



Belgrave Primary School

Remote Learning Policy

October 2020

Written by: SLT (J Benton, L Taylor & T Clifton)

Review Date: October 2021 or at change in government policy / technical issues that require amendment to the policy

Statement of intent

At Belgrave Primary School, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2020) 'Guidance for full opening: schools'
- DfE (2020) 'Get help with technology during coronavirus (COVID-19)'

- DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'
- DfE (2020) 'How schools can plan for tier 2 local restrictions'
- DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'
- Department of Health & Social Care (2020) 'COVID-19 contain framework: a guide for local decision makers'
- DfE (2020) 'Remote education good practice'
- DfE (2020) The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction

This policy operates in conjunction with the following school policies:

- Safeguarding Policy
- Data Protection (GDPR) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy
- Feedback Policy
- Assessment Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- Children Missing Education Policy

Roles and responsibilities

The governing board is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

The headteacher is responsible for:

- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.

As health and safety officer, the headteacher is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

As DPO, the headteacher is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.

The DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working including liaising with LA Safeguarding Team and following current safeguarding procedures with regard to vulnerable pupils.
- Ensuring all safeguarding incidents are adequately recorded, reported and escalated where appropriate.

The SENCO is responsible for:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely and liaising with support staff as appropriate to implement this.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.
- Arranging additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.

Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.

- Adhering to the Staff Code of Conduct at all times.

Teaching practices and procedures

Our arrangements for any future periods of home learning need clarity to ensure that staff, children and parents are as prepared as we can all be in the unlikely case of a local lockdown / isolation period. Though a prolonged lockdown for the whole school, lasting for weeks is unlikely, it is quite possible that we will have classes / bubbles isolating for a 2-week period over the course of the year.

In the event of home learning, we will do the following:

- Use Class Dojo as a learning platform – the functionality of this has been greatly increased and enables us to effectively organise daily learning.
- Children in Key Stage 2 (Year 3, 4, 5 and 6) will have their own Class Dojo Portfolio, allowing the children a greater level of independence with their learning at home. Parents have been provided with information on how to set up their child's account and the child's class teacher will have demonstrated this to the children in school.
- Set 3 tasks a day – Maths, English, foundation subject; children in Key Stage 2 will be expected to submit work each day, tasks are designed for pupils to complete with more independence (this will help support with motivating the children at home). These tasks will be supported by short instructional videos explaining a key concept or outlining what is expected.
- Tasks will then be saved by the children into their individual Dojo portfolios (KS2). Pupils in Reception and KS1 will need the support of parents to take a photograph or send a direct message to the teacher about their learning.
- School staff will feedback to children about their work, either individually or as a class.
- A member of staff will phone each child during each week.
- Individual children isolating from their class due to a positive case in their household, the class teacher will provide paper resources for you to use at home. These will mirror what the class are doing at the time and avoid missed learning.

In the event of a whole class needing to learn from home, we will provide all children with a 2 week pack of learning tasks. This will include any printouts or worksheets that they might need over those 2 weeks. This pack will be supported by daily posts on Class Dojo.

In order that we are as prepared as we can be, a trial run of the children using their new

We will use the HOME LEARNING tab on our website for additional remote learning resources.

<http://www.belgrave.cheshire.sch.uk/page/home-learning/64646>

All provisions for remote learning will be subject to the class group's age, ability and/or any SEND and in line with e-safety.

In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the headteacher will assess this need, alongside

individual class teachers, keeping pupils' best interests in mind, and will not take the decision lightly. Where this happens, it will only be temporary.

The school will maintain good communication with parents to ensure that parents are aided in supporting their child's remote education through the monthly newsletter, emails with teachers and through providing resources on the school website.

<http://www.belgrave.cheshire.sch.uk/>

Physical and mental wellbeing

It is recognised that being at home and away from peers can feel isolating and teachers will respond sensitively to this. Teaching and learning post lockdown has been influenced and changed following training on the steps for trauma recovery, which have been adapted to meet the needs for online learning.

In addition to this, considered as quality first teaching, staff will be mindful of the need to support individual learners. This may include additional phone calls with families to encourage, support and motivate children. (This should be considered carefully following discussion with parents to ensure it is the right strategy for the child.) Such interventions will be recorded on Safeguarding Monitor.

Marking & Feedback

Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email if their child is not completing their schoolwork or their standard of work has noticeably decreased. If this continues, teachers will follow up with a phone call.

Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the headteacher or other member of the SLT as soon as possible.

Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision they feel may be required with the SENCO as soon as possible.

Support for different types of absence

1. Non Covid related absence - no remote learning will be provided as the child should be in school unless they are too unwell to learn.
2. Child isolating due to contact with a positive test result or child isolating whilst a family member awaits a test outcome/ isolating for another Covid related reason - remote learning will be available from the day after contact is made by the parents. If practicable, bearing in mind the other demands on the class teacher, learning will be made available the same day. Because the teacher will be in class, no video teaching will be available.
3. Class/ bubble has to isolate - full remote learning, with video input listed above

Access to digital devices

The school will remain cognisant of families who do not have access to the resources required for remote education, and will ensure that an up-to-date record of which pupils do not have appropriate devices or internet access is maintained.

The school will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme. <https://www.gov.uk/guidance/get-laptops-and-tablets-for-children-who-cannot-attend-school-due-to-coronavirus-covid-19>

Under the scheme, the school can order laptops, tablets and 4G wireless routers to support the following groups of pupils if they do not have access to a digital device or the internet through other means:

- Pupils in Years 3 to 11
- Clinically extremely vulnerable pupils across all year groups who are shielding or self-isolating in line with government advice
- Pupils in all year groups who are unable to access remote education whilst attending school on a hospital site

Before distributing devices, the school will ensure:

- The devices are set up to access remote education.
- Appropriate safeguarding controls and support are in place to help pupils use the devices safely.

Once devices are ready for collection, the school will either arrange for them to be collected by pupils or their parents from school, or delivered to pupils' homes, ensuring infection control measures are adhered to as part of this process.

Online safety

This section of the policy will be enacted in conjunction with the school's Online Safety Policy.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

Safeguarding

This section of the policy will be enacted in conjunction with the school's Safeguarding Policy.

The DSL and headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) using the most recent risk assessment/ RAG rating tool prior to the period of remote learning.

The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning using school phones where possible.

The DSL will arrange for regular contact with vulnerable families once per week at minimum, with additional contact, including home visits, arranged where required. This in addition to the daily contact maintained by teachers via Dojo.

All contact with vulnerable pupils will be recorded on Safeguarding Monitor.

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

All home visits will:

- Be undertaken by trained Family Support Workers following all current guidance
- Be recorded on Safeguarding Monitor
- Actively involve the pupil.

The families of vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.

The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the DSL immediately using Safeguarding Monitor.

Pupils and their parents will be encouraged to contact the class teacher if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The class teacher will record all such incidents and escalate to the DSL using Safeguarding Monitor. The school will also signpost families to the practical support that is available for reporting these concerns.

Data protection

This section of the policy will be enacted in conjunction with the school's Data Protection Policy. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

Teaching will only be carried out on school devices with appropriate encryption, as laid out in the Data Protection Policy.

All teaching which requires children to submit their own work will be carried out using Portfolios on Class Dojo which is GDPR compliant.

Children may be asked to play interactive games as part of their learning, if these services will not save the children's unique work.

Parents' and pupils' up-to-date contact details are stored securely and available to teaching staff using Safeguarding Monitor in line with the Data Protection Policy.

The school will not permit paper copies of contact details to be taken off the school premises.

Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

Any breach of confidentiality will be dealt with in accordance with the school's Data Protection Policy.

Health and safety

This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.

Teaching staff will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

If using electronic devices during remote learning, pupils and staff will be encouraged to take a five-minute screen break every hour.

School day and absence

Teachers will provide remote learning equivalent to the length of a normal school day. We recognise that families will have additional stresses and time constraints if they are required to isolate, such as the need to work from home, and support more than one child with their learning.

Children are expected to engage with learning every day, but there is a realistic view that the full day's learning may not be achievable for all every day. However, this is weighed against the need to continue with education and each end of year targets. Teaching staff will be mindful of this in conversations with parents about levels of engagement in home learning.

Pupils who are unwell are not expected to take part in remote working until they are well enough to do so.

Parents will follow the usual absence procedures in case their child is unwell. The school will monitor absence in line with the Attendance Policy.

In case of wide school closure due to Covid-19

Within the ever-changing circumstances we are currently living through, we must be prepared for local restrictions. If local restrictions apply, the school will implement provision for remote learning to ensure pupils never miss out on education. We will ensure that our curriculum is inclusive and accessible to all. This policy annex outlines

additional measures that will be implemented for delivering remote learning during the pandemic.

From 22 October 2020 to the end of 2020/2021 academic year, the headteacher, in collaboration with the governing board, will ensure the school follows the legal obligations regarding remote education, as outlined in The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction. This includes:

- Providing remote education to all pupils of compulsory school age.
- Providing remote education to pupils below compulsory school age who would usually be taught in a class with pupils of compulsory school age, e.g. Reception children.
- Providing remote education where it would be unlawful, or contrary to guidance issued from public authorities, for a pupil to travel to or attend the school.
- Having regard to government guidance issued regarding the delivery of remote education, e.g. the DfE's 'Guidance for full opening: schools'.

Contingency planning

The school will work closely with the LA to ensure the premises is COVID-secure, and will complete all necessary risk assessments.

The school will work closely with the local health protection team when local restrictions apply. The school will communicate its contingency plans for local restrictions with parents, including which pupils it will remain open to and which pupils will receive remote education.

If local restrictions are not applied, but a single class or 'bubble' needs to self-isolate, the school will immediately implement remote learning for that group as required (see page 5).

The level of remote learning provision required will be based on the government's four tiers of local restrictions. Where there are no local restrictions in place, these tiers will not apply. The school will remain fully open to all those not required to self-isolate.

Tier 1 local restrictions

The school will remain open if tier 1 restrictions are in place, and remote learning will not be provided at this time.

Tier 2 local restrictions

The school will remain open if tier 2 restrictions are in place, and remote learning will not be provided at this time.

Tier 3 local restrictions

The school will remain open if tier 3 restrictions are in place, and remote learning will not be provided at this time.

Tier 4 local restrictions

The school will limit on-site attendance to just vulnerable pupils. All other pupils will receive remote education.