Parish CE Primary School

Remote Learning Policy

This policy should be read in conjunction with the school's Remote Learning Plan.

At Parish CE Primary School we are committed to:

- using a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that are linked to the school's curriculum expectations
- giving all pupils access to high quality remote education resources
- keeping children safe whilst learning remotely
- selecting the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and making sure staff are trained in their use
- providing printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognising that younger pupils and some pupils with SEND may not be able to access remote education without adult support and working with families to deliver a broad and ambitious curriculum
- setting assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teaching 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
- providing frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauging how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enabling 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
- planning a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

1. Statement of School Philosophy

The provision of high-quality teaching and learning is at the core of everything we do at Parish CE Primary School. Our remote learning policy seeks to ensure that this remains to be the case in the event of (i) single pupil self-isolation/single pupil long-term illness (assuming child well enough to complete school work at home) (ii) groups of pupils or classes being required to work at home, or (iii) whole school closure due to Covid-19 (or other future infectious disease outbreaks).

This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term student absence.

There is no obligation for the school to provide continuity of education to children who are absent from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take children on holiday during term time. Similarly, this would apply if a child is absent from school, without prior agreement with the school, for example keeping a child off 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

This policy will continue to be under review and may be revised as necessary in light of further experience of remote learning and the circumstances around its necessity. For example, the extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both children and teachers to participate in remote learning.

2. Policy Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (inc. SEND pupils and disadvantaged pupils) who are not in school, through the use of quality online and offline resources
- Provide clear expectations of members of the school community with regards to the provision of high-quality remote learning
- Secure continuous delivery of the school curriculum
- Support effective communication between school and families and support attendance
- Support the safe use of remote learning resources and equipment

3. Who is this policy applicable to?

- A child *who* is experiencing a long-term illness but is able to complete school work at home.

- An individual is self-isolating awaiting PCR test results for themselves after displaying Covid-19 symptoms or testing positive on an LFT device.

- An individual is self-isolating because of a positive PCR test result for themselves *(or due to the fact that they are quarantining after returning from a red list country*.)

- A group of children are self-isolating because of moderate prevalence of Covid-19 within the class.

- A whole class (or potentially groups of classes or indeed the whole school) is self-isolating following advice from Public Health because of an outbreak of coronavirus.

Remote learning will be shared with families as required for these reasons and therefore not to all families each week.

4. Content and tools to deliver the remote education plan

Resources to deliver this remote education plan include:

- Third party software and service providers, including online tools for EYFS KS1 KS2 (including but not limited to, for example, Evidence Me, Seesaw, MS Teams, Zoom)
- Use of live calls and recorded videos for registration, instructional videos and acts of collective worship
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy, TTRS, Numbots, SpellingFrame.

The detailed remote learning planning and resources to deliver this policy can be found here:

- [Remote Learning Plan](#)
- Model Timetable (Annexe 2)
- [Parent/Pupil/Teacher Code of Conduct MS Teams and SeeSaw](#)
- [Oak National Academy](#)
- [BBC Bitesize](#)
- [Seesaw privacy policy](#)

5. Home and School Partnership

Parish CE 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.

Parish CE Primary School will provide an online training session and induction for parents on how to use MS Teams, Seesaw and Evidence Me as appropriate and where possible, provide personalised resources. Parish CE Primary School will also provide guides for each of the online platforms used by school for parents, these will be available through our school website.

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

We would encourage parents to support their children's work, including finding an appropriate place to complete activities and, to the best of their ability, support pupils by 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 soon as possible and alternative solutions may be available. These will be discussed on a case-to-case basis.

At Parish CE Primary School we have signed the Church of England's Digital Charter and we also encourage parents to follow the 'digital 5 a day' framework which provides practical steps to support a healthy and balanced digital diet.

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.

6. Safeguarding During a School Closure

In the event of a class or school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.

- The DSL 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, with additional contact, including home visits, arranged where required.
- All contact with vulnerable pupils will be logged and suitably stored.
- The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

7. Remote learning

See the school's Remote Learning plan for a breakdown of our tiered approach.

8. Online Safety

This section of the policy will be enacted in conjunction with the school's Online Safety Policy. All staff and pupils using video/audio communication must:

• Communicate in groups – one-to-one sessions are not permitted (unless agreed by SLT);

• Wear suitable clothing – this includes others in their household;

• Be situated in a suitable 'public' living area within the home with an appropriate background;

• Whilst 'private' living areas within the home offer less distractions, such as bedrooms, these are not permitted during video communication;

• We encourage children to have an adult in the room with them;

• 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/audio material without permission;

• Ensure they have a stable connection to avoid disruption to lessons;

• Always remain aware that they are visible.

The school will consider whether one-to-one sessions (with an adult at home present in the room) 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 SENDCO.

Pupils not using devices or software as intended will be disciplined in line with the Positive Relationship and 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 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 if possible. 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 provide parents with an Acceptable Use Policy for Remote Learning. It will be taken that if a child participates in a remote learning session then the parent agrees to adhere to the procedures in the agreement. The school will communicate to parents 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.

9. Summary of Roles and Responsibilities

Teachers

Parish CE School will provide ongoing CPD for staff on how to use Seesaw/ MS Teams/ Evidence Me.

When providing remote learning during class or whole school closure, teachers must be available between 8.30am and 3.30pm.

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:
    o Set Home Study weekly via Seesaw
    o Set work via Seesaw daily for individual children to attend school (Parish Skills/Whole Class Reading, English, Maths and Other Subjects).

- o Set work via Seesaw daily for groups of children in the same class unable to attend school (Parish Skills/Whole Class Reading, English, Maths and Other Subjects). One daily check in via MS Teams for these children at a scheduled time. This should follow the usual timetable for the class had they been in school, wherever possible.

- o If extended class/school closure, teachers will set work for the pupils in their classes. The work set should follow the usual timetable for the class had they been in school, wherever possible (timetable for the week to be shared via Seesaw by 5pm on the evening before the extended period begins). Two live 'instructions' via MS Teams will occur daily and there will be 3 admission periods across the day.

- o Teachers in Nursery and Reception will be setting work on EvidenceMe.

- o Teachers in Y1-Y6 will set work via Seesaw and MS Teams.

- Providing feedback on work:
  - o When at Level 1 and 2, regular feedback and support.
  - o When at Level 3 and 4, reading, writing and maths work (morning activities), all completed work submitted by 12:30pm to be guaranteed teacher response and comments by 5pm.
  - o When at Level 3 and 4, all wider curriculum tasks (afternoon activities) submitted by 3.30pm and teachers will comment at the end of the week.

- Keeping in touch with pupils who aren't in school and their parents:
  - o If there is a concern around the level of engagement of a pupil/s parents will be contacted via phone to access whether school intervention can assist engagement.
  - o All parent/carer emails should come through the school accounts (teacher.parish@ldst.org.uk or support.parish@ldst.org.uk)
  - o Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL

Teaching Assistants (during whole class or school closure)

Teaching assistants must be available between their usual contracted 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.

During the school day, teaching assistants must complete tasks as directed by the class teacher or a member of the SLT.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school inc. daily 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 Safeguarding and Child Protection Policy.

IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they are experiencing
- Supporting the security of remote learning systems and highlighting any data protection breaches to the data protection officer
- 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

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

Pupils

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

Parents

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 – including contacting the school by email/phone or checking the school website for further information/support.
- Be respectful when making any complaints or concerns known to staff

Local Governing Body

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

10. Links to other policies

This policy is linked to our:

- Remote Learning Plan
- Child Protection/Safeguarding policy
- Behaviour policy
- Data protection policy and privacy notices
- Online safety
- Acceptable use policy
- Code of Conduct for Phone calls, Video conferencing and recorded video

Annexe 1: Breakdown of key steps

Scenario 1: In the event of an individual pupil being absent due to long-term illness or going in self-isolation or class or school closure

Step 1: Parent/carer phones school to notify of extended absence/self-isolation/ awaiting test result

Step 2: Office will confirm that EvidenceMe/Seesaw/MS Teams is accessible from home, if not paper copies will be arranged to send home the next day.

Step 3: Teacher will be notified and the teacher will set work for the child at the end of the school day of the first notification, for the following school day (by 5pm).

Step 4: If needed, paper copy (2-week package) to be collected or delivered by an available member of staff.

The following home learning activities provide an overview of what will be available for pupils who are not able to attend school:

	Activities using online platforms. E.g. *SeeSaw/MS Teams/Evidence Me etc*	Paper based activities for children with no access to online learning
Nursery	Activities to engage children with all Areas of Learning Keep communication up with families	Activities to engage children with all Areas of Learning.
Reception to Year 2	Maths No Problem/maths activities/ maths MS TEAMS lessons/Pre-recorded maths videos Phonics – RWI sessions (link on Seesaw) Focus for English lesson via MS TEAMS/National Oak lesson/BBC Bitesize lesson An activity chosen by the teacher for another subject via	Reading Book (if not already at home) Maths worksheets Phonics sheets Handwriting sheets Grammar (Year 2) Wider Curriculum activities Use of Knowledge Organisers

	Seesaw/TEAMS/ Oak lesson or BBC Bitesize Daily reading logs SpellingFrame/Teach your Monster to Read/Numbots/TTRS	
Years 3 - 6	Maths No Problem/maths activities/ maths MS Teams lessons/Pre-recorded maths videos Phonics – RWI sessions SPAG/Handwriting sessions (link on Seesaw) Focus for English lesson via MS Teams/National Oak lesson/BBC Bitesize An activity chosen by the teacher for another subject via Seesaw/TEAMS/Oak lesson or BBC Bitesize Daily reading logs SpellingFrame/Teach your Monster to Read/Numbots/TTRS	Reading Book (if not already at home) Maths worksheets Spelling Sheets Handwriting sheets Grammar (Year 2) Wider Curriculum activities Use of Knowledge Organisers
Arrangements for checking the work of children long-term sick/self-isolating	Before the start of the next school day, the teacher will mark work from morning lessons and set learning for the next day via Seesaw. Twice daily MS Teams 'Check in' to discuss the learning with the children.	Teacher to phone the child's home at the end of the school day (twice a week) to check if learning has been suitable.
Arrangements for checking the work of children during a wider school closure	During school working hours 8.30 to 12.30 / 1 to 3.30. Except Wednesday Afternoon when teachers will be taking their PPA to plan for the next week's activities.	SLT to phone the child's home weekly to check if learning has been suitable and if tasks are suitable.

Scenario 2: In the event of a class teacher in self- isolation (well and able to work from home)

Children will follow their usual timetable in school. The class teacher will continue to support remote learning by setting tasks for other pupils in isolation, homework activities and the weekly planning for the rest of the class. A qualified adult will supervise the class.

Scenario 3: In the event of a class teacher being unwell and unable to deliver remote learning during full school opening

A qualified adult will take classroom responsibilities including remote learning with the support of the TA.

Scenario 4: In the event of a class teacher being unwell and unable to deliver remote learning during a class closure or whole school closure

In event of this happening the school would hope to identify staff to support the children with their learning. This will initially involve the staff from the same year group.

Scenario 5: In the event of a self-isolation / closure, the child will not engage in home learning tasks.

If this happens, we would urge parent/carers to contact school via telephone 01744 678430 or email support.parish@ldst.org.uk. A member of staff will contact you to discuss barriers to learning. Our Health and Wellbeing Champion may become involved with the family to support the well-being of the child. This will be done via telephone conversations.

We understand this can happen for a number of reasons. We will try and work with the family to encourage the child to re-engage. Seesaw activities can be completed by the child at any time of the day, at a time suitable for the family. The mental well-being of both parent/carer and child is also of importance to the school. We know there may be difficulties and we just ask everyone to do their best in supporting the learning the school is providing.

Annexe 2: Remote Learning Timetable (class/school closure)

Time	Lesson	Details
8.50 – 9.00am	Morning maths / English task	Questions will be uploaded on to class Seesaw page ready for the start of the day
9.00 – 9.45am	Morning registration / Input for Parish Skills, English & Maths	Microsoft TEAMS
9.45 – 10.45am	Independent follow up task English or Maths	(Teachers will stay on TEAMS to support if needed) Children to upload work onto seesaw by 11.00am
Break		
11.00 – 12.00pm	Independent task (English or Maths)	(Teachers will stay on TEAMS to support if needed) Children to upload work onto seesaw by 12.30pm
12.00 – 12.30pm	Quiet reading / Story time (Monday whole school worship link sent to parents via email)	https://www.teachyourmonstertoread.com/ https://readtheory.org/auth/login
Lunchtime		
1.30 – 1.45pm	Daily Mile/Activity	
1.45 – 2.30pm	Afternoon registration / Handwriting practice / Teacher input/direction to lesson resources (History,	Microsoft TEAMS

	Geography, Art, PSHE, MFL, RE, Science)	
2.30 – 3.30pm	Independent follow up task linked to input	Uploaded on to Seesaw and to be submitted by 3.30pm