



# Remote Learning Policy

## Athersley South Primary School

### October 2020



#### Commitment to Remote Education

All schools have a duty to provide safe remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19) with effect from 22 October 2020. Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we are committed to offering immediate remote education in a way that safeguards pupils from harm in a digital world.

Every school is unique and school leaders know best which approaches will secure the engagement and progress of their learners. The Barnsley School's Alliance is committed to securing consistently high-quality remote education for all pupils and, to this effect, has an extended offer of support for any school requesting additional advice and guidance when developing and implementing their remote education plans. Schools are encouraged to access this support as and when required.

Remote education is much more than setting work. School leaders will ensure that all learners continue to access the curriculum through high-quality online and offline resources and teaching videos linked to the curriculum expectations of our school. We will not rely on projects or independent research activities to simply keep pupils busy. However, when combined with high-quality teacher input and accompanying resources, these approaches can be effective.

We are committed to six underlying principles, as agreed by the Barnsley School's Alliance, which underpin our remote education plans:

1. Safeguarding pupils from harm, online and offline, remains the key priority.
2. Pupils will continue to be taught a well-sequenced curriculum.
3. Teachers will continue to set work that scaffolds pupils' practice and helps them to apply their new knowledge and skills.
4. Pupils will continue to receive feedback that helps them to make progress.
5. No child should be disadvantaged by a lack of technology at home.
6. Remote education plans should not place unreasonable demands on parents' help or support, or the workload of teachers.

At Athersley South, the platform we have chosen to support remote teaching and learning is Seesaw. We are committed to providing the training, support and guidance required to ensure that school staff, Parents/Carers and pupils feel confident to use our system safely and effectively. Many of our school community are already familiar with Seesaw having accessed the platform during the Spring/Summer 2020 during the initial National lockdown.

Wherever possible, online learning is our preferred platform for remote learning as it provides children with direct access to teachers and the system facilitates timely feedback and support. However, we will provide paper-based resources for pupils who do not have suitable online access or who prefer to work using a blended approach. As part of our commitment to online provision, we will do our very best to support all pupils to access our online learning offer at home, such as by loaning additional laptops or other hardware as appropriate. Alternatively, we can support with data packages or in directing parents to work with their data providers, many of whom are offering upgrades for children home learning during the pandemic.

Our approach has been carefully considered in relation to the pupils' age, stage of development or special educational needs. We are committed to working with Parents and Carers, especially those of younger children and pupils with SEND who may not be able to access remote education without adult support, to ensure all pupils continue to access a broad and ambitious curriculum.

## **1. Aims**

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school due to closure of a 'bubble' or where there is restricted attendance in school as a result of a national lockdown or local restrictions
- Set out expectations for all members of the school community with regards to remote learning
- Set meaningful and ambitious learning on a daily basis
- Provide appropriate guidelines for data protection

## **2. Roles and responsibilities**

### **2.1 Teachers**

When providing remote learning, teachers must be available between 8:40am – 3:05pm.

If they are unable to work for any reason during this time, they should report this using the normal absence procedure – contact Mrs E. Sanderson or Mrs J. Boreham

## **Remote Learning Offer**

### **EYFS (Nursery and Reception):**

- Teaching and Learning will be delivered via –
- Activities shared on Seesaw
- Phonics lessons via Ruth Miskin Portal
- Children will access a daily Maths, Phonics and Writing activity/lesson and a Story Time session, plus others activities in line with the learning that is taking place in school.

### **Year 1:**

- Teaching and Learning will be delivered via –
- Live lessons / sessions delivered by teachers via secure online platform
- Lessons shared on Seesaw
- Phonics lessons via Ruth Miskin Portal
- Children will access a daily Maths, Phonics and Writing activity/lesson and a Story Time session plus others activities in line with the learning that is taking place in school.

### **Y2– Y6:**

- Teaching and Learning will be delivered via –
- Live lessons / sessions delivered by teachers via secure online platform
- Lessons shared on Seesaw
- Phonics lessons (if appropriate) via Ruth Miskin Portal
- Children will access a daily Maths, Phonics (if appropriate) Topic and Literacy activity/lesson, a live SEMH session with class teachers and a Story Time session (where appropriate) plus others activities in line with the learning is taking place in school.

### **When providing Remote Learning teachers will –**

- Provide appropriate learning via Seesaw and Paper Based Packs, that meet the needs of all children within the class
- Work collaboratively with Parents/Carers and implement reasonable adjustments to the Teaching and Learning for SEND children
- Ensure that vulnerable children are able to access Teaching and Learning and work collaboratively with other agencies involved with the child. Depending on the circumstances this may mean accommodating these children within school
- Provide links to other supporting websites e.g. – Spelling Shed, Purple Mash, TT Rockstars, White Rose Maths, Charanga, Ruth Miskin, Oak Academy Learning etc. that may be used to support the Teaching and Learning
- Provide daily Remote Learning that children should access
- Provide a paper pack if child is self-isolating, or are unable to access the remote learning (working with families to address any issues and access online wherever possible)
- Provide sequenced Teaching and Learning so that knowledge and skills are built incrementally so that Parents/Carers and children know what they are learning and how to make progress
- Use the feedback provided from children to adapt and refocus Teaching and Learning through the Teaching and Learning sequence.

### **Providing feedback on work:**

- Work submitted through Seesaw will be given feedback on this platform
- Feedback given on Seesaw will be done in a timely manner.
- Where specific feedback is needed for an individual, this will be provided either remotely (via Seesaw, telephone or an appropriate and secure video conferencing platform) or upon the return to school where additional intervention will be given to ensure the child has understood the concept being taught

### **Communication with children:**

- Teachers are responsible for ensuring staff in their team have made contact, wherever possible, via telephone or secure video conferencing platform with every child in their class over the working week. The school mobile phone is available for staff to use
- Any contact via Seesaw will be responded to by a member of staff in a timely manner. However, this will be in consideration of staff working hours and the priority of the content of the contact. Staff will not reply to any queries over the weekend
- Any safeguarding concerns shared by Parents and Carers through Seesaw or email will be logged on CPOMS and the Safeguarding Team will immediately be informed
- Adhering to the Code of Conduct (see Appendix 3).

## **Children who have not accessed remote learning or completed on line learning:**

- Where children have not accessed their remote learning, contact will be made in a timely manner by a member of staff, to identify the reason for this e.g. illness, lack of electronic resources / data or difficulty with tasks set and we will seek to address the cause/s
- Where necessary, if the issue is due to an issue with online access, we can offer support through the provision of devices and data packages provided by school. Alternatively, a paper pack will be available to the child if this is deemed to be the best option
- Parents will be directed to this policy on the website and the Government expectations and guidance in relation to the completion of remote learning whilst in isolation or where there is restricted attendance in school as a result of a national lockdown or local restrictions.

## **2.2 Teaching Assistants**

When assisting with remote learning, Teaching Assistants must be available during their normal contracted hours

If they are unable to work for any reason during this time, they should report this using the normal absence procedure – contact Mrs E. Sanderson or Mrs J. Boreham

When assisting with remote learning, teaching assistants are responsible for:

- Completing and monitoring a daily register of attendance by logging into Seesaw to look who has uploaded work
- Liaising with Class Teachers on a daily basis so they can best provide support for Teaching and Learning, including feedback to pupils
- Attending any virtual meetings with Class Teachers and individual pupils
- Continuing to upskill own CPD through the use of the Ruth Miskin Portal and other directed courses online, after which record and forward to Mrs Boreham for recording on individual training log
- Adhering to the Code of Conduct (see Appendix 3)

## **2.3 Subject Leaders**

Alongside their teaching responsibilities, Subject Leaders are responsible for:

- Considering whether any aspects of the Subject Curriculum need to change to accommodate remote learning
- Offer support to teachers who may need ideas of ways in which a particular piece of learning can be presented through Seesaw/Remote Learning Sessions to ensure it scaffolds and supports understanding as close to what it would in the classroom
- Alerting teachers to resources they can use to teach their subject remotely
- Continuing to develop their Subject Area and work on their Subject Action Plan

## **2.4 Senior Leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school and reviewing policy and practice based on reflections, the latest government guidance and feedback provided
- Monitoring the effectiveness of remote learning – Class Teachers will be responsible for providing feedback to Phase Leaders about their remote learning experiences. With Phase Leaders being informed of what is working well and what can be improved, it means Senior Leaders will be able to make any necessary changes to ensure the provision is working optimally

- Gathering feedback from Parents/Carers following a Bubble Closure or where there is restricted attendance in school as a result of a national lockdown or local restrictions
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

## 2.5 Designated Safeguarding Lead

The DSL will carry out the roles and responsibilities as in the Safeguarding and Child Protection Policy (September 2020)

## 2.6 IT staff

ECM Trust IT staff are responsible for:

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

Athersley South Staff are responsible for:

- Assisting pupils and Parents/Carers with accessing the platform (Seesaw) e.g. – forgotten passwords –  
\*School staff are not responsible for fixing issues relating to personal devices or home internet use\*

## 2.7 Pupils and Parents/Carers

Staff can expect Pupils learning remotely to:

- Adhere to the Code of Conduct (see Appendix 1)
- Be contactable during the school day
- Complete work to the deadline set by teachers and submitting it on Seesaw for feedback
- Show good behaviours for learning within any virtual learning sessions
- Seek help if they need it, from teachers or teaching assistants by sending a message via Seesaw

Staff can expect Parents/Carers with children learning remotely to:

- Adhere to the Code of Conduct (see Appendix 2)
- Ensure that their child/ren are completing tasks set via online learning on a daily basis and understand that this is their parental responsibility
- Make the school aware if their child is sick or otherwise cannot complete work
- Allow their child to participate in the learning session independently (where possible) to allow class teachers to make any necessary assessments in order to support learning further
- Seek help from the school if they need it
- Consider that a virtual learning session does not fully reflect a lesson taught in school
- Be respectful when making any concerns known to staff – Parents and Carers should contact their child's class teacher using Seesaw or contacting school via the admin email address  
[athersleysouthadmin@ecmtrust.co.uk](mailto:athersleysouthadmin@ecmtrust.co.uk)

## 2.8 Local Governing Body

The Local Governing Body are 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 with subject content – Relevant Subject Leader
- Issues with Behaviour – Phase Leader (in the first instance)
- Issues with IT – Mike Race/Mick Haworth
- Issues with their own workload or wellbeing – Phase Leader (in the first instance)
- Concerns about data protection – Senior Leadership Team
- Concerns about safeguarding – Emma Sanderson/Sarah Walch/Jason Wheelwright

### 4. Data protection

#### 4.1 Accessing personal data

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

- School Laptops or iPads to access shared areas on the Network and the virtual platform (Seesaw)

#### 4.2 Processing personal data

Staff members may need to collect and/or share personal data of pupils such as Parents/Carers email addresses and phone numbers as part of the remote learning system. This is unlikely to be necessary other than in rare circumstances as staff can access the SIMS network remotely and securely from home.

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

#### 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:

- Keep the device safe at all times and should only be at home or school unless transporting between the two
- 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)
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends.

### 5. Monitoring arrangements

This policy will be reviewed after each closure/lockdown and adapted accordingly.

<b>Approved by:</b>	<b>Date:</b>
<b>Last reviewed on:</b>	September 2021
<b>Next review due by:</b>	July 2022 or before if necessary

## APPENDIX 1

### Remote Learning Code of Conduct for Children

I want to stay safe online and I know that anything I do on the computer, phone, tablet or internet may be seen by someone else.

I will:

1. Only open pages which my Parent/Carer or teacher has said are okay
2. Talk to my Parent/Carer or teacher before using anything on the internet that I am unsure about
3. Tell my Parent/Carer or teacher if anything makes me feel scared or uncomfortable and do not reply
4. Make sure all the messages I send and comments I leave are polite and positive
5. Not give my phone number or address to anyone online.
6. Not tell people about myself online (I will not tell them my name, anything about where I live or where I go to school, names of clubs I attend)
7. Not upload photographs of myself onto the computer or internet without my Parent/Carer permission
8. Keep any passwords I have private
9. Only speak to people I know online and on the phone.
10. Never agree to share photos, phone, video call or meet a stranger.
11. Always make sure my Parent/Carer knows who I am talking to or messaging
12. If you are allowed to comment you must remember our learning on online behaviour – you are polite and positive and comments should be related to your learning.
13. **Remember – teachers can see exactly what you have posted**
14. If you are posting photos of your learning, please remember to do so safely – remember to always check with your Parent/Carer before uploading a photo, and try to make sure your photo is of the learning, not you.

### **Remote Learning Guidelines for Parents and Carers**

1. Make sure your child understands and is aware of the pupil Code of Conduct
2. Ensure that your child is accessing and completing their online learning
3. Answer the phone to school staff or return calls, messages or emails. Staff may call from withheld numbers
4. Supervise your child's internet use and online learning – make sure you are aware of what they have been asked to do and the websites they need to access.
5. Make sure you know who your child is talking to or messaging.
6. If a member of staff calls to speak to your children – check that you know who they are, speak to the member of staff yourself before your child talks to them, stay in the room while your child is on the phone.
7. The Parent/Carer must make sure their child and other members of the household are aware the video call is happening,
8. Devices used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
9. Language must be professional and appropriate, including any family members in the background.
10. The same expectations apply for remote teaching and conversations as normal school conduct
11. If the teacher has any safeguarding concerns about children or the use of unsuitable language, dress, location, the concerns will be recorded and passed to the Safeguarding Team.

**Remote Learning Guidelines for Staff (Teachers, HLTAs and Teaching Assistants)**

1. Teacher/HLTA/Teaching Assistant Standards remain in place
2. You need to be available and contactable during your working hours, on your usual working days
3. Any absence should be reported using the normal absence procedure
4. Daily Learning Task Lists and Teaching and Learning must be uploaded by 9:00am onto Seesaw
5. Staff need to ensure they attend PDMS, Virtual Assemblies and any other-directed meetings
6. Staff need to stay in contact with their Teaching Team throughout the working day
7. Staff are responsible for maintaining contact with ES/JW on a daily basis and updated on what is going well and any concerns
8. Teaching Staff and HLTAs need to plan into the week their own PPA time
9. Staff need to be appropriately dressed, when engaging in a Virtual Meetings (e.g. weekly TEAMS check in) ensure you are against a neutral background and demonstrate professional conduct
10. Staff need to conduct weekly check ins with individual children/Parents.
11. Staff and children need to make sure they safeguarding themselves at all time.
12. Staff need to take responsibility for seeking advice and support
13. Teaching Assistants need to work alongside the Class Teacher and ensure that a daily register of attendance is taken
14. Staff, including Teaching Assistants, are responsible for ensuring they have a school device to deliver the remote Learning (Laptop, iPad)
15. Staff are responsible for ensuring children's work is marked and that the children receive feedback
16. Staff report any safeguarding concerns to the Safeguarding Team and log on CPOMS
17. The same expectations apply for remote teaching and conversations are the same as normal school conduct