



# 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

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<b>Created on:</b>	December 2020	<b>Author:</b> Marion Reilly
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<b>Next review due by:</b>	Ongoing	<b>By:</b>

## Rationale

The DfE in response to the Covid-19 Pandemic introduced new legislation in the Coronavirus Act 2020. This act contains regulations for the closure of schools and the continuation of provision of education. Schools are expected to provide remote learning for pupils when schools are closed.

Our Remote Education Policy has been written by the school and aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Link together advice and guidance in a range of other relevant documents and policies

## Other related policies and documents

The policy forms part of a suite of policies covering teaching and learning both at school and elsewhere, and the safety and security of staff and pupils. These include:

- The latest Risk Assessment document
- Teaching and Learning Policy
- Data Protection and GDPR Policy
- ICT Security and Staff Acceptable Use Policy
- Safeguarding and Child Protection Policy
- Homework Policy

Several government acts, documents and policies have been consulted whilst writing this policy including:

- [Coronavirus Act 2020 – schools, childcare providers etc](#)
- [OFSTED \(2021\) What's Working Well in Remote Education](#)
- [DfE \(2021\) Restricting attendance during the national lockdown: schools](#)
- [DfE \(2020\) Remote Education Temporary Continuity Direction: Explanatory Note](#)
- [DfE \(2020\) 'Safeguarding and remote education during coronavirus \(COVID-19\)](#)
- [DfE \(2020\) Remote Education Good Practice](#)
- [DfE \(2020\) 'Adapting teaching practice for remote education'](#)

## Context and background

The Coronavirus Pandemic that began in March 2020 has given rise to a range of new and challenging working scenarios for schools, including complete school closure, partial opening for vulnerable pupils and the children of key workers and full opening with Covid-19 Safety measures in place.

It has also led to staff and pupils being unable to attend school for a range of pandemic-related reasons, including self-isolation after exposure to a Covid-19, waiting for a test/result after exhibiting symptoms etc. This unprecedented change in circumstances for schools and the communities they serve has led to the development of new ways to deliver high quality teaching and learning inside and outside the classroom.

## What is Remote Learning?

The DfE has the following to say about what 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.*

They further break down different types of Remote Education as shown below.

Term	Description	Examples
<b>Digital remote education (Online Learning)</b>	Delivered through digital technologies.	<i>Accessing lessons and resources via Google Classroom Watching a video linked from an online blog/webpage</i>
<b>Blended learning</b>	a mix of face-to-face and remote methods.	<i>Pupils accessing some in-school sessions and then following up at home on the phone or via email</i>
<b>Synchronous education</b>	live teaching	<i>A taught lesson broadcast live via Google Meets/zoom video A small group intervention taking place in school</i>
<b>Asynchronous education</b>	Learning material is prepared by the teacher and accessed by the pupil at a later date	<i>Using Google Classroom or Purple Mash to set activities that can be accessed when the pupil is able Sending home a Reading book with a printed list of activities for the pupil to carry out</i>

## 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
- Alerting teachers to resources they can use to teach their subject remotely

### 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 part in all live streamed lessons conducted via Google Meet/Zoom
- 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 term 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

### 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. We will continue to follow our Thematic Curriculum topics with some adjustments to specific activities and resources if necessary.

- 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.
- Potential gaps in coverage (due to staff absence, resourcing issues etc) will be noted and steps taken as soon as possible to ensure these gaps are covered.

### 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 and a fast-changing situation. 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 safely from school
- Reading books (fiction and non-fiction) from the school library collection collected safely from school

#### Online/Digital Approaches

- Live lessons taught using a video conferencing platform
- 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

### Expectations and Delivery

The amount and frequency of remote lessons will change according to the situation locally and nationally. Current (as of January 2021) DfE requirements state that KS1 pupils should receive **3 hours of core teaching each day**, and KS2 pupils **4 Hours of core teaching every day**

- Each class teacher will provide a detailed timetable for the day on the Class Blogs.
- Generally, each day will follow a similar pattern of learning to support routine building and continuity
- Details will be posted on the school website and communicated to parents and families
- Different scenarios will require different approaches, and these will be developed 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 be aimed at individual pupils, groups or whole classes. It 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 – eg artwork
- 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.

## Parent/carer supervision of remote learning

We understand that many parents/carers and families are dealing with challenging circumstances and obligations that may mean that there are difficulties in supporting pupils with remote education. We will support families as much as possible to ensure that the highest quality of education possible is delivered to our pupils remotely, whilst acknowledging that this will be necessarily different to their learning in school with teachers and support staff on hand and all the many advantages that learning in school brings.

## 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.

This provision might include a place at school if they are defined as ‘vulnerable’ where they will be taught by school staff in small groups, following the usual curriculum and planned interventions.

If the SEND pupil is unable to attend school then a program of carefully planned and timetabled activities 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 wherever it is possible to do so safely within the current lockdown restrictions.

Scenario	Expected Remote Learning Provision
<i>Lockdown with school closure for most pupils</i>	<ul style="list-style-type: none"> <li>• <b>English Lesson</b> – delivered live each morning via Google Meets. Introduction and follow up work available on Google Classroom – pupils should hand in by lunchtime. Activities may also be delivered using the Purple Mash platform</li> <li>• <b>Maths lesson</b> – delivered live each morning via Google Meets. Introduction and follow up work available on Google Classroom – pupils should hand in by lunchtime. Activities may also be delivered using the Purple Mash platform</li> <li>• <b>Topic/Science/PE</b> – activities and resources posted on the Class Blog daily – to be completed each afternoon and handed in in via email or Google Classroom</li> </ul> <p><b>Pupils with SEND:</b> Individual provision including small group live sessions</p>
<i>A child is absent as they or a member of their household is self-isolating. The rest of their school bubble are attending school</i>	<ul style="list-style-type: none"> <li>• Work following that being delivered to the rest of the class will be posted to Google Classroom and via the Class Blog.</li> <li>• Activities may also be set using Purple Mash</li> <li>• Regular contact via phone and email with class teacher and support staff</li> <li>• Joining live Maths and English sessions via Google Meets/Zoom</li> </ul>
<i>A child’s whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.</i>	<ul style="list-style-type: none"> <li>• <b>English Lesson</b> – delivered live each morning via Google Meets. Introduction and follow up work available on Google Classroom – pupils should hand in by lunchtime. Activities may also be delivered using the Purple Mash platform</li> <li>• <b>Maths lesson</b> – delivered live each morning via Google Meets. Introduction and follow up work available on Google Classroom – pupils should hand in by lunchtime. Activities may also be delivered using the Purple Mash platform</li> <li>• <b>Topic/Science/PE</b> – activities and resources posted on the Class Blog daily – to be completed each afternoon and handed in in via email or Google Classroom</li> </ul> <p><b>Pupils with SEND:</b> Individual provision including small group live sessions</p>
<i>My child’s teacher is having to self-isolate</i>	<b>Normal timetable will be followed. Curriculum provision will be delivered by school staff.</b>

## Delivering Digital Remote Education

### Digital Tools and Resources

- The school has developed the use of **Google Education Suite** over the previous academic year and this now supports staff with working remotely using cloud drives and tools.
- We are using **Google Meets** and **Zoom** to deliver daily synchronous/live lessons and intervention group lessons in all year groups
- We are using **Google Classroom** to deliver daily asynchronous digital remote learning activities in English, Maths, Science and Foundation subjects as part of topic work.
- 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 communicates with parents and families using the **Zoom** video Conferencing platform

### Class Home Learning Blogs

Each class has an online journal or blog on the school website that allows teaching staff to add sequential daily/weekly posts that are automatically dated and archived. Each post can contain a range of learning material, including:

- Written information, instructions or guidance
- Image, photos, diagrams and animations
- Embedded videos – either created in house or sourced from reputable sources
- Links to websites and other digital material
- Links to downloadable files and documents

### Ensuring access for pupils

Access to digital learning devices, including laptops, 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)
- Providing prepaid Internet access devices where necessary
- Accessing all possible avenues to acquiring new devices via Government schemes and grants

### Development of staff skills in delivering Digital Remote Learning

Schools are only just beginning to develop strategies and tools for digital/online remote learning. We will ensure staff receive training, INSET and 1:1 support from education consultants, in-house support and mentoring and online courses and workshops where appropriate.

### 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
- Ensuring staff and pupils know the difference between material that is public (eg on the school website), shared with school pupils (a class blog) and private between a pupil and their teachers (a 2Do comment)
- Providing staff with support and INSET where needed to develop the skills to provide Online learning
- Disseminating up to date information from Government and other organisations to staff
- Ensuring staff feel able to raise issues and concerns about new ways of working digitally with SLT

## Safeguarding

The Safeguarding 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.

## Risk Assessment

A comprehensive Risk Assessment has been carried out that considers all the factors involved in working at school and at home for staff and pupils. This Risk Assessment will be updated as circumstances change locally and national, taking into account government advice, guidelines and legislation where appropriate

## 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.

In particular, they will ensure that

- any devices logged in to school remote learning or cloud-based resources are supervised and logged off when not being used
- all pupil data and information stored on their personal devices (with permission from the school) is deleted as soon as it is no longer needed



## 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 in Year X 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>		