Phillimore Community Primary School Remote Learning Policy

Last reviewed on:	31/01/2023
Next review due by:	31/01/2024

Contents

1. Aims, background & expectations 3
2. Roles and responsibilities 5
3. Who to contact 8
4. Data protection 8
5. Safeguarding 9
6. Monitoring arrangements 10
7. Links with other policies 10

1. Aims, background & expectations

1.1 What is remote education?

Remote education is a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils. Digital remote education, often known as online learning, is one means of delivering remote learning education and uses digital technologies.

Remote education is a means, not an end. The aim of education is to deliver a high-quality curriculum so that pupils know more and remember more. Remote education is one way of doing so.

This means that everything we know about what a quality curriculum looks like still applies. The remote education curriculum needs to be aligned to the classroom curriculum as much as possible. And, just like the classroom curriculum, it needs to be carefully sequenced and ensure that pupils obtain the building blocks they need to move on to the next step.

1.2 Aims and expectations

At this current time, schools have a duty to provide remote education to state funded, school-age children who would usually be required by law to attend. SSET schools have already been delivering remote education where it has been needed and are continually working to improve provision to children unable to attend school.

Sheffield South East Trust's schools will set meaningful, and ambitious work each day in an appropriate range of subjects following the national curriculum. Teachers will have clear, high expectations which they will share with the children and their families. The remote education provided within SSET will be similar in length to the core teaching pupils would receive in school and include a mixture of recorded and live direct teaching time with time for pupils to complete tasks and assignments independently. The amount of remote education provided at Sheffield South East Trust schools should be as a minimum:

- **Key Stage 1** – 3 hours a day on average across the cohort, with less for younger children
- **Key Stage 2** – 4 hours a day

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

It is expected that SSET schools;

- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject so pupils can progress through the school's curriculum;
- Select a digital platform for remote education that will be used consistently across the school in order to allow interaction, assessment and feedback, ensuring staff are trained and confident in its use;
- Overcome barriers to digital access for pupils by:
    - distributing school owned laptops/devices alongside home school use agreements

    - providing printed resources e.g. textbooks and workbooks, home-learning packs, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- Consider children who may be considered 'vulnerable' who have difficulty engaging in remote education and therefore eligible to attend provision in person
- Have systems for checking daily, whether pupils are engaging with their work and raising with families, where this may be a cause for concern
- Identify a senior leader with overarching responsibility for the quality and delivery of remote education
- Publish information for pupils, parents and carers about the remote education provision on school websites.

Online videos do not necessarily need to be recorded by teaching staff in school. Online lessons e.g. Oak National Academy lessons, can be used in lieu of school led video content. SSET schools will consider how to transfer into remote education what we know about effective teaching in the live classroom for example:

- providing frequent, clear expectations of new content, delivered by a teacher or through high quality curriculum resources
- providing opportunities for interactivity, including questioning, eliciting and reflective discussion
- providing scaffolded practice and opportunities to apply new knowledge
- enabling pupils to receive timely and frequent feedback on how to progress, using digitally facilitated or live feedback for individuals, groups and whole classes where appropriate.
- using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
- avoiding an over reliance on long term projects or internet research activities

Schools will consider these expectations in relation to pupils' ages, stage of development or special educational needs. SSET recognises that younger children in Key Stage 1 or Reception often require higher levels of parental involvement to support engagement with remote education and would not therefore expect a solely digital education to be provided. Similarly, we also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and will therefore work with families to deliver an ambitious curriculum appropriate to the child's level of need.

1.3 Recording attendance

SSET schools will continue to complete an attendance register for pupils who are receiving remote education. We will keep a record of and monitor pupils' engagement with remote education, contacting families to share concerns as required, but this will not be tracked on SIMS.

1.4 Special education needs and disabilities (SEND)

For pupils with SEND, we will determine how to best meet the needs of these pupils on a case by case basis to ensure children with SEND continue to make progress if they are not able to be in school. We will work collaboratively with families, putting in place reasonable adjustments if necessary so that pupils with SEND can successfully access remote education alongside their peers. Where a pupil has provision specified within their EHC plan, this remains the duty of Sheffield City Council and any health bodies to secure or arrange delivery of this in the setting the plan names. There may be times when this becomes difficult to do so and, where this may be the case, we will work with families and all associated bodies to make decisions on how provision is best delivered on a case by case basis. Wherever possible, children with EHCPs will be offered a place in school.

1.5 Vulnerable children

Where children are classed as vulnerable, it is extremely important that we remain in regular contact with them during the school week. We will discuss each individual case with the child's social worker (if they have one) and agree the best way of maintaining contact and offer support to the vulnerable child. Whenever possible, children with social workers and other vulnerable children will be offered a place in school. We will also ensure the vulnerable child has access to remote education support and will regularly check if they are engaging.

1.6 Delivering remote education safely

Keeping children safe online is essential. The statutory guidance keeping children safe in education (see Annex C) provides information on how we must protect our pupils online. Staff access support on the delivery of online remote learning through a range of sources. This includes (but is not limited to):

- safe remote learning, published by SWGfL
- online safety and safeguarding, published by LGfL, which covers safe remote learning
- the National Cyber Security Centre
- safeguarding and remote education during coronavirus (COVID-19)
- annex C of keeping children safe in education

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8.30 and 3.30

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 reporting procedure.

When providing remote learning, teachers are responsible for:

- Setting work
- Primary platforms to be used are ClassDojo, tapestry and Zoom
- Send out zoom codes for lessons at the end of the day ready for the following days learning.
- A timetable of lessons is provided for the day - these should be consistent each day for continuity.
- Online lessons are to be delivered to the full year group cohort.
- Live sessions are as follows: Register, Maths, Literacy, Story/PSHE/Game - each learning slot to last around 30 minutes.
- Corresponding work to be sent on ClassDojo following the sessions, plus an afternoon link to foundation subject learning. (not required to teach this live.)
- Work to be set and handed in on Class Dojo/Tapestry. All staff have access to ongoing support via Gdrive.
- Work set is to be a mixture of paper based and web access eg. Spelling shed/ TT rockstars/videos. Most core subject learning is paper based once live lessons are over.
- Teachers are to plan sequences of work that can be carried out online and in person - Eg, skills based rather than continuous units.

- Providing feedback on work.
- Pupils send photos/digital documents via ClassDojo/Tapestry.
- These are then commented on for pupils to see and edit if appropriate.
- Regular phone calls are made to families and children.
- Online certificates for learning to sit inline with school WOW work/star of the week..

- Keeping in touch with pupils who aren't in school and their parents.
- Teachers are to make phone calls to pupils/families once a fortnight. This can be done in school or from home.
- Teachers have contact with parents via ClassDojo/Tapestry and should use this to communicate where appropriate in addition to phone calls. This should be done during working hours.
- Any safeguarding concerns that arise should be reported to SLT and logged on CPOMS.
- Teachers are to use calls and ClassDojo/Tapestry messages to encourage children/parents to hand in any work and attend the live lessons.
- Further support is offered and encouraged where needed.

- Attending virtual meetings with staff, parents and pupils.
- All staff should be appropriately and professionally dressed during any online meetings.
- Try to find a quiet, blank space.
- All School staff meetings are important and confidential, and should therefore be carried out without others in the room where possible.
- Teachers are to work according to the assigned rota. This will involve teaching in the classroom and joining live lessons for some pupils.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.30 and 3.30

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:

- Supporting pupils who aren't in school with learning remotely.
- TAs are to join the live lessons when they are not on the rota to be in school. They are to take the register and report any safeguarding issues.
- All TAs are attached to their year group on ClassDojo/Tapestry and should view and give feedback on children's work.

- Attending virtual meetings with teachers, parents and pupils.
- All staff should be appropriately and professionally dressed during any online meetings.
- Try to find a quiet blank space.

- All School staff meetings are important and confidential, and should therefore be carried out without others in the room where possible.

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 –
- Subject Leads have access to work being set to check for consistency and will support class teachers if necessary.
- 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 – Sian Golding
- Monitoring the effectiveness of remote learning
- Access to all ClassDojo pages and tapestry. Regular monitoring and feedback is ongoing.
- Weekly briefing and phase meetings are an opportunity for feedback.
- All staff have access to online support Gdrive. This includes staff assistance and information that staff can share with parents.
- Staff feedback forms are collected and information is collated and fed back.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

Please see the school's child protection policy for details about what the DSL is responsible for.

2.6 IT staff

Where there are issues with remote learning system that cannot be resolved from within the school's team, the school will approach its IT provider for further support. This may include:

- 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 and flagging any data protection breaches to the data protection officer
- 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. Voicemail messages to be left where not available if calls are made.
- 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:

- Support their children to complete their learning e.g. by providing an appropriate learning environment, ensuring their child is ready to learn at the start of the school day
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it –
- Paper and video guides to ClassDojo are available.
- Regular communication and support through calls and face to face where necessary.
- Be respectful when making any complaints or concerns known to 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 SENCO
- Issues with behaviour – talk to a Senior Leader
- Issues with IT – talk to the School Business Manager/ICT lead who may raise this further with EKTE
- Issues with workload or wellbeing – talk to the Headteacher/Senior Leader
- Concerns about data protection – talk to the Data Protection Officer
- 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 have access to CPOMS to record any parental contact or concerns about children. CPOMS is accessed via a secure password. Staff must ensure that they log out after use and must not allow access to CPOMS to any third party.
- Teachers are able to access parent contact details via SIMs using a secure password. Staff must not share any details with third parties and must ensure that they log off SIMs after use.
- SLT have access to personal details of families when required through securely accessing SIMs. SLT must not share their access permissions with other members of staff.
- School encrypted laptops and iPads/tablets are to be used when accessing any personal information about pupils.

4.2 Processing personal data

Staff members may need to collect and/or share personal data as part of the remote learning system e.g. email addresses and phone numbers. 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

The school will take appropriate steps to ensure staff devices remain secure. Staff must also be responsible for the device once this has been assigned. This includes, but is not limited to:

- Keeping the device password protected. This must be in line with the SSET password policy i.e. minimum of 8 characters, mixture of upper and lower case letters and include a number and/or special character
- 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.
- Ensuring the laptop is locked whenever it is left unattended and that the device will lock itself after a period of time if not locked manually
- Not sharing the device among family or friends
- Ensuring appropriate antivirus and anti-spyware software is installed prior to being distributed to staff
- Keeping operating systems up to date
- Ensuring the device is not left unattended/left in plain sight when moving between school/home

5. Safeguarding

With the increased use of digital technologies that come with remote learning, safeguarding implications need careful consideration as this creates additional risk to children if not managed effectively.

Parents are advised to spend time speaking with their children about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. Parents are regularly reminded that while the school will be as proactive as possible in ensuring links shared with children are appropriate and that all known IT safeguards are in place, this risk can never be completely removed and must therefore remain vigilant.

Online safety concerns should be reported to the school's Online Safety Lead. The following websites also offer useful support.

- Childline – for general support
- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse.

In addition, the following sites are an excellent source of advice and information:

- Internet matters - for support for parents and carers to keep their children safe online
- London Grid for Learning - for support for parents and carers to keep their children safe online
- Net-aware - for support for parents and careers from the NSPCC
- Parent info - for support for parents and carers to keep their children safe online
- Thinkuknow - for advice from the National Crime Agency to stay safe online
- UK Safer Internet Centre - advice for parents and carers

The school will inform parents that if they have any safeguarding concerns that need discussing, they can contact school via email or telephone and a member of the safeguarding team will be in touch.

Staff will remain vigilant at all times and follow the school's Online Safety, Safeguarding and Child Protection Policy procedures.

6. Monitoring arrangements

This policy will be reviewed in line with changes to National guidance but at least, every 6 months.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Safeguarding policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

8. Appendix A

What's working well in remote education? Published 11th January. Useful evidence and advice to support those delivering remote education.