



CHINLEY PRIMARY SCHOOL

REMOTE LEARNING POLICY

INTRODUCTION

Chinley Primary School Schools understands 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 Department for Education (DfE) expectations regarding remote education, and other the key concerns associated with remote learning, such as teacher well-being and workload, online safety, data protection and safeguarding.

AIMS

We aim to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Maintain a healthy work life balance for all staff, carefully checking the impact of changes on the capacity of staff to do their jobs effectively
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- DFE requirements have been consulted and are reflected in this document
- Maintenance of high expectations and a broad, balanced curriculum
- Effective communication between school and families
- Ensure provision is in place so that all pupils have immediate access to high quality learning resources.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Protect pupils from the risks associated with using devices connected to the internet.
- 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.

DFE GUIDANCE ON REMOTE EDUCATION EXPECTATION

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that are linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that *some pupils*, (for example younger pupils and some pupils with SEND) may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum.



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CHINLEY PRIMARY AGREED EXPECTATIONS

We have been careful to acknowledge the range of situations in relation to remote learning and pupils being absent from school.

It is agreed by the DfE that it is particularly important to plan for a scenario in which the challenges of remote provision are greatest, for example, where large numbers of pupils are required to remain at home.

We also acknowledge the impact when a small number of pupils are at home, requiring access to remote learning, while their teacher is still teaching a class full-time in school. At Chinley Primary School we do not have spare teachers and teachers are with their class full-time. This means there is no additional capacity for teachers to additionally 'teach' pupils at home whilst they are teaching pupils in school.

During times of disruption the school day has additional pressures placed upon teachers' time due to additional administrative, lunch and break duties, cleaning and managing hygiene for their class bubble.

SOLUTION – OUR APPROACH

In agreement with all staff we have devised two strands for remote education:

- 1) **Always-On:** for individual pupils absent while the rest of their class bubble is in operation. This comprises of a comprehensive 'automated' offer reliant on high quality on-line learning activities utilising *White Rose Maths*, *Study Ladder*, *My Maths* and *Literacy Shed* amongst other programmes.

There will be a weekly timetable produced by staff which mirrors the objectives being taught in class and allows pupils to access it while absent. There will be limited teacher interaction, however the teacher will monitor completion and provide email communication each day.

- 2) **Remote Learning:** for whole class bubble closures. This comprises of a mixture of specific teacher input, online meetings, online activities, practical investigations and healthy activities communicated through a week long timetable of progressive learning. The remote learning offer will be aligned with the curriculum that would normally be taught in school.

As part of the remote learning offer the class teacher will be available to support learning through focussed online sessions; via two-way email discussion; through marking and feedback following the submission of pupil's work and through telephone discussions.

The key thing we have taken account is the changing nature of our situation and it is essential that we prepare for a desirable return to normality but also further disruption.

We have selected technology solutions wherever possible because they provide schools and pupils with an increased ability to communicate and learn. We understand this might not be everyone's preferred strategy but this style of solution should work for the vast majority of families and we will work to support families where issues exist.

We will not be 'live' streaming lessons

In discussions with staff it is acknowledged that Primary school classrooms are complex places and there are many elements of classroom life which are not appropriate for sharing; safeguarding, professional freedom and professional dignity are a few examples of where potential difficulties with live streaming of lessons may lie.



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We will continue to have an open-door policy for parents, enabling schools to gather feedback, through email and parental discussions, however having our teachers observed in a live environment, creating stress and additional complexity, is not something we are willing to subject our teachers to.

ROLES AND RESPONSIBILITIES

The Governing Body is responsible for:

- Ensuring that within this policy clear guidance and resources are in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that a business continuity plan is in place, where required.
- Evaluating the effectiveness of remote learning arrangements.

The headteacher is responsible for:

- Ensuring that this policy is communicated effectively to all stakeholders
- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Reviewing the effectiveness of this policy and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Providing regular check-ins with staff working remotely to check well-being (minimum once per week).
- Providing a weekly video message/ assembly to the school community.

The Designated Safeguarding Lead (DSL) is responsible for:

- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- 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.
- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working ensuring all safeguarding incidents are adequately recorded and reported.

The SENDCO is responsible for:

- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

Staff members are responsible for:



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- Adhering to this policy at all times during periods of remote learning.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
- Adhering to the Staff Code of Conduct at all times.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.

Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child accesses remote learning as intended.

Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Adhering to the Behavioural Policy at all times.

SAFEGUARDING

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 will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm).
- The DSL will arrange for regular contact to be made with vulnerable pupils, wherever possible, prior to the period of remote learning.
- Phone calls made to vulnerable pupils will be made using school phones or with 'hidden numbers' or through remote learning software.
- The DSL will arrange virtual meetings with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.
- All contact with vulnerable pupils will be recorded and stored with safeguarding records.
- The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- Staff will report any safeguarding incidents to the DSL and ask for guidance as appropriate.
- 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.
- 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.

ONLINE SAFETY

In conjunction with the school's Safeguarding Policy and Online Safety Policy.

The Governing Body is responsible for;

- That appropriate filtering is in place for devices in school (IT Just done)
- Staff receive online safety training at induction and appropriate refresher training thereafter.



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Headteachers are responsible for;

- Ensuring the school communicates to parents about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. settings are for children
- Ensuring written consent is gained from parents or guardians for children to be involved in online lessons.
- School sets out clearly when it is and isn't appropriate to contact children at home. (Lone working policy)

Staff are responsible for:

- Never using personal accounts for work activity, including communication via email.
- Communicating in groups wherever possible. The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to phone children at home. One-to-one meetings should be recorded or have a second adult present to listen.
- Wearing suitable clothing – this includes others in their household.
- Making sure, if recording videos, to film in a neutral area where nothing personal or inappropriate can be seen or heard in the background.
- Making sure any phone calls are made from a blocked number so teachers' personal contact details are not visible.
- Ensuring live classes are recorded, so that if any issues were to arise, the video can be reviewed
- Talking to children regularly about the benefits and risks of the online world and give them space to ask questions.

Parents are responsible for:

- Ensuring their child has a stable connection to avoid disruption to lessons, working with the school to resolve any issues
- Understanding that whilst the school will actively support families to resolve technical issues, 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.
- Ensuring that when undertaking a video communication session the child is situated in a suitable space within the home with an appropriate background and a supervising adult is close by.
- Reinforcing the importance of children staying safe online.
- Being aware of what their child/ren is/are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Not recording, storing, or distributing video material
- Setting age-appropriate parental controls on devices and internet filters to block malicious websites.
- Using school directed useful resources to help them keep their children safe online.

Pupils are responsible for:

- Using the necessary equipment and computer programs as intended.
- Maintaining the standard of behaviour expected in school.
- Using appropriate language – this includes others in their household.
- Always remaining aware that they are visible.
- Not recording, storing, or distributing video material.



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HEALTH AND SAFETY

In conjunction with the school's Health and Safety Policy.

- Headteachers will ensure that there are arrangements in place for monitoring incidents associated with remote learning.
- Staff are responsible for reporting any health and safety incidents and asking for guidance as appropriate.
- If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every two hours.
- Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.
- If any incidents or potential incidents occur in a pupil's home, they or their parents are required to report these to the school or other relevant member of staff immediately so that appropriate action can be taken.

Reviewed by Peter Lambert

Next review: July 2021

Agreed by Curriculum Committee: Minute number: