Trevisker
Primary School

Remote Learning Policy

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Remote Learning Policy

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1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- To ensure that children continue to make progress in their learning
- To ensure the emotional wellbeing of all individuals is looked after and maintained
- To ensure that all children remain safe
- To give clear expectations for all stakeholders with regards to remote learning
- To ensure that our arrangements are within the guidelines of data protection

2. Use of remote learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance. This might include:

Occasions when we decide that opening our school is either:

- Not possible to do safely
- Contradictory to guidance from local or central government

Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:

- They have an infectious illness
- They are preparing for or recovering from some types of operation
- They are recovering from injury and attendance in school may inhibit such recovery
- Their attendance has been affected by a special educational need or disability (SEND) or a health issue

The school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used for reason 2 listed above, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review the provision and identify how to reintegrate the pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

Remote education will not be used as a justification for sending pupils home due to behaviour. This would be recorded as a suspension, even if the pupil is asked to access online education while suspended.

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teaching staff will be available to pupils. The times they are available will depend on the reason for the remote learning and this will be communicated with families.

The role of staff:

- To provide quality and appropriate learning with enough support to ensure that all children have the opportunity to engage in learning
- To know which children / families do not have remote access to learning and make alternative provision
- To give specific feedback and support to each child to move their learning forwards
- To prioritise children's emotional wellbeing and build in daily activities to support this
- To give regular wellbeing phone calls (or similar) to children and parents/carers who are isolating and report any concerns using the normal school procedures
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and covers an appropriate range of subjects

  - This includes considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent learning skills
  - This also includes considering the needs of pupils' families or carers, including how much adult involvement is needed in each activity and whether pupils have a suitable place to study
- In line with marking policy.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants will be available during their usual contracted hours and will be deployed as appropriate by the leadership team.

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

- Attending virtual meetings with teachers, parents/carers and pupils and supporting with preparing resources

3.3 Leadership team

The Leadership team will oversee the provision of remote learning and will be 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 subject leads to make sure work set remotely across all subjects is appropriate and consistent
- Monitoring the remote work set by teachers through regular meetings with teachers
- Alerting teachers to resources they can use to teach their subject remotely
- Making decisions about the use of online video lessons such as Oak National Academy
- Distributing school-owned laptops accompanied by a user agreement or contract
- Securing appropriate internet connectivity solutions where possible
- Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern
- Co-ordinating the remote learning approach across the school
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring staff remain trained and confident in their use of online digital education platforms

- Training staff on relevant accessibility features that your chosen digital platform has available
- Providing information to parents/carers and pupils about remote education
- Working with the catering team to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

3.5 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- To maintain a regular routine and be ready to learn
- To try their hardest to complete their learning to the best of their ability, maintaining the standards that would be expected in school
- To say if learning is unclear to them
- To use ICT safely and appropriately at all times

Staff can expect parents/carers with children learning remotely to:

- To support their child to have a regular and consistent routine
- To view their child's learning with them and make sure that the child understands what is expected of them
- To foster an open pathway of communication between school and home
- To prioritise the emotional wellbeing of the child and incorporate regular exercise breaks, outside activities and opportunities for creativity into every day
- To support their child in keeping safe and using appropriate online conduct
- Make the school aware if their child is sick or otherwise cannot complete work

3.6 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains of as high a quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3.7 Trust expectations of its schools

- To provide parents/carers with clear information on how learning will be shared with their child
- To provide remote learning that links to the curriculum that children are following in school
- To give access to high quality remote education resources
- To select the online tools to allow interaction, assessment and feedback
- To provide printed resources, such as textbooks, workbooks and worksheets for pupils who do not have suitable online access

- To recognise that some children may not be able to access remote education without adult support and will work with those families to provide equally broad and ambitious alternatives

4. Monitoring arrangements

This policy is reviewed every two years by Kernow Learning and the school or in line with any changes to statutory or DfE guidance. For all monitoring of policies, we adopt a rigorous and reflective approach. We consider multiple perspectives on the effectiveness and success of the policy and procedures in question, incorporating the views of stakeholders. An Equality impact assessment is undertaken to ensure that there is no potential for any discrimination, adverse impact in relation to protected characteristics or any conflict with the Trust's or School's values.

Appendix 1 - Acceptable Use Information – For Periods of Remote Learning

Guidance for Teachers

1. Teachers will host online teaching sessions in the core subjects during any period or remote learning
2. Teachers will follow the school's safeguarding policy
3. The school will communicate with you regarding remote learning online sessions and will inform you how to access these
4. Teachers will be dressed appropriately and remain professional throughout the video
5. Teachers will ensure no other family members are in view of the camera if broadcasting from home
6. Teachers will ensure they conduct all videoing with an appropriate background (making sure that photos and ways of identifying addresses etc. is not possible when broadcasting from home)
7. Teachers will not communicate with pupils outside the hours of 8.45am to 3.30pm
8. Online sessions will be recorded for safeguarding purposes
9. The teacher leading the session will 'lock' the room at a given time preventing anyone from joining after the start of the meeting
10. A waiting room will be used in all sessions ensuring that everyone is present when the teacher enters the 'room'
11. The chat function will be disabled
12. Only the teacher hosting can share their screen (displaying a piece of software etc.)
13. The teacher leading the lesson will mute all members and unmute when contributing
14. If a pupil's behaviour is not acceptable within the session, a call will be made by the teacher leading the meeting to the parent/carer after the session
15. Each lesson starts with the sharing of the 'Online Classroom Agreement'
16. At the end of the session, the lead teacher will 'end the meeting for all'
17. After each session, a log is completed to record that an online broadcast has been held noting any concerns or technical issues
18. A register of attendance will be taken for each session

Guidance for Pupils

1. At the start of the lesson, pupils will be shown the expected behaviours reminder detailing the 'Online Classroom Agreement' which include how pupils can signal that they wish to speak, just like in the classroom in school
2. Pupils must be dressed appropriately for the duration of the video lesson. This does not need to be school uniform
3. Pupils must remain on mute until invited to speak
4. Pupils should be ready and waiting at the starting time of the session – this means work out ready, with writing equipment ready and ready to look, listen and learn
5. Pupils are prohibited from recording or capturing/screen grabbing content from the video call

6. Pupils should remain in a public part of their house where an adult can see them and where there are not any personal photos/videos on display
7. Devices should not be used anywhere in the house your parents/carers do not give permission

Guidance for parents/carers

- Please give your child the space to participate independently and fully whilst you remain in ear and eye shot during the lesson
- Parents/carers should ensure that their child is aware of the need to behave in a session delivered by video link in the same way as if they were in school with the member of staff. If a pupil is behaving inappropriately, the teacher will ask them to leave the broadcast
- Parents/carers should ensure other family members are out of camera shot and do not contribute to the session
- Parents/carers should ensure their child is familiar with how the whole process works
- Parents/carers should ensure that the display name shows the pupil's first name and surname
- Plug in and close all other tabs: Video-conferencing uses a lot of machine power. It's a good idea to keep devices plugged into the mains power. It's also a good idea to minimise the number of devices online in the house whilst the broadcast is in session
- Do a practice run: Role-playing is a great way to prepare your child for what's expected in the 'video class' environment. If you have two devices, you can set yourself up on the platform they'll be using, or just use FaceTime and video-chat as if you're leading the class
- Set expectations for how your child should conduct themselves on camera: Face the screen; mute themselves when they're not speaking; unmute yourself when you're ready to talk etc.
- Just like in school, we might have a drink of water to hand but we wouldn't eat snacks during a lesson so we won't do this during a broadcast
- Assemble necessary equipment: Pupils may need earphones, a microphone, paper and pencils to learn with
- Consider the background: We ask that pupils don't join broadcasts from their bedrooms as this is a private space. Help them carve out a space where they can have peace and quiet but that doesn't convey too many personal details. Please remember to remain in close proximity to your child during the session
- Do not take devices into the bathroom: Just as with regular school, pupils should go to the bathroom before class
- Be respectful of others: As in the classroom we expect our pupils to be courteous to the teacher and to others. Impress upon them the fact that this is an unusual time for everyone, and appropriate behaviour should be maintained at all times

Appendix 2 - Online classroom agreement for pupils

Appendix 3 - Top Tips

Ten tips for safe and effective remote teaching

1. Always follow the school safeguarding policy and the remote learning guidelines
2. Use the devices supplied by your school
3. Only run live teaching sessions using Teams, ensuring that you have the correct security settings in place
4. Only run live teaching sessions with three or more participants
5. Ensure you and pupils use your Trust email address if you need to register for any software

6. Plan ahead: dress appropriately, make behaviour expectations clear, select a neutral background for video content.
7. Ensure you will not be interrupted and let your household know if you are going online
8. Have a clear objective in mind and keep video content brief
9. Ensure video or interactive sessions have pause points to allow for pupil activities
10. Keep a recording of interactive lessons. This will save within Microsoft Stream. Do not save it to your own device.

If any safeguarding concerns arise, report them to your school safeguarding team immediately

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Ten tips: Etiquette for pupils attending a live lesson by Teams

1. In advance of the lesson, set up your space. This should be somewhere quiet, preferably with a neutral wall behind you
2. The place you choose should not be your bedroom
3. Make sure you are dressed appropriately
4. Let others in your household know that you are about to go online to learn
5. Use your real first name and surname to access the lesson

6. Respect others taking part in the lesson
7. Use the chat or raise hand functions if you need to ask the teacher a question
8. Think carefully about the questions you need to ask so that the lesson can be kept short
9. Ensure you benefit fully by participating in any activities the teacher asks you to complete
10. Remember to STAR: Sit up straight, track the screen, ask and answer questions, respect the teacher and your classmates

If any safeguarding concerns arise, report them to your school safeguarding team immediately

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Appendix 4 - Device Loan Agreement

Trevisker Primary School - Loan agreements for pupils

Device loan agreement for pupils

1. This agreement is between:

1) Trevisker Primary School, Warwick Crescent, St Eval, Wadebridge, Cornwall, PL27 7UD
2) [Name of parent and their address]

And governs the use and care of devices assigned to the parent's/carer's child (the "pupil"). This agreement covers the period from the date the device is issued through to the return date of the device to the school.

All issued equipment shall remain the sole property of the school and is governed by the school's policies.

- The school is lending the pupil a laptop for the purpose of completing school work during any period of learning from home.
- This agreement sets the conditions for taking a Trevisker Primary School laptop home.

I confirm that I have read the terms and conditions set out in the agreement and my signature at the end of this agreement confirms that I and the pupil will adhere to the terms of loan.

2. Damage/loss

By signing this agreement, I agree to take full responsibility for the loan equipment issued to the pupil and I have read or heard this agreement read aloud and understand the conditions of the agreement.

I understand that I and the pupil are responsible for the equipment at all times whether on the school's property or not.

If the equipment is damaged, lost or stolen, I will immediately inform the school office via the school's email address, and I acknowledge that I am responsible for the reasonable costs requested by the school to repair or replace the equipment. If the equipment is stolen, I will also immediately inform the police.

I agree to keep the equipment in good condition and to return it to the school on demand from the school in the same condition.

I will not leave the equipment unsupervised in unsecured areas.

I will make sure my child takes the following measures to protect the device:

- Keep the device in a secure place when not in use
- Don't leave the device in a car or on show at home

- Doesn't eat or drink around the device
- Doesn't lend the device to siblings or friends
- Doesn't leave the equipment unsupervised in unsecured areas
- Only uses the school device for school – based learning

3. Unacceptable use

I am aware that the school monitors the pupil's activity on this device.

I agree that my child will not carry out any activity that constitutes 'unacceptable use'.

This includes, but is not limited to the following:

- Using ICT or the internet to bully or harass someone else, or to promote unlawful discrimination
- Any illegal conduct, or statements which are deemed to be advocating illegal activity
- Activity which defames or disparages the school, or risks bringing the school into disrepute
- Causing intentional damage to ICT facilities or materials
- Using inappropriate or offensive language

I accept that the school will sanction the pupil, in line with our behaviour policy, if the pupil engages in any of the above **at any time.**

4. Personal use

I agree that the pupil will only use this device for educational purposes and not for personal use and will not loan the equipment to any other person.

5. Data protection

I agree to take the following measures to keep the data on the device protected.

- Keep the equipment 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)
- Make sure my child locks the equipment if it's left inactive for a period of time
- Does not share the equipment among family or friends
- Update antivirus and anti-spyware software as required
- Install the latest updates to operating systems, as prompted

If I need help doing any of the above, I will contact the school on trevisker@kernowlearning.co.uk

6. Return date

I will return the device in its original condition to the school office within 7 days of being requested to do so. I will also ensure the return of the equipment to the school if the pupil no longer attends the school.

7. Consent

If parents/carers are collecting the equipment, we will request a signed copy of this form:

By signing this form, I confirm that I have read and agreed to the terms and conditions set out above.

PUPIL'S FULL NAME	
PARENT'S/CARER'S FULL NAME	
PARENT'S/CARER'S SIGNATURE	