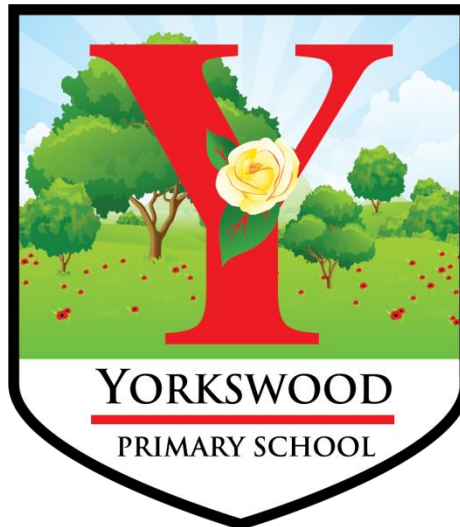# YORKSWOOD SCHOOL POLICY

REMOTE LEARNING INCLUDING PROVISION OVERVIEW

C. ROWBERRY

S. CHEESEMAN

A D TUNSTALL

BASED ON MODEL FROM'THE KEY'

Date

Jan 2021

Review Date

Spring 2023 or as guidance changes

Ratified by Governors

Governors to fully ratify at next full meeting Summer 2021

Contents

---

1. Aims

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

2. Roles and responsibilities

2.1 Teachers

Availability

- o When providing remote learning, teachers should be available between 8.40am and 3.30pm on school days. They may be available before and after these times though there is no requirement for this.

- o If teachers are providing remote learning it is possible that they are working from home. To this end they may have responsibilities within the home that impact on availability. In any case of contact being made, parents should expect support with learning on the same day.

- o If staff are unable to work for any reason during a period of remote learning provision, for example due to sickness or caring for a dependent, they should report this using the normal absence procedures.

When providing remote learning, teachers are responsible for:

Immediate physical work packs

- o Year groups have created packs of learning and resources for children. These contain lessons that can be taught at home immediately. They have been chosen for ease of access. This pack of work means that all children can work from Day 1 of isolation. It also means that where there are difficulties of access for online learning; children are not excluded from learning entirely.

- o Following bubble closures, teachers have seen the value in making paper packs of supportive resources available. To accompany online lessons, revised and updated packs may be made available.

- o EYFS make new paper packs for each week of home learning to support the remote offer.

Setting work for individual isolation

- o Work is provided for all children in the class group.

- o Work in Reading, Writing and Maths is revised weekly to mirror, as closely as possible, the work that is being completed in class.

- o Foundation subjects have work set for the half term. This is saved to a Wakelet and can be used for bubble closure or individual pupil isolation.

- o Support staff may be available to help children understand tasks through TEAMS meetings or through telephone conversation.

Setting work for bubble closure

- o Details of the work will be communicated on a daily basis during a bubble closure. This will be done through a post on Class Dojo for EYFS/KS1 and Class Dojo/Edmodo for KS2.
- o Teachers will provide new work in Reading, Writing (KS2), Phonics (EYFS/KS1) and Maths every day.
- o Core lessons are a mixture of live and pre-recorded teacher-led sessions. Oak Academy lessons are also shared when appropriate.
- o One Foundation subject task will be set each day, in line with the usual class timetable. This will either be pre-recorded by the teacher or from Oak Academy.
- o Over a two week period, all foundation subjects will be covered at least once.
- o Teachers will use a range of teaching strategies and resources during the delivery of all lessons. There will be recorded sessions, live sessions, app based self-marking activities, whole class and grouped teaching.

How much?

- o At Yorkswood, we recognise that, while isolated, a family may have more than one child and that adult supervision and support make a huge difference. Therefore, we are not setting work that would take the equivalent length of the school day. All children will be set work for approximately 3 to 4 hours a day with the option to use resources for independent learning.

Providing feedback on work

- o The Edmodo platform (KS2) offers teachers and pupils the opportunity to give feedback on work completed. Wherever possible, some constructive feedback can, and should, be offered rather than simple congratulatory or negative responses. January 2021 the school is exploring the use of iPads and iPad pens to highlight and make comments on written texts in line with the in-school marking policy.
- o With Edmodo (KS2), feedback can be given directly to the child. There is also facility in TEAMS for feedback.
- o EYFS/KS1 work is submitted through Class Dojo, and constructive feedback is given directly to the child's parent.
- o Where possible feedback should be given on the day of work completion and uploaded to the platform where it was submitted.
- o Feedback and support is also offered via 1-2-1 or small group TEAMS sessions with children who would benefit from teacher/TA input.

Keeping in touch with pupils who aren't in school and their parents

During a Bubble Closure:

- o Each day should start with teachers 'touching base' with pupils in TEAMS. Setting up the day's learning and/or undergoing a collaborative activity to boost children's mental health. All year groups have staggered meeting times to allow for families with more than one child to join their class's meetings.
- o There is a further check in on the same afternoon to review the morning, set up afternoon activities or simply check on the children's well-being.
- o It is an expectation that children make at least one of these check ins; preferably both. This is considered the morning and afternoon registration.

During Bubble Closures and Individual Isolations

- o Where children are not present in either of the registrations, there will be follow up Dojo message from teachers or support staff – 'First Day Calling'.
- o If there is a second day of non-attendance and no messages have been received, the Inclusion Team would be advised and the teaching team will escalate their efforts, including making phone calls to the relevant parents/carers.
- o If there is a third day of non-attendance at registrations, with no message received, the Inclusion Team will need to be informed and the team will consider the type of 'Safe and Well' check required. This could involve visits from school staff or the use of other agencies (CSAWS and police)

Work completion

- o Work completion is monitored through TEAMS.

- On the first day on non-completion, contact should be made with the parent to understand why this is the case and to offer support if necessary.
- Continued non-completion of work should be referred to SLT who will contact parents to look seek improvement.

Attending virtual meetings with staff, parents and pupils

- When recording or delivering live sessions, teachers and support staff should be aware of portraying a professional disposition. Dress, appropriate recording space, background noise and interruptions. (Refer to safeguarding guidance and CPD which has been shared with staff)
- All live TEAMS meetings are to be recorded, with recordings staying on TEAMS for up to 7 days to allow for review if necessary.

2.2 Teaching assistants

Availability

- When assisting with remote learning, teaching assistants must be available between 8.40am and 3.30pm or 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 assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely.
- Making contact with pupils and making sure they understand work set.
- Making safe and well checks and touching base with pupils as requested by the teacher.
- Where possible providing additional support for learning with groups or individuals.
- Providing regular feedback to the teacher about the progress of children during any interventions.
- 1-2-1 TEAMS meetings with SEN children identified as needing extra support.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Monitoring subject coverage in remote learning offered by each year group
- Working with teachers who are teaching their subject remotely, to make sure all work set is appropriate and consistent
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

- Mrs Rowberry has a lead role in coordinating the school's remote learning offer.
- There will be senior leadership involvement, in the first instance, with Mr Tunstall.

The Remote Learning lead has responsibility 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 (with support of ICT technician)
- Exploring the many options available for delivering remote learning
- Making suggestions for the school's approach
- Providing staff support with hardware and software
- Coordinating parental awareness and competence
- Monitoring key data sets
- Providing evaluations of effectiveness

2.5 Designated safeguarding lead

The DSL is responsible for:

- o Coordinating a response to any concerns raised by staff or parents of the school.
- o All safeguarding concerns will be recorded on CPOMS and contact will be made with one of the school's DSLs to ensure that the concern has been received.

2.6 IT staff

IT staff are responsible for:

- o Fixing issues with systems used to set and collect work
- o Helping staff and parents with any technical issues they're experiencing
- o Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- o Identifying and helping to resolve any safeguarding related concerns
- o Assisting pupils and parents with accessing the internet or devices
- o Coordinating the school's provision of devices for families who do not have access to appropriate devices

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- o Be contactable or to make contact during the school day – where no contact is made for 3 days this will be shared with the schools Inclusion Team.
- o Wherever possible join TEAMS meetings for morning and afternoon register.
- o Complete work to the deadline set by teachers. Work to be uploaded to Class Dojo (EYFS/KS1) and Edmodo (KS2) if possible.
- o Seek help if they need it, from teachers or teaching assistants
- o Share any concerns about ability to complete work due to home circumstances.
- o Alert teachers if not able to complete work. At Yorkswood, we recognise that, while isolated, a family may have more than one child and that adult supervision and support make a huge difference. Therefore, we are not setting work that would take the equivalent length of the school day. All children will be set work for approximately 3 to 4 hours a day with the option to use resources for independent learning.
- o Make use of the school's support in providing access to devices. If you have problems accessing work or you have no devices/inappropriate devices please contact the school to discuss a loaned device.
- o If you have problems with data/broadband access, the school also has access to some solutions. Please contact the school.
- o School contact 0121 779 8770

2.8 Governing Body

The governing board is responsible for:

- o Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- o 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:

- o Issues in setting work – talk to the relevant subject lead or SENCO
- o Issues with behaviour – talk to the relevant head of phase or year
- o Issues with IT – talk to IT staff

- o Issues with their own workload or wellbeing – talk to their line manager
- o Concerns about data protection – talk to the Business Manager
- o Concerns about safeguarding – talk to the DSL/Inclusion Team

4. Data protection

4.1 Accessing personal data

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

- o Access the data, through the secure remote connection when accessing the network. INSIGHT online is secure.
- o Teachers should use school devices wherever possible as these provide a level of protection and monitoring that keeps all stakeholders safe.

4.2 Processing personal data

- o Staff members may need to collect and/or share personal data 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.
- o 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:

- o 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)
- o 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
- o Making sure the device locks if left inactive for a period of time
- o Not sharing the device among family or friends
- o Installing antivirus and anti-spyware software
- o Keeping operating systems up to date – always install the latest updates

5. Safeguarding

The school's Child Protection Policy principles remain the same.

There is an addendum which provides additional guidance for unusual, COVID related, safeguarding.

Particular good practice in Safeguarding has been signposted and shared.

Remote teaching (Key notes for teaching remotely NSPCC including supportive links)

You should consider what safeguarding measures you need to put in place when teaching children remotely. These measures should be included in your safeguarding and child protection policies and procedures.

Here are some things you need to take into account:

Which platform will you use?

Set up school accounts for any online platforms you use (don't use teachers' personal accounts).

Double check the privacy settings.

You should make sure parents, carers and children understand the benefits and risks of online lessons. Talk to your staff about how you plan to deliver remote lessons – are they comfortable with teaching online?

Live streaming

If you plan to record or livestream lessons via an online platform, you need to assess any risks and take appropriate actions to minimise harm. This is an ongoing consideration as staff find out more about the platforms we use. All potential risks are shared with SLT and are explored for safe solutions.

Maintaining professional boundaries

Teaching online is different to teaching face-to-face. But adults should always maintain professional relationships with children and young people.

Remind staff of your code of conduct and make it clear how you expect them to behave.

If you're recording or live streaming lessons, make sure teachers are in a neutral area where nothing personal or inappropriate can be seen or heard in the background. You should also make sure that children are in a neutral area if they can be seen on camera.

Adult to child ratios

It's best practice to have at least two adults present when working with children and young people. This applies both on- and offline.

If you are using 'breakout rooms' on an online platform or you are providing 121 support, you need to consider how you will maintain transparency and safety for all parties.

Currently, we provide as much learning with two adults as possible. We do have solo breakouts and SEND support.

We have been recording sessions but we are exploring the security of these recordings in TEAMS

Contacting children at home

Sometimes staff might need to contact children individually, for example to give feedback on homework. Staff should only contact children during normal school hours.

Any one-to-one sessions, for example pastoral care meetings, should be risk assessed and approved by the school's leadership team (DfE, 2020)[2]. Make sure staff know what safeguarding measures to take if they are having a one-to-one conversation with a child.

Use parents' or carers' email addresses or phone numbers to communicate with children, unless this poses a safeguarding risk. Use school accounts to communicate via email or online platforms, never teachers' personal accounts.

Make sure any phone calls are made from a blocked number so teacher's personal contact details are not visible.

If staff members are accessing families' contact details at home, ensure they comply with the Data Protection Act 2018.

6. Monitoring arrangements

This policy will be reviewed in line with practice development. At every review, it will be approved by the headteacher. Governors will have seen the policy and approved its content.

The school will monitor and evaluate all aspects of this policy and provision. This is a rapidly developing area and addendums or notes for consideration will be added to the section below and shared with staff prior to a formal review of the policy.

7. Links with other policies

This policy is linked to our:
> Behaviour policy
> Child protection policy
> Data protection policy and privacy notices
> ICT and internet acceptable use policy
> Online safety policy

7. Overview of remote learning offer

	EYFS	KS1	KS2
Live Group Sessions	Daily phonics sessions Daily catch-up (morning and afternoon) Storytime Small group interventions/ support	Daily phonics sessions Daily catch-up (morning and afternoon) Storytime Small group interventions/ support	Daily phonics sessions Daily catch-up (morning and afternoon) Small group interventions/ support
Live 1:1 Sessions	Interventions Misconceptions SEN support	Interventions Misconceptions SEN support	Interventions Misconceptions SEN support
Recorded videos	Oak Academy	Teacher-recorded lessons Oak Academy BBC Bitesize	Teacher-recorded lessons Oak Academy BBC Bitesize Class read
Parent communication	Class Dojo	Class Dojo	Class Dojo
Setting of work	Class Dojo Portfolio	Class Dojo (class pages)	Class Dojo (inform parents) Edmodo (inform children)

Uploading of work	Photos on Class Dojo Portfolio Photos via Dojo messages to teacher	Photos via Dojo messages to teacher	Photos via Dojo messages to teacher Photos via Edmodo messages to teacher Work submitted as an assignment on Edmodo
Marking/ feedback	Individual replies to parents through Dojo Constructive feedback Immediate feedback on apps	Effort/praise comment on Dojo Misconceptions addressed – written to parent Feedback through TEAMS Immediate feedback on apps	Effort/praise comment child's work Misconceptions addressed – written as a comment on Edmodo Support through TEAMS Immediate feedback on apps Trialling in a few classes – work to be written on with iPad pencils.
Rewards	Dojos awarded Mathletics certificates	Dojos awarded Mathletics certificates	Dojos awarded Mathletics certificates Purple Mash rewards
Apps/platforms used	Wakelet Mathletics Purple Mash Pearsons Activelearn	Wakelet Mathletics Purple Mash Pearsons Activelearn	Wakelet Mathletics Purple Mash Pearsons Activelearn
No access to technology?	Photocopied paper packs	Photocopied paper packs	Photocopied paper packs

Using Teams safely: some dos and don'ts

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.

For more information – see the document library Education Everywhere

- *Delivering live lessons and events*
- *The risk of meetings being recorded*
- *Home learning guidance for schools*
- *Using Microsoft Teams well*
- *Using web cams and video technologies safely*
- *Using class Teams safely*

Supportive notes for effective Remote Teaching and Learning

The Do's and Don'ts of Distance Teaching

Too much to take in?

Just keep these do's and don'ts in mind and you'll be set.

DO

✔ Maintain a visible and audible teacher presence

✔ Engage directly with individual students and

✔ your class as a whole

✔ Upload resources and ensure students know

✔ where to find them

✔ Provide timely and detailed feedback

✔ Follow up with students who go AWOL

✔ Keep parents informed of student progress

✔ Set clear virtual 'office hours' when you will be

✔ available for help and support

✔ Reward good online conduct

✔ Use a mix of different instructional strategies,

✔ including collaborative activity

✔ Encourage and participate in student discussion

DON'T

✘ Disappear

✘ Rely on worksheets

✘ Communicate via text alone

✘ Expect parents to do the job for you

✘ Use overly technical, complex instructional strategies

✘ Lose rapport and relationships

✘ Set and forget' assignments

✘ Relax expectations for student engagement