Pulham CE VC Primary School

Remote Learning Policy

Formally adopted by the Governing Body of:	Pulham Primary School
On:	06 October 2021
Chair of Governors:	Helen Wardale
Signature:	
Interim Head Teacher:	Harriet Beckett
Signature:	
Date of next review:	September 2021

Statement of intent

At Pulham CE VC Primary School, we understand the need to continually deliver high-quality education, including during periods of remote learning – 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 learning, 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.

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 UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Review your remote education provision framework: schools'
- DfE (2019) 'School attendance'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2020) 'Get help with remote education'

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 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.
- Reviewing the effectiveness of remote education provision to identify strengths and areas for improvement in conjunction with the SLT, making use of and adapting where necessary the DfE's 'Review your remote education provision framework: schools'.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a regular basis of the remote learning arrangements to ensure pupils' education remains at a high level.
- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the School Business Manager.
- 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.

The DSL 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 SENDCO is responsible for:

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

The SBM is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.
- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the UK GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the UK GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

The SLT is responsible for reviewing remote education provision to identify strengths and areas for improvement in conjunction with the headteacher, as required.

The ICT technicians are responsible for:

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

- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

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 is available to learn remotely at the times set out in section 11 of this policy, 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 out in section 11.
- Reporting any absence in line with the terms set out in section 11.
- 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 are available to learn remotely at the times set out in section 11, 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 Behavioural Policy at all times.

3. Learning materials

The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. Appendix 1 details the provision provided by the school.

The school will review the DfE's guidance on where schools can source educational resources to assist with the delivery of remote education, and utilise these as appropriate. 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 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.

The school recognises that interactive lessons are most effective in aiding pupils' motivation and academic progression and, to this effect, teachers will ensure they regularly recreate aspects of in-person interactivity, e.g. live classes with questioning, eliciting and reflective discussion, to the best of their ability.

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.

Lengthy or open-ended projects and research activities will generally be avoided, with the school prioritising more interactive, teacher-led approaches to delivering the school's planned curriculum. Any teaching plans that involve lengthy or open-ended projects and research activities will be approved only if the headteacher is satisfied that they are likely to lead to strong progress or outcomes.

Work packs will be made available for pupils who do not have access to a printer although most work can be completed online and devices can be provided to support families where access to technology is an issue.

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. 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.

Teaching staff will implement more individualised planning, in liaison with the SENDCo, for pupils with SEND where appropriate – the SENDCo will also contact the pupil's parents to see how the pupil can be supported by adults while learning remotely.

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. 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.

The ICT technicians are not responsible for providing technical support for equipment that is not owned by the school.

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 section 11 of this policy.

4. Food provision

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

The school will provide vouchers for children in receipt of FSM.

5. 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.

6. 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.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

All staff and pupils using audio communication must:

- 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.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

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.

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

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 risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

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.

7. Safeguarding

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

All teaching staff will be made aware that the procedures set out in the school's Staff Code of Conduct apply at all times during the delivery of remote education. Parents will be made aware of what their children are being asked to do, including:

- The sites that they will be accessing.
- The school staff that they will be interacting with.

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.

The DSL will arrange for regular contact with vulnerable families once per week at minimum, with additional contact, including home visits, arranged where required. Phone calls made to vulnerable families will be made using school phones where possible.

All contact with vulnerable pupils will be recorded on paper and suitably stored in line with the Records Management Policy.

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 will:

- Be undertaken by no fewer than **two** members of staff.
- Be recorded on CPOMS and the records stored so that the DSL has access to them.
- Actively involve the pupil.

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.

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

8. 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 UK 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 and retained in line with the Records Management 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 Cyber-security Breach Prevention Management Plan. Any intentional breach of confidentiality will be dealt with in accordance with the school's Behavioural Policy or the Disciplinary Policy and Procedure.

9.   Marking and feedback

All schoolwork completed through remote learning should 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.
- Marked in line with the Feedback and Marking Policy.
- Returned to the pupil, once marked, by an agreed date.

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

If there are problems submitting work on the school's remote platform or the work is not able to be submitted on the platform, pupils will use email to send work to teachers for review and feedback and screenshots can be taken and emailed as attachments.

Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email or phone 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 SENDCO 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.

The school will log participation and pupil engagement with remote education, as well as motivation levels and progress.

The school will consider ways to use feedback to secure consistent engagement with remote material, e.g. introducing a newsletter sent to parents and pupils which displays exemplary work and rewards engagement or outcomes.

10. 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 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.

11. School day and absence

Pupils will be present for remote learning by 9:00am and cease their remote learning at 3:15pm from Monday to Friday, with the exception of breaks and lunchtimes.

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 not expected to be present for remote learning until they are well enough to do so. Parents will inform their child's teacher no later than 8:30am if their child is unwell.

The school will monitor absence and lateness in line with the Attendance Policy.

12. 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 and the school website about remote learning arrangements as soon as possible.

All communication that takes place via email between staff and pupils will be done via school email addresses.

The headteacher will communicate with staff as soon as possible via email about any remote learning arrangements. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

The school understands that 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.

As much as possible, all communication with pupils and their parents will take place within the school hours.

Pupils will have verbal contact with a member of teaching staff at least once per week via group phone call.

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.

13. Monitoring and review

This policy will be reviewed on an annual basis by the headteacher. Any changes to this policy will be communicated to all members of staff and other stakeholders.

Appendix 1: Remote education provision

This plan outlines the three types of Remote Learning which will be offered to children if their learning is disrupted by COVID-19 between September 2021 – July 2022.

It is not anticipated that there will be a return to whole school closures nationally and class closures will be a last resort however, it is possible that some children will have to miss school because they are asymptomatic. It is also possible that, should there be an outbreak within school, whole classes may have to move to home learning for 10 school days.

If your child is ill with COVID-19, or any other illness, they won't be expected to complete any home learning.

	Type of Remote Learning		
	Individual Isolation	**Whole Class Closure**	**Whole School Lockdown Closure**
Who is this for?	**This is for individual children who can't attend school because they have tested positive for COVID-19, but don't have symptoms so can continue to access learning at home during isolation.**	**This is for whole classes who have been moved to remote learning for 10 school days because there has been a significant outbreak which continues to spread.**	**It is not expected that there will be a need to close the whole school as a result of COVID-19 however, should this be necessary, then this home learning will be provided.**
How will the learning be structured?	Daily work will be provided via One-Note. All children have a login for their class account. Daily learning activities appropriate to their age and class are available at all times here.	As the whole class will be working from home, there will be a mix of learning activities. It will include daily Reading, Writing and Maths teaching: • Live teaching (via Video Calls) • Video tutorials made by the teacher • Individual paper activities – maths textbook or worksheets on One Note. • Daily Live (video Call) feedback sessions in small groups.	As the most of the class will be working from home (vulnerable and critical workers will be offered places in school), there will be a mix of learning activities. It will include daily Reading, Writing and Maths teaching: • Live teaching (via Video Calls) • Video tutorials made by the teacher • Individual paper activities – maths textbook or worksheets on One Note. • Daily Live (video Call) feedback sessions in small groups.
How will my child access the work?	You will be sent the login details for OneNote. Everything your child will need is available here. If you don't have login details email your child's teacher or the school office. Logging in to OneNote will be rehearsed with children in school. **Children who are ill with COVID-19 will not be expected to complete home learning.**	Learning will be shared online using a secure platform called OneNote. Your child has been set up for using this. You will be sent the login details for OneNote. Everything your child will need is available here. If you don't have login details email your child's teacher or the school office. If you do not have access to technology, we can support with this or alternatively we can offer paper copies of resources.	Learning will be shared online using a secure platform called OneNote. Your child has been set up for using this. Where possible those in school will be facilitated to join in with any online learning sessions. You will be sent the login details for OneNote. Everything your child will need is available here. If you don't have login details email your child's teacher or the school office. If you do not have access to technology, we can support with this or alternatively we can offer paper copies of resources.

What will the work include?	• Daily Maths tutorial & Activity. • Daily Writing (Grammar) tutorial & Activity. • Daily Phonics/ Reading tutorial & Activity. • Wider-curriculum activities based around what is being taught in school	• Daily 'registration' live video call with the whole class. • Daily teacher-led Reading teaching video & activities. • Daily teacher-led Writing teaching video & activities. • Daily teacher-led Maths teaching video & activities. • Daily Independent reading. • Daily Maths Shed activity. • Daily wider-curriculum tutorial/video and activities.	• Daily 'registration' live video call with the whole class. • Full weekly reading unit, including daily teacher-led Reading teaching video & activities. • Full weekly writing unit, incl. daily teacher-led Writing teaching video & activities. • Full weekly maths unit, incl. Maths teaching video & activities. • Daily Independent reading. • Daily Maths Shed activity. • Wider-curriculum topic/investigation work – developed across a number of weeks.
How will the teacher keep in touch with my child?	As this will be a short absence of 10 days, the teacher will email the parent to check that they understand the home learning and be available via email to respond to any queries at the end of the day. A staff member will phone parents of children with Special Educational Needs or other vulnerabilities. Children with an EHCP will be supported in home learning through contact with their one-to-one TA.	The teacher will 'check-in' with all the children every day via the daily registration video call. The teacher will video call all children in small groups throughout the afternoon for feedback **sessions on the morning's learning**. Teaching Assistants will complete individual video calls to hear children read or to deliver 1:1 phonics as appropriate. Children with an EHCP will be supported in home learning through contact with a familiar TA.	The teacher will 'check-in' with all the children every day via the daily registration video call. The teacher will video call all children in small groups throughout the afternoon for feedback **sessions on the morning's learning**. Teaching Assistants will complete individual video calls to hear children read or to deliver 1:1 phonics as appropriate. Children with an EHCP will be supported in home learning through contact with a familiar TA, although children with an EHCP will be offered a place in school.
Will there be direct teaching or feedback?	**No** – the lesson tutorials will be from websites. Work will be marked by the teacher once the child returns.	**Yes** – the teacher will provide every day via a 20min small-group video-call. Teaching Assistants will provide individual feedback on reading, phonics and specific SEND support as appropriate.	**Yes** – the teacher will provide every day via a 20min small-group video-call. Teaching Assistants will provide individual feedback on reading, phonics and specific SEND support as appropriate.
What resources will my child need?	**Access to the internet via a laptop or tablet.** The learning activities can be printed but they can also be completed online so a printer is not essential. If you would prefer paper copies of the learning resources, please let your child's teacher know.	**Access to the internet via a laptop or tablet.** *School can loan these to families if children have limited access to these at home*. The learning activities can be printed but they can also be completed online so a printer is not essential. If you would prefer paper copies of the learning resources, please let your child's teacher know.	**Access to the internet via a laptop or tablet.** *School can provide these for families where families have limited access to these at home.* The learning activities can be printed but they can also be completed online so a printer is not essential. Reading scheme books can be changed weekly from the back of the school hall at times which will be shared in the incidence of a prolonged school closure.