their child is learning at home. Teachers monitor these on a daily basis.

Any concerns regarding the safety of children should be directed to the school's designated safeguarding lead (Mrs Ward or Mrs Whittle).

### **Staff Contacts**

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

- issues in setting work – talk to the relevant subject leader or phase leader
- issues with behaviour – talk to the Inclusion Leader, Mrs Freeman
- issues with IT – talk to online learning leader, Mrs Baker
- issues with their own workload or wellbeing – talk to the Headteacher: Mrs Ward
- concerns about data protection – talk to the data protection officer. Ms Knowles

- concerns about safeguarding – talk to the DSL: Mrs Ward or Mrs Whittle

### **3.2 Phase Leaders and Inclusion Leader**

Alongside their teaching responsibilities, they are responsible for:

- The Inclusion Lead will work with teachers to co-ordinate remote learning for children with SEND across the school; ensuring that the learning set is appropriate for their needs by working with teachers.
- Phase leaders will work with teachers across their phase remotely to make sure all work set is appropriate and consistent and that planning is available on the school padlet for their phase weekly.
- Phase Leaders and Inclusion Lead will monitor the remote work set by teachers by viewing these online on a weekly basis.
- Phase Leaders and Inclusion Lead should alert teachers to any useful resources they can use to teach their class remotely.

### **3.3 Headteacher**

The Headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations with the help of the online learning lead, online safety lead and DSL.
- 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 annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Working with Phase Leaders to conduct reviews to monitor the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or seeking feedback from pupils and parents.

### **3.4 Designated safeguarding lead**

The DSL is responsible for:

- Identifying the most vulnerable children in school and supporting their needs for remote learning.
- Updating and managing access to child protection files, attending and arranging safeguarding meetings, where necessary and ensuring child protection plans are enforced.
- Liaising with children's social workers and other professionals where they need access to children in need and/or to carry out statutory assessments.

### **3.5 Online learning leader**

The online learning leader is responsible for:

- making relevant training available to staff to enable them to deliver remote learning effectively
- contacting platform providers to get help with technical issues eg Purple Mash, Solihull Council
- helping staff with any technical issues they're experiencing
- reviewing the security of remote learning systems

### **3.6 Pupils and parents**

Staff can expect pupils learning remotely to:

- engage with remote learning, including attending the live sessions and completing the online learning that has been set by teachers on a daily basis.
- abide by the school's acceptable user agreement.

Staff can expect parents with children learning remotely to:

- make the school aware if their child is sick or otherwise can't complete work.
- be contactable during the school day.
- seek help from the school if they need it.
- abide by the school's acceptable user agreement.

### **3.7 Governing body**

The governing body is responsible for:

- monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.
- ensuring that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

## **4. Resources**

### **Learning materials**

School will use a range of different teaching methods during remote learning.

The school recognises that interactive lessons are effective in aiding pupils' motivation and academic progression and, to this effect, teachers will ensure they lead daily video sessions.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.

Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from the school office.

Class teachers (with support from the Inclusion Leader) will arrange additional support for pupils with SEND (children at SS+ or with an EHCP plan), including a work pack, which will be unique to the individual's needs.

### **Food provision**

The school will signpost parents via email or phone towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

The school will arrange food vouchers for families in receipt of Pupil Premium funding.

### **Online safety**

This section of the policy will be enacted in conjunction with the school's E Safety Policy.

### **We would like to stress the importance of safeguarding all pupils during live recordings.**

All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted unless these have been agreed by the Head teacher, i.e. for SEND/vulnerable children.
- Wear suitable clothing – Staff should dress in the same professional manner for virtual meetings as they would in school.
- 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. Plain, neutral backgrounds are recommended to reduce distraction for pupils. Staff can choose to 'blur' their background to provide a plain, neutral background. Staff should avoid areas with background noise and be advised to remove any photographs/information that relate to them personally.
- Use appropriate language – this includes others in their household.
- Not record, store, or distribute video material without permission.
- Always remain aware that they are visible.

By accessing any of the learning materials provided, users are agreeing with all of the school's policies which can be found on the school's website. These policies highlight the responsibilities of all users, including showing respect and courtesy for all other users, pupils, parents and staff in our school community.

It also includes the strict prohibition of cyber bullying, online harassment and the use of inappropriate language in any communication.

Any misconduct online will be treated in the same accordance with other school policies.

Users do not have permission to reproduce or share any of the learning materials, videos or content, which includes recording videos or images on other devices.

All users must comply with legal restrictions regarding the use of digital platforms and social media.

**This means that parents/carers are not allowed to take pictures/ recordings of any live sessions. If you do take pictures, your class teacher will remove you/your child from the session, or indeed you will not be invited to take part in future sessions, until we have confidence you will support our school policy.**

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the Inclusion Lead.

The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

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.

The school will communicate to parents via letter 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 parents are present in the room during any live sessions.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

## **5. Safeguarding**

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

The DSL 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, once per week at minimum, with additional contact, including home visits, arranged where required.

All contact with vulnerable pupils will be recorded on My Concern.

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

All home visits will:

- Be undertaken by no fewer than two members of staff (one to be a DSL).
- Be suitably recorded on My Concern.
- Actively involve the pupil(s)

The DSL will liaise regularly with the relevant members of staff 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.

## **6. Data protection**



## **6.1 Accessing personal data**

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

- access the data on the secure cloud service Microsoft365 or a server connected to the school network
- access the data with school provided devices, where possible, such as laptops, rather than their own personal devices

## **6.2 Processing personal data**

Staff members may need to collect and/or share personal data such as such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals 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.

## **6.3 Keeping devices secure**

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- keeping devices 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)
- making sure the device locks if left inactive for a period of time
- if working on a personal device, because no school device is available, logging out completely before sharing the device among family or friends
- installing antivirus and anti-spyware software
- keeping operating systems up to date – always install the latest updates

## **7. Monitoring arrangements**

This policy will be reviewed at least termly during the Covid pandemic by a member of the SLT, the DSL and the online learning leader. At every review, it will be approved by the safeguarding governor.

## **8. Links with other policies**

This policy is linked to our:

- Behaviour policy
- Child protection and Safeguarding policies
- Data protection policy
- Acceptable User agreement
- Online safety policy
- Staff Code of Conduct