

Remote Learning Policy

East Stour Primary School



Approved by:	Emma Law	Date: January 2022
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This remote learning policy has been written as guidance for all East Stour Primary School stakeholders during and following the COVID-19 Pandemic. It sets out the systems and technology that staff will use to keep the learning experience going for children, and details how they can be used effectively and safely, while allowing for the differing needs of families.

The staff remote learning leads are Emma Blackmore and Zana Fletcher. ICT support is available from Emma Francis and Martin Page. Any concerns, questions or feedback can be communicated through e-mail. If you are unable to access the internet or do not have enough devices or data then please get in touch as we may be able to help.

Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Ensure the quality of remote learning and in-school learning is equal to that which would be provided in school everyday in normal non-covid circumstances
- Set out expectations for all members of the school community with regards to remote learning



- Provide appropriate guidelines for safeguarding and data protection

Overview

Keeping regular learning provision going during times when pupils are not attending school, but are still well, is of great importance to reduce the impact on children's education. This may be due to isolation, shielding or for other reasons and throughout this we understand that everyone's circumstances at home will be different. Some families have one child to support while others have several. Some families have one device to share while others may have more – and some things may work differently on different devices. Some parents will have plenty of time to help their children learn, while others will be working from home and may have much less time and some children will be able to work more independently than others or need greater challenge.

Due to this we are providing a flexible approach to remote learning. We will offer a variety of daily learning activities across the curriculum in a variety of different formats, and ensure our monitoring of engagement and support to families is rigorous and consistent.

For all situations (*as outlined in Appendix A*), work will begin to be set from the first full day of absence and set daily. All work will be in accordance with what the child would be taught if in school- including the pitch and progression of the work. Work that does not rely on technology, will be available to be printed and collected from the school office (non-covid households) or posted if necessary, upon request. Textbooks will also be available for households upon request.

Remote Learning Provision

- SeeSaw and e-mails will be used to provide well-sequenced work so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject in line with what would have been taught in school- linked to our progression documents.
- There will be a minimum of 2 videos per day- 1 for English and Maths. The Oak Academy Trust and White Rose Maths Learning resources are two recommended sites that can be used to deliver high quality video teaching. Alternatively the teachers may choose to pre-record their own teaching. Every day the children will be able to interact with a teacher on screen to promote a sense of belonging.
- There will be at least one live session a day for both literacy and maths assessment, which will be timetabled and communicated. The timetabled sessions will be organised so that different year groups are at different times, enabling siblings to access these.
- This live session will be focused on formative assessment; the teacher will check how the SeeSaw activity has been completed prior to the meeting and the necessary support and feedback will be given. For example, challenges set, a small group live session follow up or tailored activities for specific learning.
- Videos will be high quality and engaging. This arrangement is to allow our pupils who may have limited access to devices to access the learning at a time of their choosing.
- Teachers may choose to record teaching in-school to support workload and wellbeing.
- In EYFS and KS1 there is 1 wellbeing catch up Live session a week for each class to foster the sense of belonging to their class for the children. We will use the G-meet Conferencing tool to do this. These are timed so that siblings are not required to be on a live session at the same time. A list of engaging live session ideas are shared by staff.



- In KS2 there are 1 wellbeing catch up live sessions a week (approximately 15 minutes long). This is in addition to the live formative assessment session each day. These sessions must take into account any other classes that are isolating and be at a different time to those class Live sessions.
- Teachers will provide a minimum of 4 activities a day: 1 x English, 1 x Maths and 2 x Other. These may link to the videos and/or termly topics as on the progression maps. The 2 'Other' activities should be a mixture of the foundation subjects across the week. Learning engagement time should add up to the below times.
- The government suggests KS1 will provide 3 hours of learning a day and KS2 4 hours. East Stour will match or, where appropriate, exceed this.
- Differentiation will be evident in online provision through: challenges set for higher ability; signposting to extension activities; tailored tasks or videos for individuals or small groups; and feedback including questions that support further progress. SeeSaw can be used to send appropriately pitched work to groups of children who are working below the year group expectations- children on the SEN register. Teaching assistants can support this.
- Parents and pupils can communicate with the teacher immediately and share work that the teacher can then use to gauge how well pupils are progressing through the curriculum.
- Teachers will then use questions and other suitable tasks to further learning and adjust the pace or difficulty of what is being taught in response to these. For example: revising material or simplifying explanations by providing a pre-recorded video of themselves teaching to ensure pupil's understanding.
- Teachers will respond to emails and SeeSaw every working day. We have planned for one teacher to be in school and one teacher to be working from home, when appropriate, who is available to support children remotely throughout the day. Teachers will use their professional judgement as to if the feedback required is a 'like' or if it requires a comment that will move learning forward. Every child that has submitted work will have feedback that furthers learning every day.
- Nursery will be providing a story each day, 2 x Maths activity per week such a number and shape- e.g. a shape/number hunt or links to youtube number songs, 3 x Language activity per week with video input e.g. story time, vocabulary or phase 1 phonics and a choice board with 3 activities per week for other areas of the curriculum.
- Reception will provide daily RWI sessions, 3 x Maths activities per week, a daily story and a choice board with 3 other activities per week.
- Topics from the whole school curriculum overview and year group maps, alongside subject progression maps should be used but should also be adapted to ensure that they are most effective for home learning. For example, adapting planning to ensure maximum benefit is achieved from online resources.

Online Resources being used to support Remote Learning

Times Table Rockstars, Purple Mash and SpellingShed are all available for our pupils to use at home. The Oak Academy is signposted and recommended online programmes shared at staff meetings. For example: Prodigy, Quest and I See Maths.

Supporting Families with Limited Access to Technology

The DfE have outlined that [laptops and tablets will be distributed directly to schools affected by a local coronavirus \(COVID-19\) outbreak](#). These will be available for disadvantaged pupils in years 3 to 11 and clinically extremely vulnerable children from all year groups unable to attend school. These devices will be owned by the school.

DfE is working in partnership with BT to offer free access to BT wifi hotspots for disadvantaged pupils. They are working with the major telecommunications companies to expand this offer and provide



access to free additional data to families who rely on a mobile internet connection while the response to coronavirus (COVID-19) requires pupils to learn from home and access social care services online. More information on [increasing internet access for vulnerable and disadvantaged children](#) is available.

For pupils who do not have suitable online access they will be provided printed resources if requested, such as textbooks and workbooks and worksheets.

Under the government's recently updated definition of a vulnerable person, pupils who do not have suitable access to technology may be able to attend school in-person following discussions with the school.

Supporting Families with vulnerable children, children with SEN or EHCPs

SEND pupils will be supported with tailored activities based on provision plan and EHCP outcomes and content shared with them- this will be supported by teaching assistants and directed and monitored by the SEN team. These interactions will be recorded and monitored by the SEN team/FLOs

- All children will be invited to class live learning sessions so that children can be assessed and moved forward in their learning and activities can be reviewed and tailored according to their stage and learning requirements
- The SEN team will continue to work with outside agencies (STLS, OT, SAL, EP) to provide remote support and assessment where appropriate
- Children with HNF will be supported remotely, with personalised learning and check-in support from their key worker/class TAs/HHs. These interactions will be recorded and monitored by the SEN team/FLOs
- EHCP children who are not attending school will be supported by their key worker and outside agencies with a personalised learning plan. Parents will receive a weekly phone call to support remote learning ideas. All EHCP children who are learning from home will have a full risk assessment. These interactions will be recorded and monitored by the SEN team/FLOs
- SEND children who are not engaged with work will be contacted by a FLO/teacher/SEN team to discuss how they can be supported. Oak National Academy provides specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Oak Academy's provision includes an expanded range of content for children with SEND
- Vulnerable children (identified by SLT, FLOs, SEN Team and PTLs) will have a weekly phone call or email check in - please check the vulnerable checking list shared by Jordan by google doc to see who is responsible for each child. If families are not signed up to SeeSaw, the class teacher will e-mail work that is possible to be e-mailed. These families will be contacted to support them with signing up to SeeSaw. If families are not engaging in the work on SeeSaw or e-mailed, they will be offered the support as below 'Supporting Children with Low Engagement'.

Supporting Children with Low Engagement

SeeSaw engagement is consistently monitored and children who are not engaging with SeeSaw at all are contacted by FLOs. Families are initially offered support such as guidance on how to login to SeeSaw, a device, additional data and regular phone calls. The family can be signposted to the weekly grid of activities uploaded onto the school website and can send photos in of any work. A work pack can also be created (See below). If engagement continues to be very low, children are offered remote or face to face tuition sessions where available in their year group with an academic learning mentor. If these are not attended, children may be offered a place in school.



Where children are engaging in SeeSaw but not to a good extent or producing work that is of poor quality, the class teacher will phone the family (if not already being contacted by a FLO) to check in with the family and offer support. Support could be: check in phone calls with a teaching assistant; personalised pre-recorded videos being sent to the child specifically designed to engage them with their learning; an offer to e-mail work and the family can e-mail back photos of any work being done; signposting to oak academy and online resources or signposting to the weekly generic grid of activities uploaded onto the school website each week.

Work Packs- A box is placed in the school reception area for any work packs for children not engaging in seesaw. If you have any work packs made up please make sure that they are in a wallet clearly marked with name (not full) and class and put a pencil in with the pack just in case. Once you have done this you can either contact the parent or ask the flo to contact them notifying the parent of where they may collect these packs.

Roles and responsibilities

Teachers

When providing remote learning, teachers must be available during their 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 providing remote learning, teachers are responsible for:

- Planning and setting a minimum 4 x activities sent daily by 9am (at least 1x Maths and 1x English) on SeeSaw that adds up to the appropriate times of learning. Work should be e-mailed to families who have requested it to be e-mailed. Workpacks can be made for collection from the school office area.
- Planning and delivering G Meet sessions.
- Ensure learning is pitched appropriately and in line with progression and curriculum maps.
- The teacher setting remote learning as required and specified in the expectations in the Remote provision above (x1 live feedback session a day and x1 live well-being opportunity a week)
- Communicating with your year partner teacher/s to ensure learning work lines up with work set remotely as much as is practically possible.
- If working in-school, setting up a G Meet teaching link for the adjacent class to use if wanted. Share planning and work with the adjacent in-school class staff.
- Communicating with staff in the year group to delegate tasks such as feedback on SeeSaw, preparation of videos/activities for small groups (e.g.RWI), contacting families who are not engaging and may require support. Please also arrange meetings as appropriate for supporting wellbeing.
- Communicating with families by telephone to offer support and ask for feedback. Share relevant information with FLOS or the SEND team.
- Providing feedback on work daily on SeeSaw and via email, during working hours.
- Attending virtual meetings with staff, parents and pupils.
- Raising any questions, concerns, suggestions or ideas with SLT.

Teaching assistants

When assisting with remote learning, teaching assistants must be available during their 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 are in school (critical worker children and vulnerable children) in very small groups using planning that is provided to them by the adjacent class teacher and setting up Gmeet links to the adjacent class teacher teaching if agreed. Covering Lunch and break where required.
- Ensure that your allocated child from the vulnerable list is receiving appropriate tailored activities and check that they are getting the weekly telephone call from yourself or the class teacher (check vulnerable checking list sent by Jordan by e-mail).
- When not in school, supporting pupils who aren't in school with learning remotely by asking the teacher who is working from home in your year group, how you can support- there are many ways. This may be preparing small group or individually tailored activities for identified pupils. It may be recording short video clips reading a story or demonstrating a skill, or RWI sessions. It may be assisting with feedback on SeeSaw. It may be telephoning specific families to offer support- with a withheld number. This will look different in every year group and is based upon a discussion with your year group teachers.
- Attending live sessions when requested by your class teacher
- Liaising with your 1:1 pupil family if you are a 1:1 member of staff
- Attending virtual meetings with teachers, parents and pupils when requested, in an appropriate location (e.g. avoid areas with background noise, nothing inappropriate in the background)
- Using any other working from home time appropriately to develop professionally, e.g. to attend online training
- RWI teachers may be asked to lead their RWI group through a pre-recorded or face to face RWI session

Phase Team Leaders

- Collaborating and organising with their phase staff members about the best way to provide remote learning and in-school support.
- Monitoring the provision of remote and in-school by gaining feedback from staff in their phase and adjusting provision and feeding back any concerns or suggestions to SLT
- Offering wellbeing support as appropriate- sharing concerns with SLT and arranging check-ins or support from Carol or an appropriate member of staff for supervision when required.
- Overseeing school rotas to ensure adequate numbers of trained staff are teaching both from school and supporting at home.

Family Liaison Officers

Alongside their usual role responsibilities, FLOs are responsible for:

- Contacting appropriate families to answer questions, offer clarification and discuss ways in which the school can support them.
- Identifying and assisting families in access to devices and work.
- Setting up a FLO timetable for in-school- one FLO to be on site every day.
- Liaising with Early Help, Social Services and external agencies.
- Supporting teaching and learning of small groups of vulnerable or critical worker children in-school.
- Ensuring in-school gate duty on the Nursery gate is covered.

The SEN Team

Alongside their usual SEN Team responsibilities, the SEN team are responsible for:

- Identifying vulnerable and SEND children and communicating these with SLT and FLOs.
- Delegating individual pupils to teaching assistants and teachers for specific numbers of phone calls per week and monitoring these.
- Completing and monitoring risk asse
- Delegating families to FLOs and setting up and monitoring contact with these families and the pupil engagement.



- Oversee the offering of places in school (via the FLOS) to the appropriate children and recording those who attend in-school on the registers.
- Attending relevant virtual meetings and assessments.
- Liaising with Early Help, Social Services and external agencies.
- Ensuring in-school gate duty on the EYFS gate is covered.

Subject leads

Alongside their teaching responsibilities, subject leads are 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
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school
- Coordinating the live session times across the school to ensure siblings can access at different times.
- Arranging an SLT rota for who is in school, also ensuring the Main gate duties are covered.
- Coordinating which staff are in-school and supporting remote learning
- Monitoring the effectiveness of remote learning –through regular meetings with teachers and subject leaders, reviewing work set on Seesaw and reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Respond appropriately to all concerns, suggestions and requests for clarification and support staff wellbeing by arranging check-ins and supervision where appropriate
- Ensure there is always a trained DSL on site and/or available

IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

Parents

We would expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff
- If borrowing a device they should be signed in and out and returned in the condition they were loaned out in
- Please see the parent home learning support letter sent out

Governing board

The governing board is 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

Who to contact

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

- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with family engagement – talk to the FLO
- Issues with IT – talk to Sam Newton or Martin Page
- Issues with their own workload or wellbeing – talk to your line manager
- Concerns about data protection – talk to the data protection team (Sally Saxby or Emma Law)
- Concerns about safeguarding – talk to the DSLs immediately

In all instances SLT is available for clarification, questions, concerns and support.

Data protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will use the secure Google Cloud service. Staff will access these using the school's devices, not personal equipment when possible.

Processing personal data

Staff members may need to collect and/or share personal data such as e-mail addresses or telephone numbers of households 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.

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

Safeguarding

With the increased use of digital technologies that comes with remote learning, safeguarding implications need careful consideration.

Communication will take place within school hours as much as possible (or hours agreed with the school to suit the needs of staff). Staff will use school email accounts and school devices over personal devices wherever possible. Teachers are advised not to share personal information. If staff are using live or pre-recorded videos of themselves teaching, [using video conferencing services securely](#) guidance will be followed to set this up safely. Make sure the background of your pre-recorded videos or G Meet meetings are appropriate. The teacher may arrange G Meet meetings with parents if it is deemed appropriate and



recorded with permission from the parents prior to the meeting- this will be checked with SLT before arranging. All phone calls must be from a withheld number.

Parents are advised to spend time speaking with their child(ren) about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. While we will be doing our best to ensure links shared are appropriate, there may be tailored advertising which displays differently in your household or other changes beyond our control.

Online safety concerns should still be reported to the school's designated Safeguarding leads as normal. Parents can do this or by emailing dsl@east-stour.kent.sch.uk The following websites offer useful support:

[UK Safer Internet Centre](#) - to report and remove harmful online content

[CEOP](#) - for advice on making a report about online abuse

In addition, the following sites are an excellent source of advice and information:

[Internet matters](#) - for support for parents and carers to keep their children safe online

[London Grid for Learning](#) - for support for parents and carers to keep their children safe online

[Net-aware](#) - for support for parents and careers from the NSPCC

[Parent info](#) - for support for parents and carers to keep their children safe online

[Thinkuknow](#) - for advice from the National Crime Agency to stay safe online

[UK Safer Internet Centre](#) - advice for parents and carers

If parents have any safeguarding concerns that need discussing, they can contact us on dsl@east-stour.kent.sch.uk and one of our Safeguarding Leads will get in touch. Staff should continue to be vigilant at this time and follow our usual online safety and safeguarding / child protection policies and procedures, contacting a safeguarding lead immediately when any concerns arise. For example, during a remote session. CPOMS should be used by staff to log any concerns that arise.

[Links with other policies](#)

Please see [Covid Home Learning Updated Protocol](#) for more information about what will take place in different circumstances.

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
- ICT and internet acceptable use policy
- Online safety policy



Use of Video Conferencing technologies (GMeet)

If whole classes are self isolating for significant periods of time, we are hopeful to arrange group meetings for children to connect and interact with their teacher and peers.

These meetings are not compulsory, so your child does not need to attend and we appreciate that not all families will be able to. If you would like to but are unable to due to technology restraints, please get in touch in case we can help.

The safety of both children and staff when using this technology is paramount and we will be following relevant advice from Google G Meet, the Children's Commissioner and the NSPCC.

In order to protect both children and staff, we require that if you wish to take advantage of these opportunities on Gmeet, you agree to the following:

- An appropriate adult must remain in the same room as the child during video or conference calls to monitor and ensure they are safe and using it appropriately.
- When joining any school meeting you will need to briefly need to be onscreen with your child so we know that they have an appropriate adult nearby. This will also give us a chance to talk with you if we need to.
- Children must take part in the meet up in a suitable communal environment (not a bedroom) and be appropriately dressed (uniform isn't necessary, but they should be fully dressed in clothing that covers top and bottom half of the body).
- All members of the household must be aware that the meeting is taking place and make sure they are also suitable dressed and use appropriate language and behaviour when nearby or in the background. You may feel a virtual background is an appropriate feature to turn on.
- You must make sure you and your child have 'logged off' the call correctly once it is finished - before turning off any devices.

Communication between staff and pupils / families must be through the authorised school systems above and not through email or personal social media accounts. It should follow the usual rules outlined in the Online Safety Policy and Acceptable Use Agreements.

- You and your child will not try to contact any staff using these online tools outside of the pre-arranged meet ups which will be arranged through SeeSaw. If you need to contact staff for any reason you will do so through SeeSaw or e-mail as normal.
- Screenshots, photos or recordings of Gmeet meetings must not be made and the links must not be shared with others.

We will ensure that:

- No staff member will contact you or your child using Gmeet outside of any pre-arranged meetings and if they do need to contact you they will arrange to do so with you using SeeSaw, e-mail or telephone.



- Teachers will ensure appropriate security settings are in place for the meeting. They will ensure that access is only granted to the expected registered users invited with a password or direct link. Screen sharing, file-sharing, annotation and chat will be restricted.
- Your Gmeet account must clearly identify you by name and renaming during the meeting will not be allowed. Participants' audio or video may be muted until appropriate and they may be removed from the room if rules are not being followed.
- In groups of more than one child, a teacher and one other staff member will be present throughout the video call to help safeguard all participants and monitor appropriate use.
- Teachers will stay in the meeting until everyone has 'logged off'.
- Teachers and any other adults on the call (or in the background) will use appropriate language / behaviour throughout the call.

For more information about 'Gmeet' and GDPR compliance please visit <https://support.google.com/a/answer/7582940?hl=en>

In order for any children to participate in Gmeet, a consent form will need to be completed.