

Orchard Primary School



Remote Learning Policy

Statement of intent

At Orchard 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.

A flexible approach:

Keeping regular learning going during the period that schools are closed is of great importance to reduce the impact on children's education, however we understand that everyone's circumstances at home will be different. Some families have one child to support while others have several. Some families have one device to share while others may have more – and some things may work differently on different devices. Some parents will have plenty of time to help their children learn, while others will be working from home and may have much less time and some children will be able to work more independently than others or need greater challenge.

Due to this we are providing a flexible approach to remote learning. We will offer a variety of weekly learning activities across the curriculum so that pupils can work their way through as much as they are able, at a time that suits them.

2. Remote Teaching and Learning platform

While some work will be completed by analogue means there will also be a need for digital learning as well. In this instance, Class Dojo and Microsoft Office 365 will be the primary platforms for this work. In conjunction with this provision of work, the Microsoft Office 365 may be used for video-conferencing to provide pastoral support and small group provision if necessary.

We are aware that if all schools are required to work remotely then there may be technical issues and bandwidth restrictions. We are also mindful that some students may find working from home challenging.

Video Conferencing

- Live sessions will only be those specified on the remote learning action plan with some lessons delivered through pre-recorded presentations.
- Staff will record the attendance of any sessions delivered.
- Live lessons will not be recorded.
- Live lessons will be kept to a reasonable length of time, appropriate to the age of the learner.
- Appropriate privacy and safety settings will be used to manage access and interactions. This includes:
 - The staff member will retain full control of the platform
 - Pupil videos and microphones will be disabled/muted
 - Pupils will not be permitted to share screens
 - Pupils will enter a waiting room/lobby' upon entry to the lesson, with the staff member granting permission for joining.
- When delivering live lessons, a pre-agreed invitation will be delivered via email detailing the session expectations to those invited to attend.
- Access links/meetings IDs should not be made public or shared by participants. Learners and/or parents/carers should not forward or share access links.
- Learners are encouraged to attend lessons in a shared/communal space or room with an open door and/or when appropriately supervised by a parent/carer or another appropriate adult.
- Alternative approaches and/or access will be provided to those who do not have access.

Behaviour Expectations

- Staff will model safe practice and moderate behaviour online during remote sessions as they would in the classroom.
 - All participants are expected to behave in line with existing school/setting policies and expectations. This includes:

- Appropriate language will be used by all attendees.
- Staff will not take or record images for their own personal use.
- Attendees will not be permitted to record sessions for personal use
- Staff will remind attendees of behaviour expectations and reporting mechanisms at the start of the session.
- During live lessons, participants are required to:
 - wear appropriate dress.
 - ensure backgrounds of videos are neutral (blurred if possible).
 - ensure computers are in appropriate areas e.g. no bedrooms
 - ensure that personal information and/or unsuitable personal items are not visible, either on screen or in video backgrounds.
- Parents are asked to stay in audible proximity to the device being used but refrain from appearing on the screen/camera.
- Educational resources will be used or shared in line with existing teaching and learning policies, taking licensing and copyright into account.

3. Who is this policy applicable to?

- A child (*and their siblings if they are also attending Orchard Primary School*) is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- All pupils using remote learning in a lockdown.

4. How will remote learning be delivered?

See below

Circumstance	Remote learning
My child <i>(and their siblings if they are also attending Orchard Primary)</i> is absent because they are awaiting test results and our household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.	• Maths lessons links will be provided on Dojo, following on/mirroring the maths being covered in the classroom at that time. These will be White Rose maths videos (the scheme used in school) and accompanying resources/worksheets which are being used in the classroom. Answers will be provided for self-marking at home. • English tasks uploaded to Dojo following the sequence of learning happening in the classroom. The quantity will be dependent on age/stage of your child. Some/all of these will be 'handed in' to your child's class teacher via the Dojo portfolios for marking. • Topic task(s) following the lessons being covered in class that week. This may be appropriate PowerPoints/presentations from the lesson being uploaded onto Dojo along with resources / worksheets (if appropriate i.e. if the resources required for the lessons are already at home). If the lessons being taught in class are not able to be delivered remotely (e.g. if it requires additional resources such as art resources e.g. clay or pastels, or geography resources e.g. maps and atlases) then alternative 'topic' learning will be set on Dojo which may make use of the Government's 'Oak Academy' lessons. • Paper Packs - Where possible paper packs will be provided and delivered to home. • All work for Nursery and Reception will be posted on Dojo
My child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19. We enter another 'lockdown' with total school closure.	• Weekly Timetable – This will be posted on Dojo for you to see in advance what the children are expected to complete. The same timetable will be followed in school. • Maths lessons links will be provided on Dojo or Microsoft Teams, following on/mirroring the maths being covered in the classroom at that time. These will be White Rose maths videos (the scheme used in school) and accompanying resources/worksheets which are being used in the classroom. Answers will be provided for self-marking at home. • English teaching videos will be uploaded to Microsoft Teams following the sequence of learning happening in the classroom. Access to these lessons will be via your child's email address. The quantity will be dependent on age/stage of your child(see below). Some of these will be 'handed in' to your child's class teacher via the Dojo portfolios for marking. This could include spelling, grammar, writing and reading. Some work, including assignments carried out on Microsoft Teams will be handed in for marking via Microsoft Teams. • Small group video learning which will look different depending on the age of the children. This may be guided reading sessions, maths sessions or writing sessions delivered by the class teacher*. The sessions will run throughout the hours of the usual school day in small groups. The frequency of when your child's sessions will occur will be communicated by your child's class teacher via Dojo. All sessions will be set up and carried out through Microsoft Teams. • Topic task(s) will be uploaded to Dojo or Microsoft Teams for children to complete and hand in virtually via their Dojo Portfolios or Microsoft Team. This will be lessons your child would have had in class this term which can be most easily adapted to remote learning. • All work for Nursery and Reception will be posted on Dojo • 1:1 support if your child receives 1:1 support and they are isolating, a more bespoke programme of support will be set up. This may include phone calls / video chats with your child's 1:1 support or a member of the Orchard staff.

In case of a National Lockdown please refer to these additional points.	• We teach the same curriculum remotely as we do in school making small adjustments to enable easier access from home. <u>Remote teaching and study time each day</u> • Reception and Key Stage One – 3 hours daily • Key Stage Two – 4 hours daily • This time includes both the teaching element and time for independent work <u>If my child does not have digital or online access at home, how will you support them to access remote education?</u> • We are able to loan laptops/tablets/iPads, please be aware that we have restricted numbers and therefore please contact the Headteacher directly if this is required. • A loan agreement will be put in place for any school equipment • As a school, we can request mobile data increases for children who meet the following criteria: - Do not have fixed broadband at home - Can not afford additional data for their devices - Are experiencing disruption to their face to face education - At present this is only available on some networks - Please speak to Mrs. Chambers if you have any questions regarding this <u>How pupils can access printed information</u> • Printed paper packs can be picked up from school if required • For children working with paper packs, work will need to be completed and submitted through Dojo or returned back to school.
Remote Learning Strategies	<u>How will my child be taught remotely?</u> In addition to the subject specific information detailed we will use a combination of the following approaches: • Recorded teaching provided by Orchard staff or Oak National Academy lessons, White Rose lessons etc • Printed paper packs produced by teachers • Bug Club online library • Commercially available websites supporting teaching e.g. PurpleMash/ Education City/ Times Tables Rockstars etc • 1:1 or small group bespoke learning as required
Engagement and Feedback	<u>What are school's expectations for my child's engagement and the support that we as parents and carers should provide at home?</u> • We expect all of our pupils to engage with remote learning for the set hours • We expect parents to put in place routines to allow children to access and complete the work • Your child's engagement will be monitored on a daily basis. However, we are aware that fitting the work at home around different work commitments is challenging and some parents may submit work at a later time. • Your child's teacher will contact you if no work has been submitted after 3 days.
Assessment and progress	<u>How will you assess my child's work and progress?</u> • All pieces of work will be approved and assessed • Work needs to be turned in/ photographed clearly and submitted <u>Written feedback will be given for:</u> • Exceptional work for the child • Any misconceptions • Unacceptable quality of work • Individual targets for subsequent work

5. Roles and responsibilities

The governing board is responsible for:

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

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.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- To coordinate scenario-based planning approaches to account for differing lockdown scenarios, including the allocation of staffing deployments
- Co-ordinating the remote learning approach across the school, including the identification of the most appropriate IT platform to use
- To ensure appropriate support is provided to staff, parents and pupils, e.g. training, parental workshops, to enable accessibility to identified platform
- To coordinate the allocation and prioritisation for the distribution of technological devices, taking in to account equality matters and key year groups
- Monitoring the effectiveness and engagement of remote learning activities, arranging the timely receipt of feedback from all parties concerned

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

All members of staff are responsible for the implementation of this policy with monitoring undertaken by the Senior Leadership Team. It is the responsibility of all members of staff to ensure that they are familiar with and adhere to this policy and to make pupils aware of their responsibilities. The school will endeavour to ensure that staff and pupils have access to a suitable device in the event of closure or inability to attend school.

Teachers

When providing remote learning, teachers must be available within the allocation of their 'directed time'.

If staff members are unable to work for any reason during this time, for example due to sickness or caring for a dependent, then normal absence procedures should be adhered to.

Staff who are able to work, including working from home, will be directed by senior leaders towards the most appropriate tasks and activities to be completed. In the main, senior leaders will expect staff to deliver education provision remotely linked to the staff member's current year group and/or class. However, it may be decided that staff will need to deliver this provision for pupils elsewhere in the school.

When providing remote learning, teachers are responsible for:

- Setting work
 - Providing work for the children within their bubble/cohort/phase who are isolating and for other groups of children in school if required.
 - Providing English, Maths and Creative Curriculum work, mirroring the amount that would be set in school or is being taught in school.
 - Providing a weekly timetable via Dojo the day after the bubble has been told to isolate.
 - Upload work to Dojo or Microsoft teams as appropriate.
 - Coordinate with other members of the phase to ensure consistency in blended learning. Communication will be carried out via Teams, Email and Whats App.
- Providing feedback on work:
 - Provide feedback to work which has been submitted via Teams or Dojo.
 - To feedback in a timely manner, working within their directed time.

- Keeping in touch with pupils who aren't in school and their parents
 - Keep in daily contact with children who are isolating through the provision of work.
 - Contact parents via phone or Dojo if a child has not completed the day's work.
 - Contact the Headteacher or Deputy Headteacher if a child is not engaging with work set.
 - Ensure that the DSL or SENCO team are made aware if no contact can be made after 3 days.
- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the Headteacher or SLT and asking for guidance as appropriate.
- 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.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- Adhering to the Staff Code of Conduct at all times.

Teaching assistants

When assisting with remote learning, teaching assistants must be available between their contracted hours.

If they're 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 procedures.

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

- Involvement in the delivery of individualised education plans, particularly in the case whereby a teaching assistant is linked directly to a pupil with specific needs
- Supporting pupils who aren't in school with learning remotely by:
 - Offering support to pupils who usually require extra support in class.
 - Answering questions from parents and pupils if they require help or guidance.
 - Providing feedback when requested to by the teaching.
 - Keeping in contact with the children in their bubble.

Curriculum/Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Defining the most crucial knowledge that needs to be taught in the event of differing lockdown scenarios
- To support teachers in the resourcing and delivery of the identified teaching content to make sure all work is of a high quality, appropriate and consistent
- Working with other subject leads and senior leaders to make sure expected work timeframes are appropriate and reasonable for staff and families to manage
- Monitoring the remote work set by teachers in their subject
- To update long term curriculum planning documentation accordingly

The Designated Safeguarding Lead/Deputy is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- 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:

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- 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 and IHPs.

- 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.

The SBM is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

The ICT technicians are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

Pupils and parents

Staff can expect pupils learning remotely to:

- Engage with school's approaches to remote education
- Inform the school if they have accessibility issues (e.g. no internet) or lack of suitable devices
- Ensure that any school equipment, or that provided through DfE schemes (or other third- party providers/partners), is treated carefully and used in an appropriate manner
- Be contactable during the school day, although it is not the expectation that they will be in front of a device the entire time. Devices are likely to be limited in a household and parents may need access for their own work reasons.
- Complete work to the deadline set by teachers

- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're 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 can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

6. Data protection

Personal data

Staff members may need to collect and/or share personal data, such as email addresses, as part of the remote learning system. The processing of personal data will be done in conjunction with the Orchard GDPR Policy and is necessary for remote learning functions. Personal information will not be shared externally without necessary permission from those affected.

Live sessions will not be recorded by school and should not be recorded by parents/pupils working remotely.

7. Keeping devices secure

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

- Using devices controlled by Atom ICT, therefore all anti-virus and security software will be in place. Additionally, updates will be managed centrally.
- All school based and school issued devices will be installed with Senso Safeguarding software
- Keeping the device password-protected
- Devices will not be compatible with USB sticks
- Not sharing the device among family or friends

8. Safeguarding

Keeping pupils and teachers safe during remote education is essential. Safeguarding is everybody's responsibility. Teachers delivering remote learning should be aware that the school's safeguarding principles and processes apply. Staff should remain vigilant and act without delay should safeguarding concerns arise. Remote education may present some new scenarios for staff and pupils to be aware of, this may include, but is not limited to:

- A possible insight into staff's and pupil's personal living environment
- Insights into personal relationships with family members who may be within proximity
- Inappropriate online conduct and/or etiquette
- Lack of adherence to Covid-19 rules and restrictions temporarily imposed

Staff should be aware that policies such as Safeguarding/Child Protection, Code of Conduct, Allegations against staff, Disciplinary, Acceptable Use, Social Media and Whistleblowing still apply when delivering remote learning.

Pupils and staff should be aware that the school behaviour policy will still be enforced as is reasonably practicable.

Schools will follow Government guidance linked to safeguarding whilst educating remotely.

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

9. Monitoring arrangements

This policy will be reviewed as required but no less than annually.

10. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding/Child Protection Policy
- Data protection policy and privacy notices
- Home-school agreement, including Covid Addendum
- Remote Learning action plan
- Fair processing policy
- Staff Code of Conduct
- Allegations Against Staff policy
- Disciplinary policy
- Acceptable Use policy
- Social Media policy
- Whistleblowing policy
- Equality statement