



# High View Primary Learning Centre

Policy:	Remote Learning During Covid-19 Pandemic	
Written by:	ECM Trust	
Approved by Chair of Governors	Signature	Name
Approved by Head Teacher	Signature	Name: Theresa Smith
Last reviewed:	January 2021	
Next review due by:	January 2022	

## Contents:

Section	Heading	Page
1	Background	2
2	What is Remote Education?	2
3	Roles and Responsibilities	2
4	Attendance	3
5	Support with ICT Equipment	3
6	Delivering Remote Education Safely	3
7	Teachers	4
8	Teaching Assistants	5
9	Parents'/Carers' Key Responsibilities	6
10	Special Educational Needs	6
11	Vulnerable Pupils	6
12	Governing Board	7
13	Data Protection	7
14	Monitoring Arrangements	7
15	Responding to the Needs of Families	8
16	Links to Other Policies	8
Appendices		9-11

## **1. Background Information**

This remote learning policy has been written as guidance for staff and parents during the COVID-19 Pandemic and should be read in conjunction with the ECM Principles for Remote Learning and Managing Attendance COVID addendum document. It sets out the systems and technology that staff will use to keep the on-going learning experience for children, and details how they can be used effectively and safely, while allowing for the differing needs of families. The school's usual Online Safety Policy and Acceptable Use Agreements still apply at this time but this policy provides further guidance during these unprecedented circumstances.

We have worked with families to ensure that children can access a suitable device and the internet; however if they are still having difficulty then on-going support will remain available. Keeping regular learning going during the period that schools are partially closed is of great importance to reduce the impact on children's education. We also understand that everyone's circumstances at home will be different with regard to the time that parental support can be offered and the number of children that require support. Due to this, as per government guidelines, we will offer a variety of daily remote-learning activities but are understanding that pupils may not always be able to complete these at the same time. We ask that parents support their child as best as they are able.

## **2. What is Remote Education?**

Remote education is a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils:

- Digital remote education: often known as online learning, this is remote learning delivered through digital technologies.
- Blended learning: a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where the main input happens remotely (for example through video), while practice and tutoring happen in class.
- Synchronous education: when the material is prepared by the teacher and accessed by the pupil at a later date.

## **3. Roles and Responsibilities**

School has allocated a leader with the responsibility for the quality and delivery of remote learning. All phase leaders have access to all classes' Seesaw and will have time to monitor, support and give guidance wherever necessary.

The staff remote learning lead is: Theresa Smith, Head Teacher.

- School has allocated a senior leader with the responsibility for the quality and delivery of remote learning. They will have access to all classes' Seesaw and will have time to monitor, support and give guidance wherever necessary.
- Jane Banks is our home learning champion for Foundation Stage 1 and Foundation Stage 2, tasked with ensuring learning is meeting the desired purpose and principles.
- Nicola Simpson is our home learning champion for Key Stage 1, tasked with ensuring learning is meeting the desired purpose and principles.
- Catherine Gallagher is our home learning champion for Key Stage 2, tasked with ensuring learning is meeting the desired purpose and principles.
- Sian Vaughton and Rachel Marshall are our home learning champions for SEND pupils, tasked with ensuring learning is meeting the desired purpose and principles.

#### **4. Attendance:**

- School will continue to complete the attendance register for pupils who are receiving remote education in line with the school's attendance policy.
- School will keep a record of, and monitor, pupils' and students' engagement with remote education through live registers and safeguarding tracker for the vulnerable.
- Each class conducts a live check in and record attendance accordingly. Registers are taken and then contact is made by the attendance officer, class teacher or PSA for those not attending; text messages and, if necessary, phone calls if the pupils have not been seen that day.
- Incentives, rewards, competitions and celebrations will be used to promote attendance/engagement.

#### **5. Support with ICT Equipment and Ensuring no Child at High View is Digitally Disadvantaged:**

- School has identified those in need of equipment and internet access and has worked to resolve this by providing tablets, laptops, SIM cards and dongles.
- School continues to monitor access and engagement in the remote learning package and, if needed, will seek further equipment to ensure all pupils can access the remote learning package so no child is disadvantaged through lack of ICT.

#### **6. Delivering Remote Education Safely:**

- E-Safety policy and Acceptable Use policy, Zoom and Seesaw policies shared with all pupils, parents and staff, updated to meet the needs and requirements of remote learning.
- Updated and highlighted all other policies connected with the safe and meaningful education and care of our children both in school and those accessing home learning.

## **7. Teachers**

Teachers must be available for remote learning between 8.30 and 3.30. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependant (please refer to Managing Sickness COVID addendum), they should report this using the normal absence monitoring procedures at the earliest opportunity to their line manager. If it affects the completion of any work required, ensure that arrangements have been made with year group partners or SLT to ensure work is completed.

When providing remote learning, teachers are responsible for:

- Setting work:
  - Use the activity tool to set work across the curriculum, taking into consideration possible limitations students might experience at home such as access to a device, writing materials, physical resources and adult support.
  - Work set should reflect the length of a usual lesson but this learning can be chunked in to smaller sections in order to maintain engagement and make learning accessible (as recommended in OFSTED).
  - Work will be set to the default of whole class but individual tailored activities can be set for children who may struggle to access the whole class learning.
  - Provide instructions to explain to the children how to complete each activity; this may be written and/or video explanations.
  - Set worksheets as pdfs or photos. These are inserted into Seesaw's drawing tool which allows children to respond by text, drawing, voice or by up-loading photos of their work.
  - May include further instructions informing children of how they should respond to the work.
  - Activities can be set in advance and dates/times added for when to post/complete them. Once activities have been submitted, Seesaw will automatically remove the activity from each child's activity stream notifications.
  - Teachers should register the names of the attendees and record this in the live remote learning registers.
  - Staff members will also contribute with short pre-recorded or live videos to maintain sense of community.
  - Establish a reward system for children working remotely.
- Providing feedback on work:
  - Approve work so the children are alerted that it has been submitted.
  - Ensure that by the end of the day, all student work has been acknowledged (with either a like or a comment) and any question dealt with in an appropriate manner.
  - Frequently mark the submitted work by clicking on the three dots (...) and clicking Edit, and using either the pencil/felt tip tool to draw ticks, the highlighter to identify gaps or errors, the text tool to add a written response, or a voice response to give a more personal feedback.
  - Respond to work and comments during the school 8.30 a.m. to 3.30 p.m.
  - Teachers should note any students who do not complete the work.

- Teachers have a responsibility to delegate adults accordingly towards online learning.
- Keeping in touch with pupils who are not in school, and their parents:
  - Teachers will host live Zooms each day with children who are not in school.
  - For those who do not attend live Zooms, teachers will make contact through Seesaw and ensure children still access and complete the work set.
  - For children not accessing remote learning, the school attendance procedures will be followed.
  - Parents make contact with teachers through Seesaw or phone calls to the school office and teachers will be available 8.30 a.m. to 3.30 p.m. to respond.
  - Continual behavioural issues and failure to complete work should be referred to the SLT.
- Attending virtual meetings with staff, parents and pupils:
  - Staff should follow procedures as identified in the Zoom Acceptable Use Policy and the Staff Code of Conduct.
- Professional development and workload:
  - Balancing the demands of teaching pupils in 2 settings (at home and in school) has implications on teachers' workload and school leaders should consider this carefully when determining the nature of the school offer. Leaders should continue to deliver the high quality ongoing professional development that all teaching staff will need to enable them to deliver effective remote provision in this ever-changing world.

## **8. Teaching Assistants**

When assisting with remote learning, teaching assistants must be available between 08.30 a.m. to 3.30 p.m.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependant, they should report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who are not in school with learning remotely :
  - Responding to work and questions submitted on Seesaw
  - Maintaining agreed interventions enabling children to catch up or delivering those as identified on their EHCP.
- Attending virtual meetings with staff, parents and pupils:
  - Staff should follow procedures as identified in the Zoom Acceptable Use Policy and the Staff Code of Conduct.

## **9. Parents'/Carers' Key Responsibilities:**

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider that they may not always be in front of a device the entire time;
- Complete work to the deadline set by teachers;
- Seek help if they need it, from teachers or teaching assistants;
- Alert teachers if they are not able to complete work.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work;
- Seek help from the school if they need it;
- Be respectful when making any complaints or concerns known to staff.

## **10. Special Educational Needs:**

- The school will use its best endeavours to secure SEND provision.
- We will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.
- As appropriate, personalised resources will be sent home to meet the learning needs of individual pupils.
- Best endeavours will be made to ensure that all children with an EHCP attend school. Where this does not happen, regular contact (at least weekly) will be made to offer support.
- Personalised learning tasks will be provided through Seesaw.
- Interventions will take place through Zoom.

## **11. Vulnerable Pupils:**

- Where individuals who are self-isolating are within our definition of vulnerable, we have robust systems in place to keep in contact with them: phone calls; Zoom meetings; socially distanced home visits.
- When a vulnerable child is asked to self-isolate, we will notify their social worker (if they have one). School leaders will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.
- We will check if a vulnerable child is able to access remote education. Where this is not the case, we will support them to access it (as far as possible) and regularly check if they are doing so. School leaders should contact the child's social worker if internal monitoring suggests that the pupil is not engaging in the remote education offer. A professional discussion to identify and remove the barriers causing this should help to address the situation and prevent the child falling behind their peers.
- We will endeavor to ensure that the teaching and learning offered to all pupils, but especially our most vulnerable pupils, secures their interest, engagement and good progress.

## **12. Governing Board**

The governing board is responsible for:

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

## **13. Data Protection**

### **13.1 Accessing personal data**

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

- Use laptops or iPads provided by school;
- Use the school's shared drives or personal drives to store or access personal data.

### **13.2 Processing personal data**

- Staff members should not share their personal emails or contacts as part of the remote learning system.

### **13.3 Keeping devices secure**

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

- Keeping 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.

## **14. Monitoring Arrangements**

- Subject leaders and SLT, during their management time, will be able to access Seesaw for their areas of responsibility and monitor the activity.
- Each class to upload a weekly or daily timetable dependent on choice of staff and pupil needs.
- CPD will be provided through staff meetings and feedback to ensure consistent high-quality education.
- All staff to monitor and evaluate that all tasks are meeting the needs and interests of the pupils to ensure active engagement.
- Only essential feedback is given to pupils: marking and feedback should be used to support learning, and challenge the learning. This is to support the work load of all staff who are in school and supporting those at home.



- SLT to monitor the work load and ensure staff are supported in any way during this time. It has been agreed that no comments are expected except between the hours of 8.30 a.m. to 3.30 p.m.

## **15. Responding to the Needs of Families Engaging with Home Learning:**

- Differentiation of timings for live sessions wherever possible to avoid clashes for families with siblings;
- Phone calls/Zoom calls to support the use of the platform and teaching new concepts;
- Accessible activities throughout the day to support parents working from home with more than one sibling to have flexibility of completing tasks;
- Open lines of communication to enable staff to ask for support when needed or for children to ask teachers for further clarification/support;
- Learning packs have been sent home with the resources to meet the needs and age of the pupils;
- Activity ideas offered to achieve the learning objective using concrete resources which can be found around the house to limit the digital use;
- A number of ideas shared to practise the skills being taught and embed into long term memory without the need of ICT equipment;
- Zoom calls for 1:1 or small group work for face-to-face teaching, and support with using the resource packs to model for parents what can be achieved using these.

## **16. Links to Other Policies**

This policy is linked to our:

- Behaviour Policy
- Attendance Policy
- Child Protection Policy and Coronavirus addendum to Child Protection Policy
- Data Protection Policy and privacy notices
- Home-School Agreement
- ICT and Internet Acceptable Use Policy
- e-Safety Policy
- Zoom Acceptable Use Policy
- Seesaw Acceptable Use Policy
- ECM Principles of Remote Education



## **Appendix 1**

### **Remote Learning Response Scenario Recommended Actions** **ASCERTAIN CAPACITY TO COMPLETE HOME LEARNING:**

Child is absent due to self-illness (Covid symptoms or otherwise)	DO NOT SEND HOME LEARNING. The child is not well and needs time to recover. If a parent contacts school requesting home learning, point them towards your school's suggested lockdown websites e.g. TTR, Spelling Shed, Bedrock.
Child is absent due to Covid illness in the house	At this point establish to what extent there is capacity for an adult to support the child to complete some home learning (everybody has responded differently to the virus- some are very poorly, others have no symptoms) if the child is unable to do this independently. If parent/carer is too ill to support, point them towards your school's suggested lockdown websites e.g. TTR, Spelling Shed, Bedrock, and provide the child with access to the remote learning offer that they are able to do independently. If the child is able to log on to remote learning, 1-1 remote support will be provided to develop independence. If parent/carer is available to support, then continue with remote learning programme.
Child is absent while waiting for testing Child is isolating at home due to 'test and trace' Child is isolating due to holiday quarantine	The teacher will provide the same home learning that the rest of the class are accessing, as per school's Remote Learning policy.
Bubble is sent home to self-isolate; teacher is well	The teacher will provide home learning as per school's Remote Learning policy.
Bubble is sent home; teacher is not well	The school will endeavour to provide home learning as per the school's Remote Learning policy.
Local/national lockdown	The school will continue to use contact methods as per previous lockdown and as stated in the school's Remote Learning policy. The school will ensure that the curriculum sequence is maintained, using a range of online/offline tools to support new learning, including the use of pre-recorded video clips and feedback tools.

## **Appendix 2**

### **AUP (Acceptable Use Policy) Agreement:**

1. Hosts and attendees (and anybody in the household who may appear in the background) should be fully dressed in appropriate clothing.
2. The meeting ID is to remain confidential, and not shared with anyone to whom it was not designated.
3. Set up a 'waiting room' so that children can only enter the meeting if the host allows it.
4. Set the chat facility to 'Host Only' before the meeting begins.
5. Mute attendees on joining.
6. Turn screen sharing off for all participants other than you.
7. Make sure children have shared their videos initially, so that you know for sure that it is them who has joined the meeting (and not an imposter).
8. Ask children to turn off their videos when you are not teaching, except when needed.
9. Recordings, photographs or screenshots of the Zoom meeting are not allowed by participants. Staff may record sessions for further resources for those who are unable to attend the call.
10. When children enter and participate in a Zoom lesson/meeting, they must use their first name as their identification.
11. The same behaviour expectations that are set within a classroom apply to Zoom meetings and lessons. As such, the teacher retains the right to terminate a pupil's participation and contact their parent/guardian regarding any breaches of behaviour and/or this policy.
12. The Zoom meeting may be recorded by the hosting teacher and stored in line with school GDPR and e-Safety policies. They may also copy text from the chat section as evidence of pupil understanding etc. If you record a Zoom meeting to share with other children, it must not include any images of pupils.
13. When you are sharing your screen, make sure that you are careful not to share any form of sensitive or personal information about pupils or yourself. Where possible, only share the window that you need to.

14. Whenever and wherever possible, make sure that there is more than one person in the room/meeting, so that you always have witnesses to behaviours etc.
15. Whenever possible, use a virtual background (especially if/when teaching from home).
16. If you are not going to be at your computer, end the meeting for all participants so that they cannot communicate unsupervised.

**AUP Agreement for parents and pupils at home:**

1. Zoom is only to be accessed by a device in a communal family space. Where this is not possible due to number of siblings and space, adults must be able to hear the call.
2. It should ideally be supervised by an adult, in order to deal with any technical difficulties.
3. Attendees (and anybody in the household who may appear in the background) should be dressed appropriately.
4. The meeting ID is to remain confidential, and not shared with anyone to whom it was not designated.
5. Recordings, photographs or screenshots of the Zoom meeting are not allowed by participants.
6. The Zoom meeting may be recorded by the hosting teacher and stored in line with school GDPR and e-Safety policies. They may also copy text from the chat section as evidence of pupil understanding etc.
7. When children enter and participate in a Zoom lesson/meeting, they must use their first name as their identification.
8. Some Zoom facilities may, and will, be disabled by the host teacher.
9. The same behaviour expectations that are set within a classroom apply to Zoom meetings and lessons. As such, the teacher retains the right to terminate a pupil's participation and contact their parent/guardian regarding any breaches of behaviour and/or this policy.