East Dene
Primary School

REMOTE LEARNING POLICY

SEPTEMBER 2020

Introduction

Statement of intent

At East Dene Primary, 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.

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 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.

Government Guidance *(Dec 20)*

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. All pupils not physically unwell with coronavirus (COVID-19) but who are at home as a result of coronavirus (COVID-19) should have access to remote education by the next school day. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong offer in place for remote education provision.

In developing their remote education, we expect schools to:

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum of 3 hours a day, on average, across the school cohort
- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos
- have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern
- gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate
- enable teachers to 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

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

Content and Tools to Deliver Remote Education

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 (Class Dojo and the School Online Home Learning Portal)
- Use of Recorded video for instructional videos and assemblies (where applicable)
- Phone calls home
- Printed learning packs, if requested
- Physical materials if requested such as exercise book, pencil, ruler & eraser
- Use of programmes such as , TimesTables Rockstars, BBC Bitesize, Oak Academy, Epic Reading, Oxford Owl *(see Home Learning homepage at www.eastdene.org for further links.)*

Additional policies relating to remote learning include:

- Safeguarding
- Home-School Class Dojo Policy
- Behaviour Policy
- E-safety and Acceptable Use Policies
- Teacher Code of Conduct
- End User Agreements for Classdojo *(as appropriate)*

East Dene Primary Strategy for Remote Learning Provision

In order to provide remote learning at East Dene, each year group/phase has been allocated a folder on the school website online portal to upload activities for pupils to complete during a period of quarantine or self-isolation.

Staff aim to:

- Create a folder for teachers to upload tasks
- Upload weekly timetable - activities and resources will link directly to what children would have been covering in school
- Record daily videos via Class Dojo Class Story to give an overview of lessons and necessary teaching being covered for the day and encourage children to comment
- Follow in-school class timetable as much as possible (to correspond with work completed by remainder of class or parallel year group class), including a range of subject areas
- Provide appropriately pitched tasks according to children's ability
- Provide feedback via Class Dojo or on return to school
- Monitor work to ensure it is being completed
- Contact parents via Class Dojo or telephone to provide support where necessary.

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 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.

The Designated Safeguarding Lead (or 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 technician 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.
- 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 technician/s 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.

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/DDSL 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 is available to learn remotely at the times set 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 during the times set
- Reporting any absence in line with the terms set out in
- Ensuring their child uses the equipment and technology used for remote learning as intended.

Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely at the times set 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.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- 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.

Learning materials

The school will utilise 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:

- o Online school website learning portal – Office365
- o Work booklets / print-outs
- o Email
- o Educational websites eg. Oak Academy
- o Reading tasks
- o Pre-recorded video lessons(uploaded onto ClassDojo)
- o Subscription websites eg. Charanga, Century, TTRockstars,

- Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.
- Reasonable adjustments will be made to ensure that all pupils have access to resources needed for effective remote learning.
- 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 viewed on a mobile device.
- In some circumstances, work packs may be made available for pupils – these packs should be collected from school.
- Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.
- 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 loan equipment, e.g. laptops/iPads.
- For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support.
- 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 work in line with feedback section of this policy.
- The ICT technicians are not responsible for providing technical support for equipment that is not owned by the school.

Online safety

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

- Where possible, all interactions will be textual and public.
- All staff and pupils using video communication must:
    - Communicate in groups – one-to-one sessions are not permitted.
    - Wear suitable clothing – this includes others in their household.
    - 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.
    - 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 video material without permission.
    - Always remain aware that they are visible.

- Pupils should ensure devices or software are used as intended; any misuse of equipment may lead to school requiring its return
- 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 ClassDojo App and Parent to Teacher text messaging service 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 their internet connection is secure.

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.
- 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.

Safeguarding

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

- The DSL/DDSL and headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment
- The DSL/DDSL 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/DDSL 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 by class teachers will be recorded on CPOMS.
- All contact with vulnerable pupils by the DSL/DDSL and SENDCo will be recorded on CPOMS.
- The DSL/DDSL 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 paper and the records uploaded to CPOMS so that the DSL/DDSL has access to them.
- Actively involve the pupil.
- Vulnerable pupils 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.
- All members of staff will report any safeguarding concerns to the DSL/DDSL immediately.
- Pupils and their parents will be encouraged to contact the DSL/DDSL 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.

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 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.
- 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.

Marking and feedback

All schoolwork completed through remote learning must be:
- Finished when returned to the relevant member of teaching staff.
- Returned 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.

The school expects pupils and staff to maintain a good work ethic during the period of remote learning.
- Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via Class Dojo 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.
- The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

Health and safety
- 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 two hours.
- Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.

School day and absence
Pupils will be provided with remote learning activities that are equivalent to the time they would normally be in school - 9:00am until 3:15pm from Monday to Friday, with the exception of breaks and lunchtimes.

Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.
- Parents must inform the school office no later than 9.00am if their child is unwell.
- The school will monitor absence in line with the Attendance Policy.

Communication
- The school will ensure adequate channels of communication are arranged in the event of an emergency.
- The school will communicate with parents Class Dojo, text messaging, phone class and the school website about remote learning arrangements as soon as possible.
- The headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.
- The school understands that staff and pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.
- Pupils will have contact with a member of teaching staff at least once per week via Class Dojo or telephone call.
- Parents and pupils will inform the class teacher 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 regularly and ensure measures are put in place to address gaps or weaknesses in communication.

Teaching Staff (including Support Staff) will:

- Share teaching and activities with their class through the Office 365 (School Online Portal via Website) and other online platforms such as Times Tables Rockstar and Epic!;
- Continue providing activities in line with current planning that is already in place throughout the school;
- Keep in contact with children through the Class Dojo and telephone calls;
- Reply to messages, set work and give feedback on activities during the normal teaching hours 9.00 am – 3:15pm;
- Allow flexibility in the completion of activities, understanding that the circumstances leading to self-isolation will affect families in a number of ways
- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow e.g. Policy Development;
- If unwell themselves, be covered by another staff member for the sharing of activities. Follow up of messages on Class Dojo during this time will not be undertaken until the teacher is fit to work.

Children will:

- Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;
- Work through what has been shared through Class Dojo or the School Online Portal home learning folder daily;
- **Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly;**
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that;
- Read daily, either independently or with an adult;
- Engage with class teacher to ensure any issues are addressed both with access and work set.

Parents will:

- Support their child's learning to the best of their ability;
- Encourage their child to complete all daily tasks and engage with the School website online portal activities provided, online websites with assigned tasks and Class Dojo posts from their teacher;
- **Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of the Class Dojo app**
- Know they can continue to contact their class teacher as normal through the Class Dojo app or through telephoning the school office if they require support of any kind;
- Check any completed work each day and encourage the progress that is being made;
- Be mindful of mental well-being of both themselves and their child and encourage regular breaks, games and get fresh air.

Remote Learning Access

- Where children are unable to access online learning, packs may be requested by parents and collected from the school office
- It may be possible to provide laptops or tablets through a Government scheme; eligibility for this will be identified through an online access survey and equipment provided when needed.
- **All children should be supported to engage in learning throughout their period of isolation regardless of their**

<u>circumstances in relation to technology or online access.</u>

N.B. In compliance with Copyright Law and regulations governing the use of photocopiable materials parents must note that resources are for viewing online only on our secure class site. They must not be printed, photocopied or distributed. The school will not take responsibility for any breach of Copyright Law.

Remote Learning Systems Access Information
(Packs may be requested as an alternative to online activities if necessary)

EYFS / Key Stage 1
- EYFS and KS1 teachers will use the Class Dojo and/or school website online portal site to provide learning activities for children;
- Parents should continue to read with their children daily;
- Songs, rhymes and opportunities to talk should be maximised;
- Practical activities such as baking, painting and craftwork should also be undertaken;
- Children have access to the Numbots and Oxford Owl sites;

Key Stage 2
- Year 3, 4, 5 and 6 teachers will use the School website online portal site to provide learning activities for children and Class Dojo to provide additional support and monitor work completion;
- Children also have access to the Times Tables Rockstars, Epic reading, BBC Bitesize sites for additional activities (see below for additional online resources);
- We would ask parents to ensure that their children continue reading daily

To access all the systems detailed above go to the school website www.eastdene.org;
- Click on 'Home Learning' tab;
- Click on the 'Home Learning Portal'
- Select your year group/phase group,
- Select the relevant folder for the week
- Upload work completed to 'Portfolio' on Class Dojo *(instructions provided in Home Learning folder)*

All school subscriptions to support remote learning (Century, Epic, Times Tables Rockstar, Numbots, Oxford Owl, Oak Academy, BBC Learning) are available 24 hours per day, 7 days a week. Links are provided to all sites used regularly in school on the Home Learning homepage.

Class teachers can be contacted through year group email for usernames and passwords.

Monitoring and review

- This policy will be reviewed on an annual basis.
- 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.

Last updated Dec 2020 due to Government policy change