

Remote Learning Policy

Knowle CE Primary Academy



Approved by:	Jenny Godsall	Date: 22/3/2021
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Last reviewed on:	18/3/2021
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Next review due by:	November 2021
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1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are isolating due to either individual//local/national COVID guidance or rules
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

This policy does not apply to those pupils who are unwell and therefore unfit to attend school

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available during their normal working hours.

If they're 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 – see appendix 1
- Providing feedback – see appendix 1
- Keeping in touch with pupils who aren't in school and their parents
- Attending virtual meetings with staff, parents and pupils

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their usual working hours.

If they're 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 assisting with remote learning, teaching assistants are responsible for working to the direction of class teachers to deliver Knowle's graduated approach as per appendix 1. Teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely
- Attending virtual meetings with teachers, parents and pupils

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for:

- › Identify the most vulnerable children in school
- › Update and manage access to child protection files, where necessary
- › Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments
- › Ensuring all staff have contact details for the DSL or deputy DSL

2.6 Online Learning Leader

The online learning leader – Matthew Stonehill - is responsible for:

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

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- 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 raising any concerns with members of staff

2.8 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

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant subject lead or SLT
- Issues with behaviour – talk to SLT
- Issues with IT – talk to ICT Technician or Solihull EICTS Team
- Issues with their own workload or wellbeing – talk to SLT
- Concerns about data protection – talk to SLT
- Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Access the data, such as on a secure cloud service or a server in the school IT network
- Access the data with school provided devices, where possible, such as laptops, rather than personal devices

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as school email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

5. Safeguarding

Please see Child Protection and Safeguarding: Covid 19 addendum.

6. Monitoring arrangements

This policy will be reviewed at least termly. At every review, it will be approved initially by the Principal who will ensure the governing body are notified appropriately.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy
- E-safety policy

Appendix 1

Knowle CE Primary Academy Remote Learning Graduated Approach

EYFS

Number of Children self-isolating at home	Time period of absence	Remote Curriculum	Feedback / Teaching support
Individual children	Up to 2 weeks Class work to be set from the day following notification of a positive test or notification of extended absence	Work set by class teacher accessible via Microsoft Teams Opportunities provided for live engagement with teacher/learning activities Work to mirror classroom lessons wherever possible, including access to Collective Worship resources and quality reading material (school reading books will be made available for collection)	Daily review / feedback provided for all submitted work via Microsoft teams Daily support and communication available via Microsoft Teams / email
Whole class	Up to 2 weeks Class work to be set from the day following notification of a positive test or notification of extended absence	Work set by class teacher accessible via Microsoft Teams Regular high quality teacher videos to support learning. Children invited to a minimum of three live lessons throughout the week Work to follow planned curriculum sequence, including access to Collective Worship resources and quality reading material (school reading books will be made available for collection)	Daily review / feedback provided for all submitted work via Microsoft teams Daily support and communication available via Microsoft Teams / email
Whole class	Extended lockdown	Work set by class teacher accessible via Microsoft Teams Regular high quality teacher videos to support learning. Children invited to a minimum of three live lessons throughout the week Work to follow planned curriculum sequence -	Daily review / feedback provided for all submitted work via Microsoft teams Daily support and communication available via Microsoft Teams

		Recovery Curriculum to be initial focus leading to teaching of wider curriculum by Summer Term. Continued access to Collective Worship resources and quality reading material (school reading books will be made available for collection)	
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KS1

Number of Children self-isolating at home	Time period of absence	Remote Curriculum	Feedback / Teaching support
Individual children	Up to 2 weeks Class work to be set from the day following notification of a positive test or notification of extended absence	Work set by class teacher accessible via Microsoft Teams Work to mirror classroom lessons wherever possible, including access to Collective Worship resources and quality reading material (school reading books will be made available for collection)	Daily review / feedback provided for all submitted work via Microsoft teams Daily opportunities for live engagement with a member of the teaching team to discuss work tasks and to provide support
Whole class	Up to 2 weeks Class work to be set from the day following notification of a positive test or notification of extended absence	Work set by class teacher accessible via Microsoft Teams Regular high quality teacher videos to support learning. Access to daily live teaching - a minimum of two lessons Work to follow planned curriculum sequence, including access to Collective Worship resources and quality reading material (school reading books will be made available for collection)	Daily review / feedback provided for all submitted work via Microsoft teams Daily support and communication available via Microsoft Teams
Whole class	Extended lockdown	Work set by class teacher accessible via Microsoft Teams Regular high quality teacher videos to support learning. Access to daily live teaching - a minimum of	Daily review / feedback provided for all submitted work via Microsoft teams Daily support and communication available via Microsoft Teams

		<p>two lessons</p> <p>Work to follow planned curriculum sequence - Recovery Curriculum to be initial focus leading to teaching of wider curriculum by Summer Term. Continued access to Collective Worship resources and quality reading material (school reading books will be made available for collection)</p>	
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KS2

Number of Children self-isolating at home	Time period of absence	Remote Curriculum	Feedback / Teaching support
Individual children	<p>Up to 2 weeks</p> <p>Class work to be set from the day following notification of a positive test or notification of extended absence</p>	<p>Work set by class teacher accessible via Microsoft Teams</p> <p>Work to mirror classroom lessons wherever possible, including access to Collective Worship resources. Reading books made available to pupils who follow a reading scheme.</p>	<p>Daily review / feedback provided for all submitted work via Microsoft teams</p> <p>Daily opportunities for live engagement with a member of the teaching team to discuss work tasks and to provide support</p>
Whole class	<p>Up to 2 weeks</p> <p>Class work to be set from the day following notification of a positive test or notification of extended absence</p>	<p>Access to live teaching of all core lessons (reading, writing, maths and science). Lessons delivered by class teacher.</p> <p>Access to live Collective Worship and registration each day</p> <p>Work set by class teacher accessible via Microsoft Teams. Work to follow planned curriculum sequence. Reading books made available to pupils who follow a reading scheme.</p>	<p>Daily review / feedback provided for all submitted work via Microsoft teams</p> <p>Daily support and communication available via Microsoft Teams</p>
Whole class	Extended lockdown	<p>Access to live teaching of all core lessons (reading, writing, maths and science). Lessons delivered by</p>	<p>Daily review / feedback provided for all submitted work via Microsoft teams</p>

		class teacher Access to live Collective Worship and registration each day Work set by class teacher accessible via Microsoft Teams. Recovery Curriculum to be initial focus leading to teaching of wider curriculum by Summer Term. Reading books made available to pupils who follow a reading scheme.	Daily support and communication available via Microsoft Teams
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In the event of a year group being sent home for remote learning, teachers and TLSAs will be assigned a school laptop from the Media Suite. Laptops will be numbered and the Computing Lead will retain a record of all allocated laptops.

Barriers to Technology

For those families who are unable to access teaching resources online, alternative methods, such as distributing small numbers of school laptops or posting out hard copies, will be used to ensure all children have access to learning materials.

Teacher Absence

If a teacher is unable to attend work due to illness, live lessons will be cancelled. All learning materials will be made available via Microsoft Teams. Live lessons will not be cancelled when teachers are required to self-isolate but are well enough to work.

Teacher Records and Pupil Engagement

Teachers are to retain records of all children who attend live sessions and upload required work. Where pupils are not engaging with school, teachers will work with families to rapidly find solutions.

ADDENDUM – National Lockdown – January 2021

January Update 2021

As we have responded to updated government guidance regarding pupil attendance, the number of pupils attending school has increased. Staff have been redeployed and this has impacted on our ability to offer remote learning as previously agreed. Therefore, remote learning will now take the following form:

Reception and Year 1

Remote Curriculum and Microsoft Teams

All pupils will follow Knowle's planned Recovery Curriculum and lessons will continue to be well-sequenced and progressive.

Children working from home will receive a combination of high quality video support and live lessons to access the curriculum. High quality videos will be made available on a daily basis and these will consist of recordings of class teachers (for example, phonics lessons) or videos of expert practitioners (for example, White Rose Maths videos). Children will be invited to attend a minimum of three live lessons throughout the week, where class teachers will simultaneously teach the children working in school and those working from home. These lessons will be the most appropriate lessons as decided by class teachers and could include teachers reading to their class.

All learning materials will be uploaded to Microsoft Teams.

Work will be set for, on average, a minimum of three hours per day.

Children working from home will be invited to attend a live Celebration Assembly each week. Collective Worship materials – including videos provided by Knowle Parish Church – will continue to be sent home.

Maths Feedback and Teaching Support

Maths lessons will continue to follow the White Rose scheme. School exercise books will be made available for collection so children have the opportunity to record their workings. All work will be marked alongside the teacher (or answers will be made available to download) to enable immediate assessment. White Rose videos will be made available to support pupils working from home, should they wish to revisit key teaching points. If children working from home still require additional teaching support, children will be instructed to notify their teacher via the Microsoft Teams chat function or via email. Appropriate support will be provided by teachers as soon as it is possible to do so. This could be during the lesson itself, could be a written response afterwards or could be addressed in the next lesson.

English Feedback and Teaching Support

English lessons (reading and writing) will continue to follow the existing curriculum. Children's daily work should be recorded in their personal page of the Class Notebook accessed via Microsoft Teams. Work can be typed directly into Class Notebook. Alternatively, work can be handwritten in an exercise book and a photograph can be inserted to Class Notebook. Teachers will mark all submitted work, offering praise and points for improvement as necessary. If children working from home still require additional teaching support, children will be instructed to notify their teacher via the Microsoft Teams chat function or via email. Appropriate support will be provided by teachers as soon as it is possible to do so. This could be during the lesson itself, could be a written response afterwards or could be addressed in the next lesson.

Reading Books

Reading books will be made available for exchange and collection.

Year 2

Remote Curriculum and live lessons

Children working from home will receive the same core teaching as those pupils who are working in school. All pupils will follow Knowle's planned Recovery Curriculum and lessons will continue to be well-sequenced and progressive.

During morning sessions, where possible, teachers will deliver the core curriculum (reading, writing and maths). Children working from home will be invited to attend two daily live English lessons, where class teachers simultaneously teach pupils in school and pupils at home via Microsoft Teams. White Rose videos will be shared to support the teaching of all maths lessons. Learning materials will be uploaded to Microsoft Teams.

Work will be set for, on average, a minimum of three hours per day in Y2.

Maths Feedback and Teaching Support

Maths lessons will continue to follow the White Rose scheme. These lessons may be supplemented by additional resources such as TT Rockstars. School exercise books will be made available for collection so children have the opportunity to record their workings. Answers will be made available to download so that immediate assessment can take place. If children working from home require additional teaching support, children will be instructed to notify their teacher via the Microsoft Teams chat function. Appropriate support will be provided by teachers as soon as it is possible to do so. This could be during the lesson itself, could be a written response afterwards or could be addressed in the next lesson.

English Feedback and Teaching Support

English lessons (reading and writing) will continue to follow the existing curriculum. Children's daily work should be recorded in their personal page of the Class Notebook accessed via Microsoft Teams. Work can be typed directly into Class Notebook. Alternatively, work can be handwritten in an exercise book and a photograph can be inserted to Class Notebook. Teachers will mark all submitted work, offering praise and points for improvement as necessary. If children working from home still require additional teaching support, children will be instructed to notify their teacher via the Microsoft Teams chat function. Appropriate support will be provided by teachers as soon as it is possible to do so. This could be during the lesson itself, could be a written response afterwards or could be addressed in the next lesson.

Reading Books

For those pupils who follow a reading scheme, reading books will be made available for exchange and collection.

Years 3, 4, 5 and 6

Remote Curriculum and live lessons

Children working from home will receive the same core teaching as those pupils who are working in school. All pupils will follow Knowle's planned Recovery Curriculum and lessons will continue to be well-sequenced and progressive.

During morning sessions, teachers will deliver the core curriculum (reading, writing and maths). These lessons will be taught to the children of critical workers who are attending school and simultaneously taught to all children working from home. Children working from home will receive a Microsoft Teams invite to enable virtual live access to all morning core lessons. Lesson materials will be shared by the class teacher using Microsoft Teams and will be uploaded so children can access the materials at their discretion.

Learning materials for afternoon lessons will be uploaded to Microsoft Teams.

Work will be set for, on average, a minimum of four hours per day in Y3-Y6. This will be split into approximately three hours in the morning and one hour in the afternoon.

Children will be invited to attend a virtual Celebration Assembly each week and Collective Worship materials, including recorded videos, will be shared with children working from home.

Maths Feedback and Teaching Support

Maths lessons will continue to follow the White Rose scheme. These lessons may be supplemented by additional resources such as TT Rockstars. School exercise books will be made available for collection so children have the opportunity to record their workings. All work will be marked alongside the teacher (or answers will be made available to download) to enable immediate assessment. White Rose videos will be made available to support pupils working from home, should they wish to revisit key teaching points. If children working from home still require additional teaching support, children will be instructed to notify their teacher via the Microsoft Teams chat function. Appropriate support will be provided by teachers as soon as it is possible to do so. This could be during the lesson itself, could be a written response afterwards or could be addressed in the next lesson.

English Feedback and Teaching Support

English lessons (reading and writing) will continue to follow the existing curriculum. Children's daily work should be recorded in their personal page of the Class Notebook accessed via Microsoft Teams. Work can be typed directly into Class Notebook. Alternatively, work can be handwritten in an exercise book and a photograph can be inserted to Class Notebook. Teachers will mark all submitted work, offering praise and points for improvement as necessary. If children working from home still require additional teaching support, children will be instructed to notify their teacher via the Microsoft Teams chat function. Appropriate support will be provided by teachers as soon as it is possible to do so. This could be during the lesson itself, could be a written response afterwards or could be addressed in the next lesson.

Reading Books

For those pupils who follow a reading scheme, reading books will be made available for exchange and collection.

Barriers to Technology

For those families who are unable to access teaching resources online, alternative methods, such as distributing small numbers of school laptops or posting out hard copies, will be used to ensure all children have access to learning materials.

Teacher Absence

If a teacher is unable to attend work due to illness, live lessons will be cancelled. All learning materials will be made available via Microsoft Teams. Live lessons will not be cancelled when teachers are required to self-isolate but are well enough to work.

Teacher Records and Pupil Engagement

Teachers are to retain records of all children who attend live sessions and upload required work. Where pupils are not engaging with school, teachers will work with families to rapidly find solutions.

Recorded and live lessons

Whether you are sharing a pre-recorded lesson, broadcasting a live lesson or holding a live lesson with pupils present in the virtual class, there are a number of points to be aware of in order to keep yourself and pupils safe.

- Only use approved school channels to communicate with pupils and parents. Never use your own personal email or social media accounts.
- Camera angles should be checked before any broadcast. You must consider carefully what can be seen in the camera background. You could sit against a neutral background or blur the background
- Avoid recording in your bedroom where possible (if that's not possible, use a neutral or blurred background)
- Dress like you would for school (no pyjamas!) as should anyone else in the household at the time of broadcast/recording.
- Warn others in your household that you are recording/broadcasting
- Double check that any other tabs you have open in your browser would be appropriate for a child to see, if you're sharing your screen
- Use professional language
- Ask pupils to also be in a shared space in their house, rather than in their bedroom. No pyjamas for pupils either! Alternatively, you could ask them to turn their cameras off.
- Ask parents who'll also be there to be mindful that other children might see or hear them and anything in the background.
- Make a recording so there's something to go back to later on if you need to, and keep a log of who's doing video calls and when. Check that parents are happy with you making recordings first – tell them it's for school records only.
- Live broadcasts and classes should be kept to a reasonable length of time, respecting the pupils' family circumstances.
- If you notice anything that might indicate a safeguarding concern, report these to your DSL as soon as possible.

Video calls

When making Teams video calls to pupils or parents, such as for pastoral reasons, learning support or virtual parents' evening appointments, there are some additional things to consider.

- Call in school hours as much as possible
- Make sure someone else at school is aware, and keep a record of the date and time of each call
- Have a parent there at the child's end
- If possible, have another member of staff on the call. If this isn't possible, record the call, with parents' permission. Explain you're recording for school records only

Behaviour

During lockdown, many teachers were nervous about the possibility of part of their lessons being recorded and uploaded to social media. This is technically possible, but not illegal. It is far less likely that primary school age pupils would do this. It's also worth asking yourself, what is the worst that could happen? I know that my own lessons would make very dull viewing on TikTok.

Things to consider

- Pre-recorded lessons pose less of a risk as you are in complete control of your 'script' and there is unlikely to be anything in the lesson that gives away pupil data or could be classed as inappropriate.
- Live lessons are more unpredictable; just remember, you are not in your classroom, potentially anything from your live lesson could be shared by the pupils.

There are limitations to what schools can do about this issue. Home-school agreements can expect that parents and carers behave reasonably towards the school on social media but this cannot really be enforced. Maintaining a positive dialogue and relationship with parents and carers is the best long-term approach to working in the age of social media. However, there will always be a small group of people who arguably misuse social media platforms.

Legally, schools and school staff have greater expectations and restrictions placed on them to respect privacy than members of the public do.



Remote Learning Code of Conduct

January 2021

To keep everyone safe, happy and learning effectively online during remote learning, we ask that pupils and parents agree to these rules. If you should have any problems or worries about any of these issues, do get in touch with your class teacher as soon as possible.

We are asking pupils to:

- follow their weekly timetables as directed by class teachers;
- only access computing equipment when a trusted adult has given permission and is present;
- always use their own username and password to access the school platforms such as Microsoft Teams
- use all communication tools carefully and tell an adult immediately if they notice that someone who isn't approved by the teacher is messaging;
- take part in live meetings from a shared space in their house, rather than in their bedroom or have their camera switched off;
- always dress appropriately for live meetings and behave sensibly, **just as they are expected to in the classroom**. They will understand that if they behave negatively whilst using technology their parents/carers will be informed and appropriate actions taken;
- not deliberately look for, save or send anything that could make others upset and will immediately inform an adult if they see something that worries them, or know is inappropriate;
- keep their usernames and passwords secure; this includes not sharing it with others;
- understand what personal information is and will never share their own or others' personal information such as phone numbers, home addresses and names;
- think before they share, post or reply to anything online and
- not record the lessons/meetings unless pre-arranged and agreed by the school.

We are asking parents to:

- support their children in keeping their routine as close as possible to the normal school day;
- ensure they are working in an appropriate working environment, without distractions;
- be mindful if learning during live meetings that other children might see or hear them and anything in the background;
- support children to upload/share their work with school staff
- discuss the work their child has been set and that it has been completed to the best of their ability;
- encourage their child to take an independent and proactive approach to their work;
- understand that lessons will be recorded only for school records and will not be shared more widely by staff;
- contact the class teacher if they are having problems in accessing remote education and
- not record the lessons/meetings unless pre-arranged and agreed by the school.