Forest and Elveden Church of England Primary Academy

Pupil Remote Learning Policy

Contents:

Statement of intent

At Forest and Elveden Church of England Primary Academy, 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.

Signed by:

	Headteacher	Date:	Sept 2020
	Chair of Governors	Date:	Sept 2020

1. 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'
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2020) 'Guidance for full opening: schools'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs (SEND) Policy
- Behaviour Policy
- Accessibility Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct

2. 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 business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

The Headteachers are 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.

The health and safety officer (Headteachers) are responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

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 learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and pupils understand the importance of saving work, e.g. on the correct area within Purple Mash to allow the teacher to provide feedback.

The Designated Safeguarding Lead 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:

- Ensuring 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 Headteachers and other organisations to make any alternate arrangements for pupils with EHC plans and ISPs.
- 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 Finance Officer 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 technician and Computing Lead are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software.
- 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.

Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the health and safety officer 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.

Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.

- Ensuring their child engages with home learning remotely, and that the schoolwork 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 that their child always has access to remote learning material, this may be online or as a hard copy pack
- Reporting any absence in line with normal school procedures.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times.

Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they engage in the set home learning remotely, 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 e.g. by asking a parent/carer to phone or email the school.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access so that it can be provided.
- 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 learning as intended.
- Adhering to the Behaviour Policy at all times.

3. Resources

Learning materials

The school has consulted with parents/carers to inform us how best to provide accessible learning opportunities. Based on the outcomes, we will use a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

- Purple Mash
- Lexia
- Tapestry
- My Maths
- Work booklets
- Emailed tasks
- Educational websites, e.g. BBC Bitesize
- Reading tasks
- Pre-recorded video or audio lessons
- Oak National Academy Lessons
- Zoom

Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.

We recognise that some children are disadvantaged and not all families have the same resources to support their child's learning. We will use Pupil Premium funding to support families who require additional resources e.g. tablets, stationery.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.

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

The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.

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

Teaching staff will liaise with the SENCO, Safeguarding and Welfare Officer, and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

The SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls/emails.

Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops/iPads.

For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA.

Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on learning which has been returned (whether physically or via email).

Food provision

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

Where applicable, the school may provide the following provision for pupils who receive FSM:

- Providing vouchers to families

Costs and expenses

The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.

The school will not reimburse any costs for travel between pupils' homes and the school premises.

The school will not reimburse any costs for childcare.

If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

4. Online safety

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

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.
- 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, e.g. the regular Wake Up Wednesday Facebook post.

All staff and pupils using audio/phone communication must:

- Speak to the parent/carer first, and then speak with the pupil with the parent present, e.g. Safe and Well calls. These are logged on CPOMS.
- 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.
- Not record, store, or distribute audio material without permission.

The school will consult with parents prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

The school may use Zoom to deliver some remote teaching/provide support and feedback to learners.

At the beginning of each Zoom session, pupils will be reminded of Zoom etiquette e.g. finding a quiet place free from distractions, having sound on mute, raising your hand when you have something to say, listening when others are talking, eating before, after but not during, being respectful and kind – in speaking, writing and appearance.

Parents will be advised that all Zoom sessions will be recorded and that these recordings may be shared.

Recording sessions is important to protect staff from allegations, as well as children, should a safeguarding concern arise during the session.

Parents are asked to consider their camera settings and should they not wish for their child(ren) to be recorded, that they can still participate in the session using their microphone only. By choosing to use the camera in live sessions, they are consenting to this being recorded and potentially shared within the school community.

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 SENCO e.g. this could include Language Link interventions, work with outside agencies such as speech therapists over Zoom.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.

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.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

5. Safeguarding

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.

The DSL and headteacher 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, prior to the period of remote learning.

Phone calls made to vulnerable pupils will be made using school phones where possible.

The DSL 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.

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 must:

- Have at least one suitably trained individual present.
- Be suitably recorded on CPOMS and the records stored so that the DSL has access to them.

- Provide the opportunity for staff to see the child is well, e.g. an informal chat on the doorstep with parent present.

Vulnerable families will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.

The DSL will communicate with the relevant members of staff promptly to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely. This may be through discussion, CPOMS or email.

All members of staff will report any safeguarding concerns to the DSL immediately using CPOMS.

Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns. Parents/carers can use the CEOPS button on the school website if at the weekend, out of school hours and holidays.

6. Data protection

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

Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.

All contact details will be stored in line with the Data Protection Policy.

The school will not permit paper copies of contact details to be taken off the school premises.

Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

Any breach of confidentiality will be dealt with in accordance with the school's Data and E-Security Breach Prevention Management Plan.

Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedure.

7. Marking and feedback

All schoolwork completed through remote learning must be:

- Completed when returned to the relevant member of teaching staff.
- Completed on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The pupil's own work or if parental support is needed this must be made clear.
- Marked with a positive comment and feedback, this included online feedback e.g. through Purple Mash, Pupil Asset.

The school expects pupils and staff to maintain a good work ethic during any period of remote learning.

Staff will contact parents via the email or telephone if their child is not completing their schoolwork or their standard of work has noticeably decreased.

Teaching staff 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.

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

8. Health and safety

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

Teaching staff and ICT technicians will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every hour or more frequently for younger children of those with medical conditions who require more frequent screen breaks.

9. School day and absence

Pupils will be expected to access learning for a period of time every school day.

Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

Pupils who are unwell are asked to complete some learning activities if possible e.g. reading, Purple Mash, Tapestry activities. We recognise that if a child is very poorly, this may not be possible.

Parents will inform the school on the child's first day of absence to enable the teacher to provide home learning by the end of the day.

The school will monitor absence and lateness in line with the Attendance Policy and if we do not hear from the parents, we will make contact to establish what learning needs to be provided.

10. Communication

The school will ensure adequate channels of communication are arranged in the event of an emergency.

The school will communicate with parents via email, Facebook, phone calls and the school website about remote learning arrangements as soon as possible.

The office will communicate with staff as soon as possible via Pattr about any remote learning arrangements.

Members of staff will have contact with their line manager at all times; this may be through email, face to face or phone call.

As much as possible, all communication with pupils and their parents will take place within the school hours, 9am-6pm recognising that staff have class responsibility and meetings throughout the day.

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

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

The pupils' teacher will keep parents and pupils informed of any changes to the remote learning 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.

11.   Monitoring and review

This policy will be reviewed on an annual basis by the headteachers.

Any changes to this policy will be communicated to all members of staff and other stakeholders.

The next scheduled review date for this policy is the Summer term 2021.

Appendix A

Remote Learning During the Coronavirus (COVID-19) Pandemic

Within the ever-changing circumstances we are currently living through, we have to be prepared for local lockdowns. In the event of a local lockdown, the school will implement provision for remote learning, so pupils never miss out on education. We will ensure that our curriculum is inclusive and accessible to all. This policy annex outlines how we will deliver remote education during the pandemic.

1. Contingency planning

1.1 The school will open to all pupils at the start of the Autumn term, in line with national and local guidance.

1.2 The school will work closely with the LA to ensure the premises is 'COVID-secure', and will complete all necessary risk assessments – results of the opening risk assessment will be published on the school's website.

1.3 The school will work closely with the local health protection team when entering into a local lockdown and implement the provisions set within their contingency plan.

1.4 The school will communicate its plan for a local lockdown with parents, including whether it will remain open to vulnerable pupils and children of critical workers, or if remote working will be applicable for all.

1.5 If there **is not** a local lockdown, but a single class or 'bubble' needs to self-isolate, the school will implement remote learning immediately for that group.

2. Teaching and learning

2.1 All pupils will have access to high quality education when remote working.

2.2 The school will use a range of teaching methods to cater for all different learning styles, this includes:

- Purple Mash
- Online materials
- Educational Websites
- Pre-recorded video lessons e.g. Oak National Academy
- Reading
- Lexia
- My Maths
- Tapestry
- Learning packs for those without access to internet
- Mental Health/ Well-being activities
- Zoom

2.3 Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

2.4 When teaching pupils who are working remotely, teachers will:

- Set tasks so that pupils have meaningful and ambitious work each day and where possible mirrors what is being taught in class.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high quality curriculum resources, including through educational videos e.g. Oak National Academy and My Maths.
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school.

2.5 All provisions for remote learning will be subject to the class group's age and ability.

2.6 In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the headteachers will assess this need, keeping pupils' best interests in mind, and will not make the decision lightly.

2.7 Teachers will continue to make use of formative assessments throughout the academic year

3. Returning to school

3.1 The headteachers will work with the LA to ensure pupils only return to school when it is safe for them to do so.

3.2 After a period of self-isolation, or the lessening of local lockdown rules, the headteachers will inform parents when their child will return to school.

3.3 The headteachers will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

4. Monitoring and review

4.1 This policy annex will be reviewed in line with any updated to government guidance.

4.2 All changes to the policy will be communicated to the relevant members of the school community.