



REMOTE LEARNING POLICY

DATE – June 2020

AIMS

At Moorhill Primary School we are committed to ensuring our children continue to learn during this pandemic.

This remote learning policy 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.

What is Remote Learning?

Remote learning is where pupils cannot physically be at school. As children cannot access school to learn, their learning will take place online. We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- parents may be trying to work from home so access to technology as a family may be limited;
- parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation;
- some families may only have access to mobile phones, so any platform needs to be practical to use in mobile format;
- teachers may be trying to manage their home situation and the learning of their own children;
- systems may not always function as they should;
- motivation for children to engage remotely, without the physical support of staff, should be considered.

An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

ROLES AND RESPONSIBILITIES

This section refers to those members of staff and children who are working from home during the current situation.

We believe that it is in the best interests of our children that we continue to provide structured support to the best of our ability. Bearing in mind the need for flexibility, no deadlines for the completion of work will be set. However, it is expected that children will join in with the home learning set, in some form or another.

Teachers will:

When providing remote learning, teachers must be available for their contractual hours of work.

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. Contact should be made with Mrs. S Sindrey or Mrs. L Scotchmer as soon as possible in the morning notifying them of their absence.

Teachers are encouraged to take regular breaks away from the computer (or device working from) and to engage in other professional duties as much as circumstances allow e.g. Subject coordinator roles, CPD etc.

It is not expected that teachers be available constantly for parent communication during their working hours, and staff are encouraged to timetable their working day to allow for a balance of responding to questions from parents/children, preparation for videos and work etc.

Teachers will not be expected to answer messages out of school hours and staff are encouraged to use the feature on Class Dojo that notifies parents of 'Quiet Time'.

When providing remote learning, teachers are responsible for:

- **Setting work:**

- Teachers have been allocated year groups for whom they are to set work and liaise with via Class Dojo.
- Learners may be provided with a suggested timetable for the week to ensure that they are given routines in order to learn at home. Children thrive with routine and structure so this may help when learning at home. We understand that this cannot be followed at all times and may not be followed at all in some instances and therefore it is just a suggested timetable.
- Work will be provided weekly for the children who are learning at home. This can be done either on a weekly plan or daily lessons.
- Work posted on Class Dojo will be either worksheets/instructions on work to complete and/or instructions on where to access work, through hyperlinks and recommended websites. Parents will not be required to print out any worksheets, they will simply be used as a guide for presenting tasks. Recording work on paper will be sufficient.
- Work set should aim to cover basic skills for Reading, Writing and Maths that consolidate previous teaching. Staff need to be mindful that parents are not teachers and therefore the work needs to be appropriate for the child to achieve with minimal support. Work around a particular topic will be used, but the expectation will be on children using basic skills to access this work.
- All work is to be posted to Class Dojo either via Class Story, message or via pupils' portfolios. Class story is ideal for generic setting of work, whereas portfolios are good for the differentiating of work for example SEND learners or Greater Depth Learners.
- Email the work that is being set to the teacher working with children in school (if applicable) to ensure consistency across the year group, with the focus on skills rather than knowledge.
- Teachers responsible for Remote Learning will create a bank of home learning tasks, ideas and resources, in the form of a work pack, which parents are able to collect from school on a fortnightly basis. These are to be saved on the server to enable a member of staff in school to print them in advance of the collection date. The collection date will be shared with parents by the Headteacher/Deputy Headteacher on School Story on Class Dojo.

- **Providing feedback on work:**

- Parents and pupils will be encouraged to submit any work through their Portfolios or via message on Class Dojo. This can take the form of photographs, videos or learning conversations.
- Every child/parent who is working from home will be contacted via a telephone call at least once a fortnight by a named member of staff. There is guidance (see appendix A) on the structure of these conversations.
- Feedback will be given to those who submit work through a message or comment on the child's portfolio. This will not be in detail but will aim to support the child and/or parent on future learning, for example, in the use of basic skills i.e. spellings, punctuation, maths strategies etc. Feedback should always be as constructive as possible.

- **Safeguarding:**

- Staff should follow the guidance in the amendment to the safeguarding policy which can be found on the school website, <https://www.moorhill.staffs.sch.uk/wp-content/uploads/2020/03/Covid-19-safeguarding-policy-March-2020.pdf> as well as the whole school safeguarding policy.
- Any immediate safeguarding concerns should be reported to the Deputy Designated Safeguarding Lead, Mrs. W Andrews. If she is unavailable, then contact should be made with Mrs S. Sindrey or Mrs. L Scotchmer. All concerns should be logged on My Concern.
- Staff involved with setting work for remote learning will keep a log of communication with pupils/parents and this is shared weekly with Designated Safeguarding Leads.
- If there are any complaints or concerns shared by parents and/or pupils, these should be logged and directed to the Headteacher Mrs. S Sindrey.
- When making video tutorials or reading stories to children via videos, staff will ensure that the location they are positioned in does not impose any safeguarding concerns, such as, nothing inappropriate should be in the background, dress code should still be applied, background noise should be limited and must ensure that nothing inappropriate is said during the recording of the videos.
- Staff will use Safe Tube [<https://safeyoutube.net/>] when providing hyperlinks to videos or stories that support the learning suggested. This will help to keep children away from exposure to other media on YouTube.
- Staff will promote online safety as often as possible by directing parents and children to sites such as Think U Know, National Online Safety, Safer Internet.org, Safety Net Kids etc.
- The Special Educational Needs Coordinator (SENCO) Mrs. J Liley and the Deputy Safeguarding Lead Mrs. W Andrews, have been phoning families of vulnerable children every week. Notes are taken and shared with the remote learning teachers, where applicable. The school will make a visit if no response is given.

Teaching Assistants will:

When assisting with remote learning, teaching assistants must be available for their contractual hours of work.

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. Contact should be made with Mrs. S Sindrey or Mrs. L Scotchmer as soon as possible in the morning, notifying them of their absence.

Staff will use the contact form and communication log from the school server when making contact with children and/or parents. Phone calls will be made once a fortnight to all learners, to discuss their learning.

Children will:

- Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;
- Seek help if they need it from teachers who are supporting with remote learning;
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly;
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that;
- Read daily, either independently or with an adult (depending upon age and/or stage of development);
- Consider using the school closure time to learn a new skill, follow their own interests to discover more about the world around us or just be creative.

Parents will:

- Support their child's learning to the best of their ability;
- Encourage their child to access and engage with posts from their teacher;
- Seek help from the school if they need it;
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of the Class Dojo apps;
- Know they can continue to contact their class teacher as normal through Class Dojo if they require support of any kind;
- Check their child's completed work each day and encourage the progress that is being made;
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax.
- Be respectful when making any complaints or concerns known to staff.

Senior leaders will:

Co-ordinate the remote learning approach across the school. Miss K Edwards will be the lead for this and should be the person with whom contact is made in the first instance.

Monitor the effectiveness of remote learning through regular meetings with teachers working on remote learning, reviewing work set and/or reaching out for feedback from pupils and parents.

Monitor the security of remote learning systems, including data protection and safeguarding considerations.

Be mindful of GDPR restrictions and ensure Privacy Notice and Information Policies include remote learning reference.

The Governors will:

Understand, monitor and constructively challenge the school's approach to providing remote learning, to ensure education remains as high quality as possible.

Ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding.

STAFF WELL BEING (specifically those working from home whilst setting remote learning)

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

- Issues in setting work – talk to the class teacher (if setting work for a different year group), relevant subject lead or SENCO;
- Issues with behaviour – talk to the Phase Leader for year group;
- Issues with IT – talk to lead for Remote Learning (Miss K Edwards);
- Issues with their own workload or wellbeing – talk to lead for Remote Learning (Miss K Edwards);
- Concerns about data protection – talk to the Headteacher Mrs. S Sindrey;
- Concerns about safeguarding – talk to the Mrs. W Andrews in the first instance or Mrs. S Sindrey/Mrs. L Scotchmer if unavailable. This need to be straight away via a phone call, with the concern also recorded on My Concern.

DATA PROTECTION

Staff members may need to collect and/or share personal data such as contact details (email addresses and parent phone numbers) 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.

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

- Access personal data on children or families i.e. phone numbers or email addresses, through the remote server. Where this is not possible to access remotely from home, the information should be sent to the member of staffs' school email address and MUST be password protected. Once the information is no longer required it should be deleted from the email.
- Where possible staff should use any laptops or devices that have been provided by the school to administer remote learning, however if they are using their own devices, they must be mindful of data saved on their device. In the first instance, data should be saved on the remote server rather than directly to their devices. If data has to be saved on personal device, due to technical issues accessing the remote server, then it should be emailed to a member of staff who can access the server, ensuring the document is password protected, and then deleted from the device as soon as possible. Information should always be emailed using the school email address – personal email accounts must not be used. Information should never be stored on a USB/memory stick.

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);
- Not leaving the device unattended without locking it first;

- Not sharing the device among family or friends whilst having work documents open;
- Installing antivirus and anti-spyware software;
- Keeping operating systems up to date – always install the latest updates.

SAFEGUARDING

During any period of school closure, the Keeping Children Safe in Education guidance still applies. Staff should follow the guidance in the amendment to the safeguarding policy which can be found on the school website, <https://www.moorhill.staffs.sch.uk/wp-content/uploads/2020/03/Covid-19-safeguarding-policy-March-2020.pdf> as well as the whole school safeguarding policy.

The Staff Code of Conduct and the Acceptable Use Policy are still to be used throughout full or partial closures.

Any live contact between pupils and staff must only take place through official school channels. This includes emails from students to teachers, which should only be sent from students' xxx@moorhill.staffs.sch.uk email address.

Parents are directed to guidance around online safety and keeping their child safe online through, using CEOP, Think U Know, National Online Safety, Safer Internet.org, Safety Net Kids etc.

EQUALITY AND INCLUSION

We are committed to providing learning opportunities that are appropriate for all pupils. Parents are encouraged to contact the school to discuss how learning tasks provided can be adapted to meet the needs of their child.

MONITORING ARRANGEMENTS

This policy will be reviewed and updated regularly taking into account the changes from the Government on school opening and new or further guidance around Remote Learning.

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 and privacy notices
- Home-school agreement
- Acceptable use policy
- Online safety policy

REVIEW DATE – July/August 2020 (in line with further government guidance on Academic year 2020-2021)

APPENDIX A

Guidance on Telephone Contact with children who are learning from home :

Staff making phone calls to children should -

- Do this through parents' phones only (unless this itself poses a safeguarding risk), particularly in primary school, and in all cases make sure parents are aware and agree. Calls should never be to a child's phone;
- Call in school hours as much as possible;
- Make sure a record of the date and time of each call is made using the school's log system (see below for more details);
- Have a parent there at the child's end, and ask to have the phone on speaker phone;
- Use the school mobiles provided, never their own phones;
- If possible, have another person around who can hear the conversation. If this isn't possible, record the call, with parents' permission. Explain you're recording for school records only.

Lead teachers for setting Remote Learning are:

- YR and Y1: Miss K Edwards
- Y2 and Y3: Mr S Bishop
- Y4 and Y5: Miss R Martland
- Y6: Mrs. C Jobburns

Initial contact has been about building a relationship with the child and finding out how they are generally and what learning they are accessing.

Following this, the fortnightly conversations will move into talking about learning, e.g.

1. How have you got on with your learning today?
2. What have you liked most with your learning today/this week?
3. Is there anything that has been a bit difficult/tricky/you haven't been able to do?
Let's look at how I can help you with that now.
4. Is there a message you'd like me to give Miss Edwards/Mr Bishop/Miss Martland/Mrs Jobburns about your learning?

Please try and keep the phone call about the child and learning – speaking predominantly with the child (some children will find this tricky and will need to be supported by their parent).

RECORDING THE CONTACT

- When making a call, record the date on the relevant cohort sheet and add any notes where relevant.
- If you are unable to get through to the parent on the first try, please make sure you try again.

- If you are still unsuccessful at reaching the parent, please contact the office and ask them to send a text message to the parent informing them that you have tried to call them and will be trying again.
- Notify the lead teacher for the cohort who is supporting the home learning and ask them to send a dojo message to the parent informing them of your call.
- If there is still no contact made with the parent, then make one final phone call on a different day.

After all the above have been carried out, the lead teacher will then highlight on the contact sheet that a safeguarding concern is required by Mrs. W Andrews.

Any questions/queries contact the lead for Remote Learning, Miss K Edwards

APPENDIX B

Guidance on moving Remote Learning to more virtual teaching:

BEFORE VIRTUAL TEACHING

Decide whether you'll let pupils use chat in Microsoft Teams. Like any chat function, it could lead to bullying, or be a distraction from learning.

If we are not going to use chat, this will need to be disabled by Entrust Learning Technologies, using the following guidance:

To disable chat for pupils, you need to create a '[messaging policy](#)' in Teams and then assign it to pupils.

First, create your new messaging policy:

1. Log in to the Microsoft Teams [admin centre](#)
2. Click 'Messaging policies' on the left-hand side
3. Click 'New policy' and give it a name (e.g. 'Disable chat')
4. Select the 'Chat' setting, and turn it off
5. Click 'Save'

Then, assign this policy to pupils:

1. Log in to the admin centre
2. Click 'Messaging policies' on the left-hand side
3. Click on the policy you've just made, then 'Manage users'
4. Search for the user you want to add, click on their name, and then click 'Add'
5. Repeat step 4 until you've added all of your pupils
6. Click 'Save'

HOME LEARNING AGREEMENT

A home-learning agreement will be given to all children and parents with agreed guidelines that will be met by all parties. This will include the following information:

Teachers **MUST**:

- Sit against a neutral background;
- Not record in their bedroom;
- Dress like they would for school;
- Double check that any other tabs they have open in their browser would be appropriate for a child to see, if they're sharing their screen;
- Use professional language.

Children **MUST**:

- Be in a shared space in their house, not in their bedroom;
- Dressed appropriately;
- Follow the school rule of Mutual Respect and know that unacceptable behaviour will not be tolerated.

Parents **MUST**:

- Be mindful that other children on the team might see or hear them and anything that goes on in the background;
- Support their child with technical issues to the best of their ability;
- Ensure their child adheres to the school rules and know that unacceptable behaviour will not be tolerated.

DURING VIRTUAL TEACHING

Record live streams, so there's something to go back to later on if you need to and keep a log of who's doing live streams and when. Check that parents are happy with you making recordings first – tell them it's for school records only. This will form part of the home-learning agreement.

To [record](#) a live event in Teams, check the 'Recording available to producers and presenters' setting when you schedule your live stream. You can make the recording available for pupils too, by checking 'Recording available to attendees'. The recording will be available for 180 days after the event ends.

To disable chat for pupils during the live event, uncheck the 'Q&A' setting when you schedule your live stream.