

St Barnabas CE Primary School

Remote Learning Policy

October 2020



Our vision is to ignite curiosity and delight in learning so we are ready for an ever changing, challenging world. We will build each other up to be unique individuals in a diverse community - showing resilience and working positively together to make every day count.

Our core values of creativity, courage and compassion underpin our vision.

Legal framework

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

- Keeping Children Safe In Education (September 2020) ('KCSIE')
- Working Together to Safeguard Children (July 2018)
- NSPCC <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/online-abuse/>
- CEOP <https://www.ceop.police.uk/safety-centre/>
- <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
- 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)'
- DfE (2020) 'Remote education good practice'
- DfE (2020) The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction

This policy also takes into account the guidance offered by the City of York Council as part of the interagency safeguarding procedures set up by Local Safeguarding Children Boards

(From 22 October 2020 to 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'.

Links to school policies

- E-Safety Policy
- Acceptable Use Policy for Pupils
- Acceptable Use Policy for Staff and Volunteers
- Child Protection and Safeguarding Policy
- Staff Code of Conduct

Statement of Intent: Wellbeing & Pastoral Care

At St Barnabas CE Primary School, we are committed to safeguarding children and we expect everyone who works in our school to share this commitment and join us in creating a culture of vigilance.

This policy has been created to ensure that all our pupils are effectively safeguarded whilst they access online learning opportunities from their homes.

Safeguarding and child protection is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Our school is a community and all those directly connected, staff members, parents, families and pupils, have an essential role to play in making it safe and secure.

The school has a responsibility to maximise opportunity for the children to access learning at all times - a lack of technology should not be a barrier to any child.

It is the school's Senior Leadership Team's responsibility to provide on-going staff CPD to support remote learning.

Remote Teaching and Learning

The school will ensure staff and pupils follow the school's Online Safety Policy when working and learning remotely.

All pupils will have access to high-quality education when learning remotely.

The school will prioritise factors that have been found to increase the effectiveness of remote education. These include, but are not limited to:

- Ensuring pupils receive clear explanations.
- Supporting growth in confidence with new material through scaffolded practice.
- Application of new knowledge or skills
- Enabling pupils to receive feedback on how to progress.

The school will use a range of teaching methods to cater for all different learning styles, including:

- Teaching videos pre-recorded by the class teacher
- Teaching videos created by a recommended provider e.g. Oak Academy
- Online games and quizzes
- Online reading
- Paper based activities

Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.

When teaching pupils who are working remotely, teachers will:

- Set assignments so that pupils have meaningful and ambitious work each day.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.

Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.

The school recognises that certain subjects are more difficult to teach remotely, e.g. music, sciences and physical education. Teachers will provide effective substitutes for in-person teaching such as video demonstrations.

Pupils will be encouraged to take regular physical exercise to maintain fitness, and time will be allocated within the school week for pupils to focus on this.

Resources

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.

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 that the devices are set up to access remote education and 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.

The school will approach remote learning in a flexible manner where necessary, e.g. ensuring that lessons, live or otherwise, are recorded to accommodate contexts where pupils have to share a single device within the home.

Where live lessons are recorded, the school will ensure all recording procedures have due regard for the relevant data protection legislation, including the Data Protection Act 2018 and the General Data Protection Regulation.

Monitoring Progress

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 as soon as possible.

The school will log participation and pupil engagement with remote education, as well as motivation levels and progress, and this will be reported to parents via formal regular reports or, if there is a concern, individually via telephone.

Staff Responsibilities for remote teaching

Online platforms:

'Google' is the only permissible live platform for teaching online video-based lessons at St Barnabas CE Primary School.

In the instance of teaching staff delivering a lesson through 'Google', they will observe the following procedures:

- a) Each teacher must initiate the session and start recording before children join the session - a new G meet must be used for each separate session.
- b) Parents are made aware that the lessons are recorded and therefore need to give their written consent to the school generically once a year as part of the pack sent out by all schools for parental approval.
- c) When staff are hosting an online lesson, it must be set up with a school domain email address.
- d) Online classroom participants **must** consist of 2 or more pupils.
- e) Once a teacher has scheduled an online classroom, the teacher must only send the link to the parents' or school domain email account.
- f) When teaching in an online classroom, staff need to be business-like when giving lessons: presenting themselves as professionally as they would if they were giving a face-to-face lesson, in dress and in manner. Staff should remember that they need to observe their

usual high professional standards at all times.

- g) If delivering from home, the broadcast should only take place from an appropriate communal area of their house or area of work. E.g. living rooms, kitchens, home offices and gardens. They must not take place in bedrooms or bathrooms. Protocols must be agreed before the session, e.g. sitting down
- h) If delivering lessons from home, be aware of material that may be visible in the background. Avoid revealing any personal teacher information or other sensitive data.
- i) For the purpose of accountability and maintaining a safeguarding overview, each remote lesson will be recorded. Should any issues arise, the video can be reviewed.
- j) Recordings will be securely stored on a Google Drive accessible to the safeguarding personnel only.
- k) At the end of the retention period, the recordings will be deleted.

Communication

The school will maintain good communication with parents to ensure that parents are aided in supporting their child's remote education.

All lesson plans and work and communication are accessed through the agreed school platforms.

All electronic communication with parents and pupils must be through school accounts (e.g. CYC emails, Parent Mail, Class Dojo, Tapestry) and should be conducted in a professional manner and appropriate to the staff/pupil relationship. Individual communication should be focused on educational matters. Any concerns arising of a wellbeing / pastoral nature MUST be recorded on CPOMS.

Employees must not give out their personal mobile phone numbers or e-mail addresses to any parents or pupils or request and/or retain the personal phone numbers or e-mail addresses of pupils.

If it is essential for a member of staff to contact a parent using their personal phone (e.g. the member of staff needs to work at home), care should be taken to withhold the number by dialing 141 before the number.

ST BARNABAS CE PRIMARY SCHOOL REMOTE LEARNING OFFER.

'Remote Learning' refers to the provision of work, teacher support, assessment and feedback from teachers to pupils in the event that normal lessons are unable to be delivered 'face-to-face' as normal. Situations where this policy may apply include:

- Pupils unable to attend school due to a period of advised self-isolation but who otherwise remain well (**Individual Remote Learning**)

- An extended period of school closure for one or more bubbles (**A Period of School Closure**)

Individual Remote Learning

This section of this policy applies in situations where school remains open and working as normal but an individual pupil is unable to attend lessons but is otherwise well and able to work, e.g. a period of advised self-isolation or an absence that has been authorised by the school in advance.

Across the whole school, class teachers will coordinate the relevant material during their PPA time. The tasks will be shared with parents via Class Dojo or in the form of paper packs, provided at least on a weekly basis until the pupil is able to return to school. The paper packs will mirror (where possible) the teaching and learning activities happening in the class that week. Class teachers will endeavour to send out work the day after absence is reported. Whilst waiting for individual material, pupils should access general activities from our [Home Learning Links Document](#) on our school website (Home Learning)

A Period of School Closure

St Barnabas CE Primary School is committed to providing continuity of education for its students in the event of an extended school closure e.g closure of one or more 'bubbles'. While such situations are inevitably highly varied in their causes and ramifications, we will provide continued learning for our pupils during any period of closure.

The school reserves the right to vary the methods described below in the light of developing situations surrounding the reasons behind any closure.

EYFS

Teachers will plan remotely using Google Drive and add a weekly overview / topic web of activities, for all areas of learning, to Class Dojo every Monday morning. This will include:

- A short daily Phonics sessions
- Maths activities
- Stories read by staff

Parents will be encouraged to engage through Tapestry and add photos / feedback on their home learning. Staff will provide ongoing support for parents through Class Dojo and Tapestry.

Key Stage 1 and 2

- Teachers will plan remotely using Google Drive and Google Meet / Zoom.
- Remote learning work will usually be posted daily (although in some cases, material may be posted that covers several days learning). This will include a daily lesson in Reading, Writing, Maths and Topic consisting of teaching material and a follow up task. Tasks will include key

skills, with some form of differentiation and web links to support learning.

- Learning will follow the sequence planned for the term where at all possible. Topic may include a range of skills like: art, D&T, cooking, science, RE, etc.
- Each teacher will be responsible for planning and resourcing their own class.
- Where necessary, teachers may post a video (either embedded into a slide, on ClassDojo or recorded on Google Classroom) of themselves explaining concepts at a level that is appropriate for their class.
- Parents and carers will be asked to post children's work to their child's online portfolio on ClassDojo / G Drive or via direct Dojo message which teachers will respond to.
- Teachers will make it clear which tasks will be given individual feedback. This will be given usually 1-2 times per week although this may be more frequent if there is a need for intervention.
- ClassDojo will be used to contact parents, informing them that assignments have been posted in Google Classroom and to remind them when the work is due (usually the end of the week). Class Dojo messages will also be sent to help encourage children to complete the home learning tasks if necessary.
- If pupils do not have access to a device at home, paper packs of work will be printed at school (if lockdown rules allow) at the beginning of each week and made available for collection by parents or posted out.
- If a pupil is not actively engaging with the remote learning, the class teacher will contact the parent to offer advice and details around how to collect a paper pack if necessary.

SEND Pupils

- Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.
- Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.
- The SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs.
- Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

Expectations of Pupils and Parents

Assuming they are well enough to work, pupils are expected to:

- Complete all work set for them and submit work which is requested for feedback promptly
- Check ClassDojo / Google Classroom regularly and read and respond to communication from the school.
- Where families experience problems with IT systems, they should proactively inform the school.

Expectations of Staff

Assuming they are well enough to work, staff are expected to:

- Ensure that work is set and made available on ClassDojo or Google Classroom at the start of each day. The work should cover at least that day and sufficient resources made available to pupils via electronic means to allow them to carry out this work at home.
- Phase leaders are required to maintain oversight of the appropriateness and quality of the

- work set across their phase.
- To be familiar with the use of ClassDojo, Google Classroom and Google Meet, and to be available online through Meet / Zoom to liaise with other members of their phase / school team.
- To set, assess and return work to students promptly by electronic means.

SAFEGUARDING

- This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.
- The DSL / headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- The DSL will arrange for regular contact to be made with parents/carers of vulnerable pupils, prior to the period of remote learning. This will take place once per week as a minimum and a record of the contact will be stored securely on CPOMS
- The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- Parents / carers 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.
- Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

FOOD PROVISION

The school will signpost parents towards additional support for ensuring their children continue to receive the food they need, e.g. food banks, making applications for free school meals.

Where pupils receive free school meals, the school will liaise with the parent to arrange collection or delivery of food hampers. Vouchers may be provided to families by the school.

CONTINGENCY PLANNING

The school will work closely with the LA to ensure the premises is COVID-secure, and will complete all necessary risk assessments – results of the opening risk assessment will be published on the school's website.

The school will work closely with the local health protection team when local restrictions apply and implement the necessary provisions.

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.

The school will ensure that remote learning training is regularly refreshed for teachers, and that appropriate trouble-shooting support is available when needed, so the transition from in-person to remote teaching can be as seamless as possible if required.

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.

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 in line with this policy.

MONITORING AND REVIEW

This policy will be reviewed on an annual basis by the headteacher.

Any changes to this policy will be communicated to all members of staff and other stakeholders.

The next scheduled review date for this policy is October 2021