

# South Bank Multi Academy Trust

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## Pupil Remote Learning Policy

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## Introduction

### What Matters and What Works in Remote Learning

#### DfE Remote Learning Expectations

The DfE's thinking is outlined, through a review tool, on the link below. Individual schools have posted details of their own provision (as a school specific appendix to the MAT Remote Learning Policy) by 25<sup>th</sup> January.

[DFE Remote Education Framework](#)

Broadly, work should be the equivalent of 3 (in KS1) or 4 hours (in KS2) in Primary, to 4 hours in Secondaries, with explanations of new content, weekly check & feedback. They suggest avoiding over-reliance on 'long term projects' or internet research.

#### Summary of Recent Academic Research

Education Endowment Foundation – Rapid Evidence Assessment (April 2020)

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key
- Peer interactions can provide motivation & improve learning
- Supporting pupils to work independently can improve learning
- Different approaches to remote learning suit different content & pupils

Bubb and Jones – Learning from the Covid-19 home-schooling experience (September 2020)

*“Many pupils reported positive experiences with flexible school days when they organised their own daily routines, worked at their own pace and experienced independence. It will be interesting to explore how schools develop this in the future.”*

Tony McAleavy and Kristine Gorgen - What does the research suggest is best practice in pedagogy for remote teaching? (Education Development Trust Autumn 2020)

- There are no binaries, this not a matter of 'either/or' – rather, a blended approach skilfully directed by professionals
- Absolute importance of the virtual presence of the teacher through dialogue
- The essential existence of (OER) Open Education Resources (eg BBC, Oak Academy) – publicly available, free, adaptable without permission

Dorn, Probst, Sarakatsannis, and Panier – Lessons for effective remote and hybrid learning (Autumn 2020, commissioned by McKinsey & Company)

- No one size fits all
- Importance of not trying to 'ape' the school experience – specific designs for blended environments
- Relationships are the foundation of all education contexts that matter and work.

John Hattie - When Schools Are Closed: What Matters and What Does Not (Spring 2020)

- Optimising social interaction between peers and teachers
- Listen to student feedback carefully as you do not have the usual classroom cues to look out for
- Balance “precious knowledge with deep learning”
- Understand what it is to be a learner online

- Question how you can know your impact as an educator from afar
- Collaborate more with other teachers to share ideas, observations and tips

*“Engage with parents to realize we as educators have unique skills and expertise (and are happy to share them), and not get upset if students are not spending 5-6 hours every day in the belief that school at home is but a mirror of the typical school day.”*

### **Principles and Practice in the South Bank MAT**

- Learning and pupil Mental Well-Being will have equal priority in schools. They go hand in hand. Learning cannot happen if conditions for learning and mental well-being is correct.
- Remote learning should be blended. This means a variety of approaches should be used to support home learning: live, recorded, independent, flexible, creative, expository etc.
- Remote learning should be transparent. Teaching is a complex profession and this is a new genre of learning. We need to be patient, as not everyone will understand these complexities. We may need to explain and engage in this with quite a lot with patience.
- Response to learning by teachers will reflect school policy. It may be more complex and it may be need a new approach, but understanding pupils’ responses to teaching is essential to next steps and planning. This will often not, however, be in the form of traditional marking.
- Remote learning should reflect a school’s aims and values.
- Although a parallel teaching approach to coverage/moving learning forward (to that of those attending school) may be taken, this is not simply mirroring. The *best style for the best learning audience* approach will be taken.
- All pupils should be able to access learning. If disadvantaged pupils cannot access learning remotely, both technology and support will facilitate this, or they will be invited to attend school as vulnerable learners.

### **Advice to Parents**

- Try to avoid applying pre-Covid education practice benchmarks to the remote experience – they are not and never will be the same for a variety of reasons.
- Work with observable data – what do you know to be true from watching your daughter/son at work and discussing this with her/him?
- Use that information to engage in dialogue & inquiry with your child’s school about what this might mean and what further actions might make remote learning an even better experience.
- Avoid joining the debates on social media – research suggests that these add unnecessary and unhelpful pressure and anxiety to schools at a difficult time for everyone.
- Find out how this can work for you and your family. Harmony is important and difficult to achieve in challenging times.

### **Advice to Pupils**

- Talk. Talk to your parents, your friends, and your school. Communication is key.

- Try not to worry. This is different, we've never planned to learn this way, and can be hard for you, parents, and teachers. That's okay.
- Just try your best. If we all try our best, we'll make the best of doing things this way. Our best *is* good enough.

### **Statement of intent: Wellbeing & Pastoral Care**

At South Bank Multi Academy Trust, we understand 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 the key concerns associated with remote learning, 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.

At South Bank Multi Academy Trust we are committed to safeguarding children and young people and we expect everyone who works in our Trust 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.
- Adults in our schools take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them and be confident that they will be listened to and taken seriously. We will always act in the best interests of the child and we recognise the importance of maintaining an attitude of 'it could happen here'.
- We continue to take a whole school approach to safeguarding and child protection, so that awareness is raised within the entire school community. This policy defines a child as anyone under the age of 18 years and applies to all members of staff, including permanent, temporary and ancillary staff, Council Members, volunteers, contractors and external service or activity providers.
- We teach pupils about safeguarding, including online, through various teaching and learning opportunities, as part of a broad and balanced curriculum. Ofsted guidance seeks to ensure that children 'recognise when they are at risk and how to get help when they need it'.
- A secure and caring culture is essential in creating a safe learning environment for each child and we aim to create a caring, positive, safe and stimulating environment

that promotes the social, physical, emotional and moral development of the individual child. We recognise that all Schools and the Trust play a significant part in the prevention of harm to our pupils and that creating an overall ethos of protection with good lines of communication are essential and will further support those children who may have heightened vulnerability within our Trust such as SEN-D children, those suffering peer-on peer abuse and those vulnerable to radicalisation or exposed to extremist views.

- 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.
- Every Trust school has 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.
- Expectations that all children will participate in 'live', is to be balanced with opportunities to access recordings that better match parental employment (homeworking, for example) and wider family commitments.
- It is school SLT's responsibility to provide on-going staff CPD to support remote learning.
- We ensure that information and support is available to all our parents and carers so that they are confident in ensuring children are protected from any online exploitation or criminal activity.
- It is a continuous and rigorous process for every Trust School to be aware, open to and proactive in the identification of any early signs of abuse, harm or maltreatment of a child.

## 1. Legal Framework

1.1. 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 General Data Protection Regulation (GDPR)
- Data Protection Act 2018

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

- DfE (2020) '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'

1.3. This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- GDPR Information Governance Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behavioural Policy
- Accessibility Policy
- Marking and Feedback Policy
- Curriculum Policy
- Assessment Policy
- Online Safety Policy
- Health and Safety Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- GDPR Breach Reporting Policy
- Children Missing Education Policy

## 2. Roles and Responsibilities

2.1. The **Local 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.

2.2. The Headteacher/Head of School 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 informal reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.

2.3. 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.

2.4. The School Nominated Responsible Person is responsible for (South Bank Trust contract Veritau as DPO):

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

2.5. 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/leads/providers 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.

2.6. The **SENCO** is responsible for:

- Liaising with the ICT technicians/leads/providers 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.

2.7. The **SBM/Finance 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.

2.8. The **ICT Technicians/ Leads** 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.

2.9. **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 H&S officer.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician/ lead.
- Adhering to the Staff Code of Conduct at all times.

2.10. **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.

2.11. **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.

### 3. Resources

#### Learning Materials

- 3.1. The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:
- Work booklets
  - Email
  - Past and mock exam papers
  - Current online learning portals
  - Educational websites

- Reading tasks
  - Live webinars
  - Pre-recorded video or audio lessons
- 3.2. Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.
  - 3.3. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.
  - 3.4. Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.
  - 3.5. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
  - 3.6. The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.
  - 3.7. Where this is required, work packs will be made available for pupils who do not have access to a printer – where applicable, these packs can be collected from school.
  - 3.8. 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.
  - 3.9. The SENCO will arrange additional support for pupils with an EHCP which will be unique to the individual's needs, e.g. via weekly or fortnightly phone calls.
  - 3.10. Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
  - 3.11. 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.
  - 3.12. For pupils who cannot access digital devices at home, the school will, where possible, apply for Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.
  - 3.13. Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with [section 7](#) of this policy.
  - 3.14. The arrangements for any 'live' classes, e.g. webinars, will be communicated via email no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session.
  - 3.15. The ICT technicians/ leads are not responsible for providing technical support for equipment that is not owned by the school.

### **Food provision**

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

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

- Keeping the school canteen open during lunchtimes
- Making food hampers available for delivery or collection
- Providing vouchers to families

#### **Costs and Expenses**

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

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

3.20. The school will not reimburse any costs for childcare.

3.21. 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.

#### **4. Online Safety**

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

4.2. Where possible, all interactions will be through school agreed media.

4.3. 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 (identifiable 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.

4.4. 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.

- 4.5. The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO/ vulnerable pupil lead/ CP lead.
- 4.6. Pupils not using devices or software as intended will be disciplined in line with the Behavioural Policy.
- 4.7. 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.
- 4.8. The school will consult with parents prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.
- 4.9. 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.
- 4.10. The school will communicate to parents via letter/email 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.
- 4.11. During the period of remote learning, the school will maintain regular contact with parents to:
  - Reinforce the importance of children staying safe online.
  - Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
  - Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
  - Direct parents to useful resources to help them keep their children safe online.
- 4.12. 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.

## **5. Safeguarding**

- 5.1. This section of the policy will be enacted in conjunction with the Trust's Child Protection and Safeguarding Policy and the Covid-19 Child Protection and Safeguarding Addendum, which has been updated to include safeguarding procedures in relation to remote working.
- 5.2. 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.
- 5.3. The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

- 5.4. Phone calls made to vulnerable pupils will be made using school phones where possible.
- 5.5. The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.
- 5.6. All contact with vulnerable pupils will be recorded on CPOMS or paper and suitably stored in line with policy.
- 5.7. The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- 5.8. 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 or paper and the records stored so that the DSL has access to them.
  - Actively involve the pupil.
- 5.9. 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.
- 5.10. The DSL will meet (in person or remotely) with the relevant members of staff periodically to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- 5.11. All members of staff will report any safeguarding concerns to the DSL immediately.
- 5.12. 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.

## **6. Data Protection**

- 6.1. This section of the policy will be enacted in conjunction with the Trust's GDPR Information Governance Policy.
- 6.2. 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.
- 6.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- 6.4. 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.
- 6.5. Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.
- 6.6. All contact details will be stored in line with the Data Protection Policy and retained in line with the Trust's Document Retention Policy.



- 6.7. The school will not permit paper copies of contact details to be taken off the school premises.
- 6.8. Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- 6.9. Any breach of confidentiality will be dealt with in accordance with the Trust's Breach Reporting Policy.
- 6.10. Any intentional breach of confidentiality will be dealt with in accordance with the school's Behavioural Policy or the Disciplinary Policy and Procedure.

## **7. Marking and Feedback**

- 7.1. The aim is that schoolwork completed through remote learning will be:
  - Finished when returned to the relevant member of teaching staff.
  - Returned on or before the deadline set by the relevant member of teaching staff.
  - Completed to the best of the pupil's ability.
  - The pupil's own work.
  - Marked in line with the Marking and Feedback Policy.
  - Returned to the pupil, once marked, by an agreed date.
- 7.2. The school expects pupils and staff to maintain a good work ethic during the period of remote learning.
- 7.3. Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- 7.4. 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.
- 7.5. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.
- 7.6. The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

## **8. Health and Safety**

- 8.1. This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.
- 8.2. Teaching staff and ICT technicians/ leads will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.
- 8.3. If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every two hours.



- 8.4. 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.
- 8.5. 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.

## **9. School Day and Absence**

- 9.1. Pupils will be present for remote learning, and this will be outlined by a school specific plan for remote learning. There is an understanding that a school understands best the needs of its community, and a flexibility for parents who are working from home AND home-schooling must be built into expectations.
- 9.2. Pupils are not expected to do schoolwork during the specific times however, if 'live' teaching is used, a timetable will be provided for parents.
- 9.3. 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.
- 9.4. Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.
- 9.5. Parents will inform their school/child's teacher/school admin if their child is unwell.

## **10. Communication**

- 10.1. The school will ensure adequate channels of communication are arranged in the event of an emergency.
- 10.2. The school will communicate with parents via letter/ email and the school website about remote learning arrangements as soon as possible.
- 10.3. The Headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.
- 10.4. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls (from staff) during their agreed working hours.
- 10.5. 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. As much as possible, all communication with pupils and their parents will take place within the school hours.
- 10.6. Members of staff will have contact with their line manager once per week.
- 10.7. Pupils will have verbal contact with a member of teaching/support staff at least once per fortnight via phone call.
- 10.8. Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- 10.9. 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.

- 10.10. The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.
- 10.11. The Headteacher will review the effectiveness of communication on a periodic basis and ensure measures are put in place to address gaps or weaknesses in communication.

## **11. Monitoring and Review**

- 11.1. This policy will be reviewed on an annual basis by the Headteacher.
- 11.2. Any changes to this policy will be communicated to all members of staff and other stakeholders.
- 11.3. The next scheduled review date for this policy is September 2021.

## **Appendix 1:**

### **Example Primary and Nursery Academy 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 (**A Period of School Closure**)

This may be applicable to:

- An individual
- A part cohort
- An entire phase/group/bubble
- A whole school

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### **Individual Remote Learning**

This section of this policy applies in situations where school remains open and working as normal, but an individual student is unable to attend lessons as normal, 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 PPA and liaise where applicable with Specialist Teachers. These tasks will be shared with parents in the form of email or paper packs, provided on a weekly basis until the student is able to return to school. The paper packs will mirror (where possible) the teaching and learning activities happening in the team that week.

(If hard copies, consider quarantine for 72 hours and pick up areas and times that put no one in danger).

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### **A Period of School Closure**

Example Primary and Nursery Academy is committed to providing continuity of education for its students in the event of an extended school closure. While such situations are inevitably highly varied in their causes and ramifications, we will endeavor to provide continued learning for our students during any period of closure.

### **(a) Short-Term Closure**

For a short-term closure (up to ten working days) class teachers will coordinate the relevant material and liaise, where applicable, with Phase Leader remotely via Google drive. Paper packs will be emailed to school (if required) where they can be printed and made available for collection by parents. Email of work, however, will be the preferred method of work exchange.

### **(b) Longer-Term Closure**

In the event that the school / bubble / phase is closed for longer than 10 working days, we will move to a model by which the four phases in school will set work for their bubble / year group using Tapestry, and Google Classroom.

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

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## **Remote Learning Plan:**

### **EYFS**

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

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

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

### **Key Stage 1**

Teachers will plan remotely using Google drive and Google meet. A weekly timetable of home learning tasks will be posted every Monday morning at 8:30am. All subjects will be covered through daily posts by all teachers in the phase (around 4 posts a day on each team's page). Printable documents will be posted on google classroom alongside screen shots of the work for people who may not have a printer at home. At the end of each week (if lockdown rules allow) all work from classroom can be printed in school to create a paper pack for both year groups which can be collected from school by parents/carers. Teachers will continue the teaching sequence/topic they were covering in school. Options for the tasks will be given with advice/tips for parents around ability. Teachers will also post short

teaching input videos for tasks that may require this as well as sharing a story weekly on classroom.

Y1: Phonics Daily

Writing - Fine motor skills and pencil control activities

Maths - Links to number blocks (NECTM)

Theme, PE, Art, Science, Computing, Music, Storytime and Family Fun Tasks X1 a week

Y2: Phonics - Daily, Spellings weekly.

Maths - X3 sessions a week + 1 basic skills session

Writing - X2 sessions a week + 1 SPaG

Theme, PE, Art, Science, Computing, Music, Storytime and Family Fun Tasks X1 a week

Parents and carers will be asked to post children's work to their child's on google classroom or via direct message which teachers will respond to.

If a family is not actively engaging with dojo the class teacher will contact them, by telephone, to offer advice and details around how to collect a paper pack - weekly.

## **Key Stage 2**

Chromebooks will be made available to loan to an Upper Key Stage 2 (y5/6) class or bubble closed down for more than 10 working days.

Teachers will plan remotely using Google drive and Google meet. Each day will begin with a remote check-in on Google Classroom (before 9:30am). Reading, Writing, Maths and Topic slides will be posted on Monday and due in on Friday. These slides will include a daily task lasting 15-20 minutes. 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. Topic may include a range of skills like: art, D&T, cooking, science, RE, etc. Each teacher in the phase will be responsible for planning and resourcing a subject area. Class teachers should still check this through and make sure it is appropriate for their own class. Where necessary, teachers may post a video (either embedded into a slide or classroom) of themselves explaining concepts at a level that is appropriate for their class. When work is handed in, teachers will respond with comment for effort. Teachers may choose to respond to work during the week, especially if they can see that there is a need for intervention.

Google Classroom will be used to contact parents, informing them that assignments have been posted in and to remind them the work is due on Fridays.

Learning tasks will be printed (weekly) in school if required to create a paper pack that can be collected from school by parents/carers on a Monday.

If a family is not actively engaging with Google Classroom the class teacher will contact by telephone to offer advice and details around how to collect a paper pack.

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**Expectations of Students - Could this come in the form of a home school agreement? Expectations of parents?**

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

- Complete all work set for them and submitting work which is requested for feedback promptly
  - Check Google Classroom regularly and read and respond to communication from the school.
  - Ensure that their school Chromebook is at home with them and is fully charged at the start of each day. Where students experience problems with IT systems they should proactively inform the school admin team.
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**Expectations of Staff**

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

- Ensure that work is set and made available on Google Classroom at the start of each week to cover the calendar week ahead, and that sufficient resources are made available to students via electronic means to allow them to carry out this work at home.
  - Phase leaders are responsible for the setting (or delegation) of tasks from Nursery to Y6. Additionally, 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 Google Classroom and Google Meet, and to be available online through Meet to liaise with other members of their phase / school team.
  - To set, assess and return work to students promptly by electronic means.
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**Any online contact between students and staff must only take place through official school channels, which are:**

xxx@school.southbank.academy email address only. No personal email addresses must be used by either staff or pupils.

Are there time limits set for when the staff will check Google Classroom? No replies after

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Google Classroom.

Any live contact between students and staff must only take place through official school channels. This includes emails from students to teachers, which should only be sent from students email address xxx@school.southbank.academy

**Contact between students and staff through personal telephones or personal email accounts, or any other third-party messaging software or video conferencing software (e.g. WhatsApp, Skype etc.), is strictly prohibited.**

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**Staff Illness.**

When staff are unwell during a period of school closure, they should follow the usual absence procedure and contact the school via a telephone call, before 7am. If they are able to set work for any lessons that require it then they should do so, otherwise responsibility for work falls to the phase leader or designated delegated colleague.

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**Safeguarding**

During any period of school closure, the “Safeguarding and Child Protection” Policy still applies.