



# Remote Education Policy

## **Our Vision**

We want Virginia Primary School to be a community of happy, confident, motivated lifelong learners.

We want our children to be successful citizens who value themselves and each other. Therefore, we are continually striving to ensure that we nurture, challenge and enable each and every one to be the very best they can be in all areas of school life.

## **Rights Respecting School**

We are a Right Respecting School and this policy supports the following articles from the United Nations on the Convention on the Rights of a Child:

- Article 17 - access to information from the media
- Article 19 - protection from violence, abuse and neglect
- Article 36 - protection from other forms of exploitation

**Policy Revised: January 2024**

**Renewal Frequency: Every 2 years**

**Due for next revision: January 2026**

Remote Education is a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.

## **Rationale**

To continue to provide an excellent standard of education for all pupils when they are learning at home. The plan ensures that there is alignment between face-to-face and remote education, so that, should pupils need to learn at home, they can transition smoothly back into the classroom having followed the same curriculum sequence as their in-school peers. This relationship between face-to-face and remote education will ensure that no child falls behind and will alleviate pressure on teachers due to changes in attendance.

## **Aims**

Remote education will be available immediately should pupils require it. We will provide:

- High quality remote education provision that is meaningful and aligns with the face-to-face delivery of the curriculum on site
- Resources that are high quality, simple and accessible - easy to create and use. They are the same as those used in face-to-face teaching where possible
- Feedback and assessment of learning takes place daily in some form. This could be a phone or video call, interaction on Google Classroom or a live lesson
- A tailored offer to meet pupils' additional needs including for younger pupils and those with SEND

## **Roles and Responsibilities**

### **Governors**

The governing board is responsible for:

- Monitoring the school's approach to remote learning provision to support high quality education
- Ensuring remote learning systems are appropriately secure, for protection and safeguarding reasons

### **Leadership Team**

The School Leadership Team is responsible for

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through meetings with teachers and subject leaders, reviewing work set and handed in by pupils and reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding
- Providing clear and explicit rules, boundaries and expectations for remote education across the school
- Keeping up to date with Government guidance and directives in this area
- Keeping Governors informed of developments, strategies and new safeguarding arrangements

### **Subject Leaders**

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to support remote learning
- Supporting teachers to make sure all work set is appropriate and consistent
- Monitoring the remote work set by teachers in their subject as advised by SLT

### **Teaching Staff**

When providing remote learning, teachers are responsible for:

- Providing appropriate and regular learning activities and feedback using agreed platforms and tools
- Setting expectations for pupil participation, completion and handing in of work
- Communicating with pupils/families within agreed timescales using systems provided by the school
- Monitoring attendance and participation of pupils in remote learning and reporting concerns to SLT
- Attending relevant virtual meetings with teachers, parents and pupils
- Ensuring any digital/online remote learning and feedback they deliver is safe, appropriate and professional, in line with the ICT Security Policy and Staff Agreement

## Teaching Support Staff

When assisting with remote learning, teaching assistants are responsible for:

- Supporting class teachers with providing remote learning and feedback to pupils
- Supporting pupils and families with issues around engagement and participation
- Delivering planned interventions with individual and groups of identified children
- Ensuring the online learning and feedback they deliver is safe, appropriate and professional, in line with the ICT Security Policy and Staff Agreement

## Pupils

Staff can expect pupils learning remotely to:

- Follow the rules laid out in the **Remote Learning Charter**
- Take full participation in planned live sessions.
- Complete and hand in work to the set deadline and let them know if they will not be able to do so
- Spend the appropriate amount of time engaging with remote learning materials and lessons
- Seek help if they need it, from family members, teachers or teaching assistants
- Alert teachers if they're not able to complete work

## Parents

Staff can expect parents with children learning remotely to:

- Complete the **Digital Learning Agreement** covering the use of school digital learning resources
- Complete a **School Device Loan Agreement** if using school devices at home
- Follow the usual school absence procedures if their child is unable to attend remote lessons
- Seek help from the school if they need it by contacting the school office

## Teaching and Learning Remotely

Pupils who are learning at home follow their normal timetable each day. This will be sent to pupils and/or parents as soon as the class teacher is aware that a pupil requires it. All resources will be accessible on the website, through Google Classroom or they will be emailed to parents.

## Curriculum

Remote education will closely follow the content and expected outcomes of the relevant curriculum frameworks and schemes of work for each year group where possible.

- Teachers and support staff will continue to follow the teaching and learning principles as described in the Teaching and Learning Policy to deliver high quality learning.
- Any external resources will be carefully evaluated to ensure high standards are being met.

## Approaches to Remote Education

Not all remote learning is digital or online, and the school acknowledges that a blended approach is the most flexible and receptive to varying pupil needs. Strategies may include:

### Non-Digital Approaches

- Phone calls with individual pupils and families
- Printed letters posted to pupils and families
- Printed lesson activities and learning resource packs sent home or collected from school
- Reading books (fiction and non-fiction) from the school library collection collected from school

### Online/Digital Approaches

- Live lessons taught using a video conferencing platform such as Google Meets/Google Classroom.
- Online learning using digital documents, quizzes, videos and online discussions
- Small group video meetings set up on an individual need basis
- Interactive online learning activities, games and quizzes specified by teaching staff
- Pupils may be given the opportunity to join live lessons. Teachers will need to invite pupils and/or parents as required.

## Feedback and Assessment

Feedback to pupils and parents will take various forms but we will follow our usual school marking and feedback policy wherever possible to ensure consistency for staff and pupils. Feedback may reference learning, engagement or attitude, and will be based on the school's Growth Mindset approach to learning. It may include:

- A verbal comment during a live lesson
- A private online comment on a piece of work submitted via Google Classroom
- General class or group feedback during a group video conference
- An emailed comment to a parent or carer
- A handwritten response to physical work submitted to school
- Verbal feedback during a phone conversation

The frequency of feedback will vary but in general the aim is to **feedback individually to each child** at least twice a week.

## Engagement, Participation and Well-being

Staff will carefully monitor each child's engagement and participation with Remote Learning and address any concerns as soon as possible. We will contact parents/carers if necessary, to try and understand and resolve any issues as soon as they emerge. Specialist ELSA staff trained in supporting pupils with emotional needs will provide targeted support for pupils and provide activities designed to help with pupil well-being.

Whilst a pupil is learning remotely, parents/carers have a key role in supporting their child access remote learning. This could be in the accessing and supervision of their child whilst using a digital device/online learning platform or the physical learning materials shared with them by the class teaching staff. If there are any issues, please share these with the class teacher as to rectify it effectively.

## Provision for SEND pupils and pupils with additional needs

Pupils identified with specific learning needs will be offered a tailor-made program of work based on any EHC Plan or other documentation regarding their educational needs and will be delivered remotely in a variety of ways, including

- live remote teaching in small groups,
- 1:1 video conferencing sessions with school staff and appropriate specialist staff
- lesson packs with printed materials, books and resources sent home
- online learning activities via the schools recommended digital learning platforms
- phone conversations with pupils and families

Feedback will be frequent and specific to each child's identified needs and will involve parents/career and any other agencies involved in the child's education.

## Delivering Digital Remote Education/Online Learning

### Digital Tools and Resources

- The school has developed the use of Google Education Suite and this supports staff with working remotely using cloud drives and tools.
- We are using **Google Meets** to deliver potential live lessons and intervention group lessons.
- We are using **Google Classroom** to deliver digital remote learning activities.
- We also use the **Purple Mash** suite of interactive online tools to support learning across the curriculum, with a focus on KS1. Purple Mash provides asynchronous communication and discussion tools used successfully across the school.
- The school subscribes to **Discovery Espresso**, an extensive digital content and activity library.
- The school subscribes to **Senso Cloud**, a filtering and monitoring service which proactively monitors school devices and indicates safeguarding concerns to the head teacher and safeguarding lead.

## **Ensuring access for pupils**

Access to digital learning devices, including tablets and Chromebooks will vary in our school community. Some families will have good broadband and modern devices available for pupils to use regularly. Some will have limited access to digital devices which may be shared, and limited internet access. Other families will have more challenging circumstances and have little or no access to digital technology suitable for learning. The school will work proactively with families, aiming for an equitable access to devices and internet access by:

- Collecting information on family's needs
- Lending school devices to pupils (subject to a strict Device Loan Agreement)

## **Keeping devices secure**

All staff members and pupils will take appropriate steps to ensure school 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.
- 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
- 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
- Keeping operating systems up to date – always install the latest updates

## **How we are providing appropriate and secure digital/online learning tools and systems for staff**

- Ensuring all platforms and online communication tools used to communicate with pupils are secure, appropriate and are part of a robust school managed system
- Liaising with technical support staff to ensure robust security for remote access to school network resources and online learning tools, including the secure management of staff and pupil accounts
- Being clear about learning objectives and pastoral support objectives for all online learning activities

## **Safeguarding**

The Safeguarding and Child Protection Policy has been updated to include issues around Remote Learning and is reviewed regularly to ensure all aspects of a changing situation are being monitored and responded to.

## **Data protection**

### **Accessing and processing personal data**

When accessing or processing personal data for remote learning purposes, all staff members will follow the school GDPR and Data policy and the ICT Security Policy and Staff Agreement.

Staff members may need to collect and/or share personal data (such as email addresses and phone numbers) 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.

The school will follow its data protection policy / privacy notice in terms of handling data. However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.



## Remote Classroom Charter

**This charter acts as a home school agreement about how we use video meetings and livestreamed lessons to support my learning at home**

**These principles keep me and others safe whilst in a video meeting and during livestreamed lessons online**

- ☐ I will keep any logins, meeting links and passwords private and only share them with my parents/carers
- ☐ I will try to get into a suitable area for working which doesn't have too many distractions or noise. This will help me (and other people taking part in the lesson) to concentrate on learning
- ☐ Everybody in my home will make sure only appropriate things can be seen or heard in the background when I am in the livestreamed lesson or video meeting
- ☐ I will tell my teacher or adult straight away if there is something on screen that makes me upset or feel uneasy or uncomfortable
- ☐ I understand that livestreamed lessons and video meetings will be recorded to safeguard me and my teachers.
- ☐ I will use Rights Respecting language when talking in the livestream lesson and also if I add any written comments or other work to the session
- ☐ I understand that the Remote Classroom Charter helps me to use Right's Respecting principles to conduct myself appropriately during online lessons or meetings, just like when I am learning at school

**To be part of a positive learning experience whilst online, I and my parents/carers agree use the above principles of the Remote Classroom Charter.**

**I understand that if the charter is not followed appropriately, I may be asked to leave the livestreaming lesson or video meeting.**



## Parent/Carer Digital Home Learning Agreement

<b>Name of Child</b>	<b>Class/Year</b>	<b>Date</b>
<b>Name of Parent/Carer</b>		

This document acts as a home school learning agreement about how my child uses online digital learning tools provided by the school to support their learning at home.

The online accounts the school provides my child to use are shown below

Account	Subject	Time Allocation

- > I agree to my child using digital devices at home to log in and access these resources
- > I understand that the username and password provided by the school are strictly for the use of the child named on this form ONLY and must not be shared with others
- > I agree to support the use of these digital resources at home by making sure that:
  - They are using a device that is appropriate for the activity
  - They have been given permission to use any device by the owner/parent/carers
  - They are spending the amount of time recommended by the school using the online resource
  - They are accessing the online resource in a location where they can be monitored by a responsible adult
  - They log off completely and close any active windows or screens when they have finished the activity
- > I agree to help my child to access the resources and log off safely if necessary
- > I agree to contact the school if there are any issues or problems with accessing or using the online resources
- > I understand that if I would like to find out more about the online resources my child is using, the school can offer support including:
  - Help sheets and guidance materials (links or printed)
  - Workshops and practical sessions with hands-on experience of the resources
  - Technical support with accessing the resources on family devices

<b>Signed: Pupil</b>		
<b>Signed: Parent</b>		
<b>Signed: Teacher</b>		