

St Mary Magdalene C of E Primary School
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Pupil Remote Learning Policy

April 2021

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Statement of intent

Our Vision and Aims: “Broadening horizons with love, laughter and learning.”

At St Mary Magdalene C of E Primary School we aspire to cultivate the gifts and talents of every child and equip them with the wisdom, knowledge and skills to live life in all its fullness: its joys and celebrations, its sorrows and struggles.

“For I know the plans I have for you, declares the Lord, plans for welfare and not for evil, to give you a future and a hope.” (Jeremiah 29:11)

At St Mary’s, we understand the need to continually deliver high quality education, including during periods of remote working. 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.

At St Mary’s the worth of each child impels us to work to fulfil their God-given potential therefore, through the implementation of this policy, we aim to address the key concerns associated with remote working, 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.
- Equip children to make sound judgements regarding their own and others’ safety
- Encourage critical thinking and questioning
- Develop children’s understanding of health and how to maintain a healthy lifestyle
- Ensure that children have the understanding required to become constructive members of society

- **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 UK General Data Protection Regulation (UK GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

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

- DfE (2019) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behavioural Policy
- Accessibility Policy
- Curriculum Policies
- Assessment Policy
- E-Safety Policy
- Health and Safety Policy
- Attendance Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- Data Breach Processes
- Parent Code of Conduct

- **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 staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis 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.
- Conducting reviews on a regular basis of the remote learning arrangements to ensure pupils' education does not suffer.

The health and safety officer is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- 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.

The DPO 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 UK GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the UK GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

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
- Ensuring all safeguarding incidents are adequately recorded and reported via CPOMS.

The SENCO is responsible for:

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- 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.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

The School Business Manager is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

The ICT Lead & IT technicians are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

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.
- 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.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- Adhering to the Staff Code of Conduct at all times.

Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times set out in paragraphs 9.1 and 9.2 of this policy, and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material during the times set out in paragraphs 9.1 and 9.2.
- Reporting any absence in line with the terms set out in paragraph 9.6.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times.

Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely at the times set out in paragraphs 9.1 and 9.2 of this policy, and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behavioural Policy at all times.

- **Resources**

Learning materials

For the purpose of providing remote learning, the school will make use of:

- Microsoft Teams or Zoom
- Educational websites

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning, i.e. through provision of workbooks.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible via remote learning, where practical – where this is not practical, the school will support pupils to catch up on these areas of the curriculum when they return to school.

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.

Any defects or issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.

Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

Teaching staff will oversee academic progression for the duration of the remote learning period and will provide feedback on work in line with section 7 of this policy.

The ICT technicians are not responsible for providing technical support for equipment that is not owned by the school.

Food provision

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

Where applicable, the school may provide the following provision for pupils who receive FSM:

- Making food hampers available for delivery or collection
- Providing vouchers, should the above no longer be possible

Costs and expenses

The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.

The school will not reimburse any costs for travel between pupils' homes and the school premises.

The school will not reimburse any costs for childcare.

If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

- **Online safety**

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

Where possible, all interactions will be textual and public.

All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

Pupils not using devices or software as intended will be disciplined in line with the Behavioural Policy.

The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

The school will consult with parents as soon as possible prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

The school will communicate to parents via their website and social media accounts 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. ensuring that their internet connection is secure.

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 Child Protection and Safeguarding Policy.

The DSL and 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 vulnerable pupils, prior to the period of remote learning.

Phone calls made to vulnerable pupils will be made using school phones where possible.

The DSL will arrange for regular contact with vulnerable pupils up to 3 times per week, with additional contact, including home visits, arranged where required.

All contact with vulnerable pupils will be recorded 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.

All home visits must:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on CPOMS so that the DSL has access to them.
- Actively involve the pupil(s).

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 contact the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely. This maybe through use of CPOMS.

All members of staff will report any safeguarding concerns to the DSL immediately via CPOMS and telephone.

- **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.

Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.

All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management 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 Breach Plan.

Any intentional breach of confidentiality will be dealt with in accordance with the school's Behavioural Policy or the Disciplinary Policy and Procedure.

- **Marking and feedback**

All schoolwork set through remote learning must be completed to the best of the pupil's ability and be the pupil's own work.

Feedback is available from staff via Class Dojo.

The school expects pupils and staff to maintain a good work ethic and a high quality of work during the period of remote learning.

Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via Class Dojo if their child is not completing their schoolwork or their standard of work has noticeably decreased.

As far as possible, 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.

As far as possible, teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

- **Health and safety**

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

Teaching staff, the IT Lead and ICT technicians 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 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 near-misses occur in a pupil's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

- **School day and absence**

Pupils will be present for remote learning by 9:00am and cease their remote learning at 3:10pm from Monday to Friday, with the exception of breaks and lunchtimes, as outlined in paragraph 9.2.

The school suggests that, during this period of remote learning, breaks and lunchtimes take place at the following times each day:

- Morning break will take place at 10:30am until 11.00am.
- Lunchtime will take place between 12:00pm and 1.00pm.
- Afternoon break will take place at 2:00pm until 2:30pm.

Pupils are not expected to do schoolwork during the times outlined in paragraph 9.2.

Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.

- **Communication**

The school will ensure adequate channels of communication are arranged in the event of an emergency.

The school will communicate with parents via letter and the school website about remote learning arrangements as soon as possible.

The headteacher will communicate with staff as soon as possible via email and Microsoft Teams about any remote learning arrangements.

The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

Members of staff will have contact with their line manager once per week.

Pupils can have contact with a members of teaching staff regularly each day via Microsoft Teams chat facility.

Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.

The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

The headteacher will review the effectiveness of communication on a regular basis and ensure measures are put in place to address gaps or weaknesses in communication.

Remote Education Provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

1.1 The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

1.1.1 What should my child expect from immediate remote education in the first day or two of pupils being sent home?

During the first day of remote education, you will be directed to our catch up programme: Destination September. This can be found here: <https://www.snmat.org.uk/destination-september/> Class teachers will send out the relevant starting point via Class Dojo.

1.1.2 Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

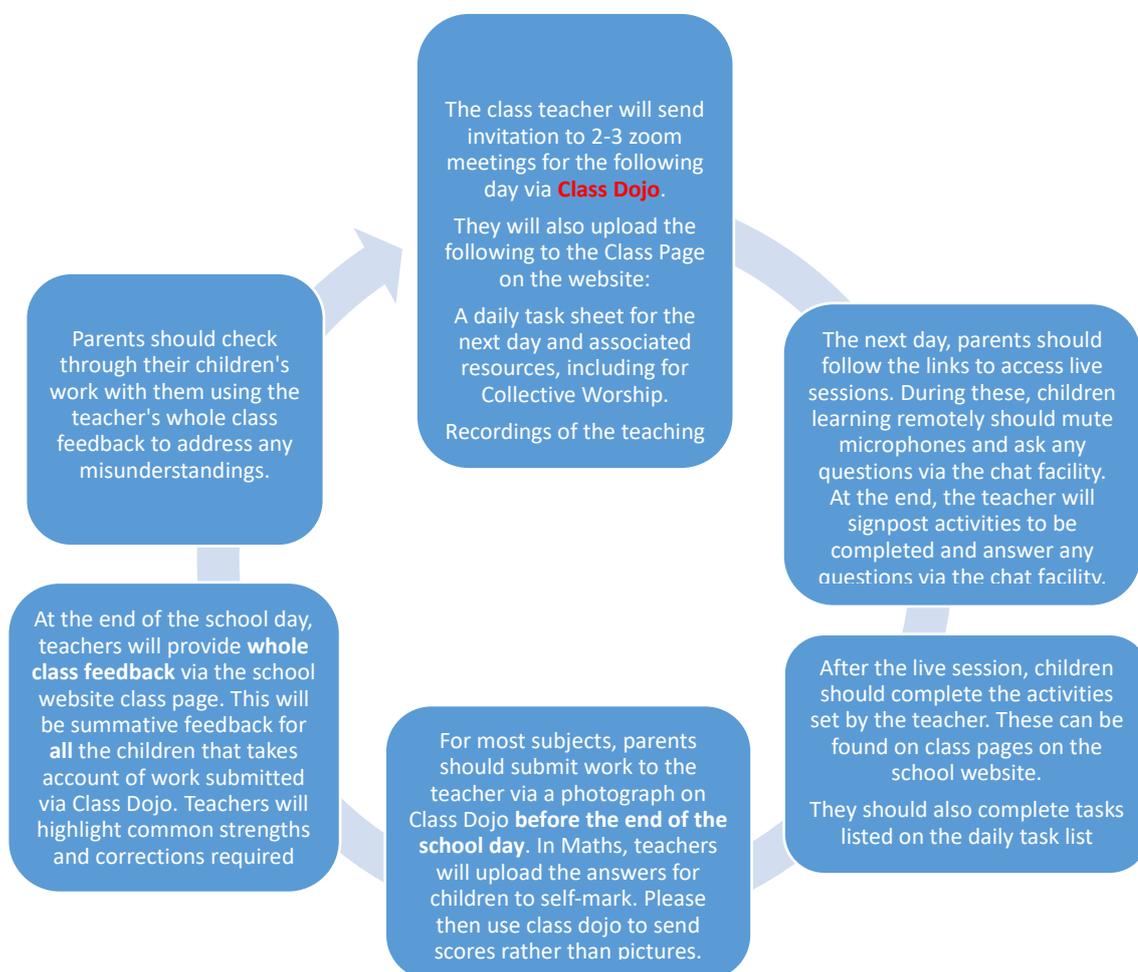
At St Mary's, we teach the same curriculum remotely as we would do if children were in school. We will make every effort to provide materials to support practical subjects such as DT. There are some occasions where adaptations may be required in some subjects such as PE, where team sports cannot be played at home, or are restricted under COVID regulations.

1.1.3 How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Reception and Key Stage 1	At least 3 hours each day
Key Stage 2	At least 4 hours each day

1.1.4 How will my child access any online remote education you are providing? What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?



1.1.5

1.1.6 If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- We ask that parents contact school immediately if their child is not able to access online remote education, or if they do not have sufficient devices.
- In this case, we will lend laptops and/or provide devices that enable an internet connection (for example, routers or dongles). Parents should contact us via telephone if this is the case.
- If necessary, the school will provide printed/physical materials which parents can pick up from Reception. If families are self-isolating, a member of staff can drop these off. Pupils can submit work to their teachers this way too.

1.1.7 How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- Children who are learning remotely online will be able to access live teaching inputs for core subjects. Between Monday and Thursday, this will usually be English, Maths and Reading; on Fridays this will usually be RE and Science. This will be facilitated using Zoom meetings which are password protected. The links are sent to parents privately using class dojo. Each class will also have a daily task list, uploaded to the class page on the school website, which details all activities for the day. This will contain work that must be completed, and optional extras. All resources will also be uploaded to the class page.
- If situations arise where staff fall ill and are unable to deliver live sessions, we will use high quality videos from appropriate alternative platforms such as White Rose, Oak Academy.

1.1.8 How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Even though school is closed, we still have a responsibility to ensure that all of our children are safe and well. The large majority of pupils and families will naturally check in with class teachers via Class Dojo and chat facilities as part of remote learning.
- However, as in the previous lockdown, we will continue with our tiered safeguarding monitoring system as below:

Tier 1	Pupils/families who are in regular contact with no safeguarding concerns
Tier 2	Pupils/families who we haven't heard from by 12pm on Thursday each week.
Tier 3	Pupils/families about whom our concerns are escalating, or with underlying health conditions
Tier 4	Pupils/families at moderate risk of harm/protective factors such as EHCP
Tier 5	Pupils/families who are most risk of harm or neglect

- The large majority of our children will sit within Tier 1. If we do not hear from families via phone calls, Dojo or other online platforms, then we will move them to Tier 2 and carry out a welfare telephone call on either Thursday afternoon or Friday morning of the same week.
- This doesn't mean that we are concerned that your child is being neglected, it is to check that you are all well and to see if there is anything we can do to help.
- We realise that if family members have become unwell, or have suffered bereavement, getting in touch with school may be the last thing on your mind. **If you receive a call from the school office, or a withheld number, we would ask that you answer this.**
- If we are unable to contact a family, a member of staff will carry out a home visit.

1.1.9 How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Daily live feedback within the input session
- Daily personal feedback
- Daily whole class feedback based on submissions of work via dojo that day
- Quizzes marked via PurpleMash
- Pre and Post assessments at the beginning and end of units
- Answers supplied for self-marking with pupils submitting their scores

1.1.10 How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Any children with an EHC will be automatically offered a place in school under the 'vulnerable' category.
- For children without an EHC, we will liaise with parents/carers regarding whether there is a need to offer a vulnerable place.
- For children with SEND, or underlying health conditions, who cannot access school, we will contact them personally at least weekly and set personalised work. This can be delivered remotely, or provided in paper form for parents to pick up.
- Pupils in Reception are offered live zoom sessions, including small group guided reading with their teacher. Work is tailored to ensure that it is age appropriate and support materials are provided for parents.

1.2 Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

- **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 April 2022.