



GREAT EASTON C of E VA PRIMARY SCHOOL

Remote Education Policy



This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

This Policy was reviewed and amended and Staff were consulted on this document in:	January 2021
The policy was ratified by the Governing Body (Learning and Teaching Committee) in:	January 2021

To be reviewed January 2022

Statement of School Philosophy and Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality online and offline resources and virtual teaching.
- Provide clear expectations members of the school community with regards to delivery high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support of motivation, health and well-Being and parent support
- Consider continued education for staff and parents
- Support effective communication between the school and families and support attendance

Who is this policy applicable to?

- A child (and their siblings if they are also attending Great Easton Primary) who 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.
- There is a national lockdown and schools are closed for all except children whose parents are classed as critical workers and vulnerable children.

Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 (Tapestry, Dojo, Zoom and Teams), as well as for staff CPD and parents sessions
- Use of recorded video (or live video if used) for instructional videos and assemblies
- Phone calls home
- Printed learning packs
- Physical materials such as story books, workbooks and writing tools

- Use of BBC Bitesize and Oak Academy

Great Easton Primary School has always strived to provide our children with a challenging, creative curriculum aimed to inspire everyone to reach their full potential. Our strategy for remote learning continues this.

The detailed remote learning planning and resources to deliver this policy are emailed to parents and shared on Teams and Dojo when periods of remote learning begin:

- Model Timetable and structure for remote learning
- Downloadable printable documents and other curriculum resources

In addition the following documents are available and shared with staff and parents (see appendix A and B)

Appendix A: Staff Code of Conduct when delivering online learning

Appendix B: Pupil expectation/code of conduct for remote learning Rules regarding technology

Home and School Partnership

Great Easton Primary School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Great Easton Primary School will provide support for parents on how to use Teams, Zoom, Dojo and Tapestry as appropriate.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Great Easton Primary School would recommend that each 'school day' maintains structure.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school as alternative solutions may be available. These will be discussed on case-to-case basis.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

Safeguarding

Teams and Zoom lessons may be recorded by the school and by signing up for the live sessions, you are agreeing with this. The recordings will not be shared and would only be accessed by the senior leadership team or safeguarding team if a concern was raised.

An adult is encouraged to stay in the room with their child throughout the sessions to act as technical support. As well as the class teacher hosting, a member of the senior leadership team may also be present on some occasions to help monitor its effectiveness as a teaching tool.

For this to be a safe environment for all the children some safety points will need to be followed:

- Pupils would need to be appropriately dressed.
- If not at school, pupils would need to be in a suitable room such as the kitchen or lounge (not their bedroom).
- All pupils would need to follow school rules - speaking/commenting politely and being respectful of other pupil's feelings.
- Parents must manage the pupil accounts not just the pupil.
- Video-conferencing programs should not be used on a one to one basis between school staff and pupils - remote learning on a one to one basis is not appropriate; a parent must be present and overseeing their child's interactions.

Roles and responsibilities:

Teachers

To note: the responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.

Great Easton Primary School will provide a refresher training session and induction for new staff on how to use Teams.

When providing remote learning, teachers must be available during normal working hours. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for setting work.

Teachers will set work for the pupils in their classes via Teams. Dojo is used as a back up in case anyone has difficulty accessing Teams.

The work set should follow the timetable planned by the class teacher.

Generally there will be live or recorded sessions in the morning and independent sessions in the afternoon, however, there may also be social sessions planned for afternoons as well to encourage the children to have time with each other to talk and play games led by school staff.

In the case of a national lockdown, teachers may also need to support their classes in school too. It may be that a mixture of live and pre-recorded lessons are used during a lockdown to allow the teacher to also support their class in school so not necessarily being available live every morning. Timetables and plans will be shared with parents so people know what to expect.

Teachers will give either written or verbal feedback daily.

Keeping in touch with pupils who aren't in school and their parents:

Class teachers and LSAs keep a record of contact each day and any children who have not been present will receive a check-in call each week (these are different to Welfare Calls for Vulnerable children made by the Designated Safeguarding Lead). This will be set up within classes and overseen by the headteacher. An overview of contact will be kept by staff and shared with the headteacher.

If there is a concern around the level of engagement of a pupil, parents should be contacted via phone to assess whether school intervention can assist engagement.

Any concerns shared by parents or pupils should be reported to the class teacher in the first instance. Any safeguarding concerns, refer immediately to the Designated Safeguarding Lead and record using MyConcern.

Learning Support Assistants

Learning Support Assistants must be available during working hours. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including monitoring of engagement.
- Monitoring the effectiveness of remote learning - through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated Safeguarding Lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Child Protection Policy. The DSL may make Welfare Calls to check on vulnerable children, records of these calls will be kept using MyConcern.

IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff with any technical issues they're experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.
- Assisting pupils and parents with accessing the internet or devices

The SENCO and Assistant SENCO

- Liaising with the IT 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.
- Checking with parents and children that the work being provided is accessible and manageable.

The School Business Manager

- The School Business Manager oversees contact with families in the first instance, identifying critical worker and vulnerable children places in the event of a lockdown. Liaising with families self-isolating and letting parents know if there is a case in school and communicating the next steps with them.
- 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.

Pupils and Parents/Carers

Staff can expect pupils learning remotely to:

- Seek help if they need it, from teachers.
- 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.
- Be respectful when making any concerns or complaints known to staff.

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.

Appendix A:

Staff Code of Conduct when delivering online learning

Safeguarding

It is important that all staff who interact with children, including online when remote education is taking place, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate, referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the code of conduct.

Schools will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Organisation

Below are some things to consider when delivering remote education, especially where webcams or phones are involved:

- Staff must only use platforms agreed by the school to communicate with pupils, and it is the responsibility of the teachers to gate keep and check content and comments.
- 1:1 video conferencing is strictly prohibited - on no occasion should staff make or take video calls with pupils without a parent or carer supervising.
- When using Zoom for live lessons it is helpful if two members of staff are online, an LSA to manage technology so that the teacher can deliver the lesson.
- Suitable clothing should be worn by the teacher and other adults.
- Language and behaviour must be professional and appropriate.
- Staff should ensure they are working from a suitable area in school or home when accessing virtual calls or meetings.
- Staff will remove any participants who are not behaving appropriately.
- The meeting will be ended if the member of staff witnesses or hears anything of concern. The details will be passed to the DSL.

The link below provides further information about Zoom should you require it. <https://www.littledayout.com/2020/03/31/parents-students-guide-how-to-use-zoom/>

Appendix B:

Pupil expectation/code of conduct for remote learning rules regarding technology

- I will only use school technology for school purposes as directed by my teacher.
- I will only take part in 'live' streaming if my parent/carer knows that I am doing it.
- I will not reveal my passwords to anyone.
- I will be responsible for my behaviour and actions when using technology (Microsoft Teams and Zoom), this includes the resources I access and the language I use.
- I will make sure that all my communication with students, teachers or others using technology is responsible and sensible.
- I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material I will report it immediately to my teacher or my parent.
- I will not share resources or videos created by my teachers with anyone who is not a pupil or member of staff at Great Easton Primary School.
- I will not record or take photos of my classmates or teachers during a face-to-face session.
- I will not share any school content on social media platforms.
- I understand that when using Microsoft Teams and other applications provided by the school that my use can be monitored and logged and can be made available to my teachers.
- If audio/video conferencing is used, I understand that this might be recorded by the teacher only in order for this to be forwarded to any pupil who missed the live conferencing or to be used for monitoring by the headteacher or other leaders in school.

- I will continue to follow the rules regarding my use of technology as outlined in the school's Pupil Acceptable Use Agreement which is shared each September.
- I understand that these rules are designed to help keep me safe and that if they are not followed, school sanctions will be applied and my parents/carers may be contacted.

When participating in an audio or video conference on Zoom or Microsoft Teams, or any other video conferencing software, remember that this is an extension of the classroom and that I should conduct myself as I would when on my best behaviour in the classroom.

This includes:

- Be on time for your interactive session
- Be dressed appropriately for learning
- Remain attentive during sessions
- Interact patiently and respectfully with your teachers and peers
- Provide feedback to teachers about your experiences and any relevant suggestions
- Video conference from an environment that is quiet, safe, public and free from distractions. Please avoid using a bedroom for video conferencing.
- You **MUST NOT** record each other's online interactions. If the lesson is to be recorded, this will be done by the teacher.

Appendix C:

<https://educationendowmentfoundation.org.uk/public/files/Publications/Covid->

Rapid evidence assessment

Distance learning



This [rapid evidence assessment](#) examines the existing research (from 60 systematic reviews and meta-analyses) for approaches that schools could use, or are already using, to support the learning of pupils while schools are closed due to Covid-19.

When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

Key findings and implications

1. Teaching quality is more important than how lessons are delivered

Pupils can learn through remote teaching.

Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided. There was no clear difference between teaching in real time (“synchronous teaching”) and alternatives (“asynchronous teaching”).

For example, teachers might explain a new idea live or in a pre-recorded video. But what matters most is whether the explanation builds clearly on pupils' prior learning or how pupils' understanding is subsequently assessed.

2. Ensuring access to technology is key, particularly for disadvantaged pupils

Almost all remote learning uses digital technology, typically requiring access to both computers and the internet.

Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology.

In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.

3. Peer interactions can provide motivation and improve learning outcomes

Multiple reviews highlight the importance of peer interaction during remote learning, as a way to motivate pupils and improve outcomes.

Across the studies reviewed, a range of strategies to support peer interaction were explored, including peer marking and feedback, sharing models of good work, and opportunities for live discussions of content.

The value of collaborative approaches was emphasised in many reviews, although notably many studies involved older learners. Different approaches to peer interaction are likely to be better suited to different age groups.

4. Supporting pupils to work independently can improve learning outcomes

Pupils learning at home will often need to work independently. Multiple reviews identify the value of strategies that help pupils work independently with success.

For example, prompting pupils to reflect on their work or to consider the strategies they will use if they get stuck have been highlighted as valuable.

Wider evidence related to metacognition and self-regulation suggests that disadvantaged pupils are likely to particularly benefit from explicit support to help them work independently, for example, by providing checklists or daily plans.

5. Different approaches to remote learning suit different types of content and pupils

Approaches to remote learning vary widely and have different strengths and weaknesses. Teachers should be supported to consider which approaches are best suited to the content they are teaching and the age of their pupils.

For example, games for learning were found to have a high impact on vocabulary learning in foreign languages, but there is less evidence related to their use in other subjects.

Likewise, using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge, but is not a replacement for other forms of assessment.

The evidence in this review is drawn from diverse contexts that do not closely parallel the circumstances facing schools responding to Covid-19 in 2020.

Many forms of digital technology could in theory be used to support remote learning, but are typically used in schools and have not been evaluated as remote learning tools.

In all cases, it is important for teachers and school leaders to use their professional judgement in determining the support they provide their pupils and to monitor its impact on learning.



19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf