

Policy and Procedures for Remote Learning at Ravenbank Primary School

RATIFYING COMMITTEE	Education Standards and Achievements
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ACCOUNTABLE LEAD / POLICY AUTHOR: Deputy Headteacher / ICT Lead

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as consistency in approach, online safety, access to high quality educational resources, data protection, and safeguarding.

The aims and objectives of the policy are:

- Ensure consistency in approach to remote learning for children who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- 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.
- Provide appropriate guidelines for data protection.
- 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.

The development of this policy has involved due regard to the requirements of the Equality Act 2010.

1. Executive Summary

At Ravenbank, we understand the need to continually deliver high quality education, including during periods of remote working – 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 working, such as online safety, access to educational resources, data protection, and safeguarding.

The policy applies to all pupils and has specific implications for:

- The Full Governing Body (FGB)
- The Education Standards and Achievement Committee (ESA)
- The Headteacher
- The SENDCO (SENDCO)
- All staff members
- Parents
- Pupils

Staff should ensure that they are familiar with the Remote Learning Policy and that they understand and use it.

Compliance with the Policy will be monitored by regular reports to the Education Standards and Achievement Committee and the Full Governing Body.

1.2 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 General Data Protection Regulation (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 (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'

This policy operates in conjunction with the following school information:

- Safeguarding and Child Protection Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy
- Accessibility Plan
- Marking and Feedback Policy
- Curriculum Overview
- Assessment Policy
- eSafety Policy
- Health and Safety Policy
- ICT Acceptable Use Agreement (in eSafety Policy)
- Staff Code of Conduct

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3.1 Rationale:

Within the ever-changing circumstances we are currently living through, we must be prepared for local lockdowns. In the event of a local lockdown, the school will implement provision for remote learning to ensure pupils never miss out on education. We will ensure that our curriculum is inclusive and accessible to all. This policy Appendix A, outlines how we will deliver remote education during the pandemic.

3.2 Scope:

This policy applies to all pupils and has specific implications for:

- The Full Governing Body (FGB)
- The Education Standards and Achievement Committee (ESA)
- The Headteacher
- The Designated Safeguarding Lead (DSL)
- Information and Communications Technology Lead (ICT)
- The Special Educational Needs and Disabilities Co-ordinator (SENDCO)
- All staff members
- Parents
- Pupils

3.3 Principles:

Ravenbank will always strive to be creative, innovative and supportive with our parents/children in the best way possible to make learning purposeful. Our strategy for remote learning continues this. We aim to:

- To ensure consistency in the approach to remote learning for all pupils (inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos where appropriate
- To provide clear expectations to members of the school community with regards to the delivery of high quality remote learning
- To include continuous delivery of the school curriculum, as well as supporting motivation, enthusiasm, health and well-being
- To have continued educational support for parents and training for staff (e.g. CPD, Teacher/Parent Zoom meetings)
- To fully support effective communication between the school and families
- To fully support participation in all work tasks and activities

Legal framework

This policy has due regard to all relevant legislation, statutory and good practice guidance including, but not limited to, the following:

- **DfE (2020) 'Safeguarding and remote education during coronavirus (COVID- 19)'**
- **DfE (2020) 'Adapting teaching practice for remote education'**
- **DfE (2020) 'Guidance for full opening: schools'**
- **DfE (2020) 'Get help with technology during coronavirus (COVID-19)'**
- **DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'**
- **DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'**

Contingency planning

The school works closely with the LA to ensure the premises are 'COVID-secure', and have completed all necessary risk assessments – results of the risk assessment are published on the school's website. The school will work closely with the local health protection team when entering into a local lockdown and implement the provisions set within their contingency plan. The school will communicate its plan for a local lockdown with parents, including whether it will remain open to vulnerable pupils and children of critical workers, or if remote working will be applicable for all. If there **is not** a local lockdown, but a single class or 'bubble' needs to self-isolate, the school will immediately implement remote learning for that group. (Please refer to Appendix A for further clarification on the stages of implementing remote learning)

4. Policy Standards:

4.1 Learning materials

The school will utilise 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:

- DB Primary
- Daily registration zoom meetings (9am)
- Work booklets
- Email
- Educational websites
- Reading tasks
- Live zoom meetings
- Pre-recorded external video or audio lessons

Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.

The school will help to prepare children and families for potential implementation of the Remote Learning Policy through regular communication and updates.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning and wherever possible, 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. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.

The school will review the resources pupils have access to and wherever possible, 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. Teaching staff will liaise with the SENDCo and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period. The SENDCo will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls/emails, video calls.

Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff and 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 / ipad.

For pupils who cannot access digital devices at home, the school will, where possible, provide a device. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

The arrangements for any 'live' classes, e.g. Zoom, will be communicated via school email no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session.

Teaching and learning

All pupils will have access to high-quality education when remote working (a graduated response can be found in Appendix A). The school will use a range of teaching methods to cater for all different learning styles, this includes (this is not an exhaustive list):

- DB Primary online platform
- Zoom meetings
- White Rose Maths
- Oak Academy (where applicable)
- Online materials

Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

When teaching pupils who are working remotely, teachers will:

- Log on to DB Primary by 9.00am each day (when whole class bubbles / whole school are in lockdown).
- Produce daily timetables so that pupils have meaningful and ambitious work each day.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked and acknowledged. (small group zoom sessions held each week)
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including some contact with teachers.
- Check staff emails regularly for updates.
- Check DB Primary emails regularly for updates.

4.2 Online safety

Where possible, all interactions will be textual and public.

All staff and pupils using video communication must:

- Wear suitable clothing – this includes others in their household.
- 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 or any digital content 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.

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 Leadership Team, in collaboration with the SENDCo.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy and parents will be contacted.

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 utilise DB Primary as the main platform for communicating with pupils and setting work. DB Primary has many built in features which will help to protect the safety of pupils.

The school will share this policy with parents at the start of the academic year to share 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.

During the period of remote learning, and through computing lessons whilst in school, the school will maintain 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.

4.3 Safeguarding

The Leadership Team 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 Leadership Team 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.

All pupils will be provided with a means of contacting their class teacher, or any other relevant member of staff through DB Primary.

All members of staff will report any safeguarding concerns to the DSL immediately.

Pupils and their parents will be encouraged to contact their class teacher 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.

4.4 Data protection

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.

Staff/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 Protection Policy. Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedure as per the Staff Code of Conduct.

4.5 Marking and feedback

All schoolwork completed through remote learning must be:

- Finished and 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
- DB Primary assessment features will be used during the period of remote learning eg. traffic light assessment / smiley face assessment

The school expects pupils and staff to maintain a good work ethic during the period of remote learning. Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents

via phone call/email if their child is not completing their schoolwork or their standard of work has noticeably decreased.

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/deputy as soon as possible.

Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENDCO as soon as possible. Teachers and staff will monitor the engagement levels of all pupils and if necessary make contact with parents / carers if engagement levels are not adequate. This will also be reported to the headteacher.

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.

4.6 School day and absence

Pupils will be present for remote learning, to complete all activities, between 9:00am and 3:00pm from Monday to Friday, with the exception of breaks and lunchtimes. If all activities are complete, children can log off.

Breaks and lunchtimes will take place at suitable times throughout the day as family circumstances can differ within each household. Pupils with SEND or additional medical conditions may require more regular breaks, e.g. sensory breaks. This can be monitored by parents.

Pupils who are unwell are not expected to be present for remote working until they are well enough to do so. Parents will inform their child's teacher no later than 8:30am if their child is unwell via the school office. The school will monitor absence and lateness in line with the Attendance Policy.

4.7 Communication

The school will communicate with parents via school email and the school website about remote learning arrangements as soon as possible. The headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.

Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

As much as possible, all communication with pupils and their parents will take place within the school hours. Pupils will have verbal contact with a member of teaching staff at least once per week via group Zoom meetings which will be written into their timetable.

Parents or pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed and any Issues with remote learning or data protection will be communicated to the class teacher. The class teacher will keep parents and pupils informed of any changes to the remote learning.

4.8 Staff Absence

If a member of staff is absent due to COVID related symptoms, another member of staff will cover their lessons. If a member of staff is absent during a bubble or school closure and is unable to lead sessions, their partner teacher and/or teaching assistant will ensure the remote learning policy is adhered to.

In the event of limited staff members being able to fulfil the home learning expectations, a reduced timetable will be signposted for all parents/carers.

5. Definitions

- DSL - Designated Safeguarding Lead
- SEN - Special Educational Need
- SENCO- Special Educational Needs Coordinator
- FGB- Full Governing Body
- LA - Local Authority
- WBC - Warrington Borough Council

7. Duties

7.1 The Governors are responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- 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.

7.2 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 a regular 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.

6.3 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.

6.4 The Data Protection Officer 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 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.

6.5 The DSL Lead is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- 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.

6.6 The SENCO is responsible for:

- 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.
- 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.

6.7 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.

6.8 The ICT 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.
- Working with staff to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

6.9 Teaching Staff are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Being available between 9am – 3pm, Mon to Fri. During this time they are expected to check work emails/DB Primary emails. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.
- Being available to attend virtual meetings with teachers, parents and pupils
- Responding to parent/child emails from 9am - 3.00pm
- Setting work on a daily basis for their particular cohort of children, working alongside all staff in the year group bubble to ensure consistency across classes
- Providing feedback to children via DB Primary assessment and feedback tools
- Ensuring that all work is uploaded the night before and that this work is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent
- 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 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 between 9.00am and 3.00pm 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 between 9.00am and 3.00pm.

- Reporting any absence.
- Ensuring their child uses the school based equipment and technology used for remote learning as intended.
- Adhering to the Home School Agreement at all times.
- Supporting children to connect to Zoom sessions.
- Emailing the school office between 9am and 3pm, Mon- Fri. to report any concerns / issues.

Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely between 9.00am and 3.00pm Monday - Friday
- Ensuring 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 school based equipment and technology for remote learning as intended.
- Adhering to the Behaviour Policy at all times

9. Process of monitoring compliance and effectiveness of the Remote Learning Policy

This policy has been developed in consultation with a wide range of stakeholders including: member of the Education Standards and Achievement Committee; the Headteacher; the ICT lead and all staff. This policy will be reviewed on an annual basis by the headteacher and any changes to this policy will be communicated to all members of staff and other stakeholders.

Complaints

If there are any complaints relating to remote learning provision for children, these will be dealt with in the first instance by the class teacher, then, if unresolved, by the Remote Learning Lead, then the Head teacher.

In the case of an unresolved complaint, the issue should be taken through the general Governors complaints procedure (see separate Complaints policy)

Appendix A

Graduated response for children who are not in school due to Coronavirus (COVID-19) Pandemic

The following information will be shared with parents depending on their circumstances:

Phase 1

If **your child** is off school for a few days and is well enough to complete work you can:

1. Access the curriculum page on our website to see the year group's current topic and topic organiser and complete some research activities or creative activities relating to the topic
2. If your child has a Timestable Rockstars account they can access this
3. Read the home reading book or a book of their choice
4. Complete spelling activities which can be accessed via the learning platform
5. There are an abundance of activities which can be accessed via this website (Oak Academy): <https://classroom.thenational.academy/subjects-by-key-stage>

Phase 2

If **your child** needs to stay at home for a longer period as per government guidelines and is well enough to complete work you can:

1. Access all of the activities above
2. The class teacher will direct you to specific activities relating to your child's current classroom learning activities utilising our online learning resources.

Phase 3

If a **whole 'bubble'** needs to stay at home for a longer period as per government guidelines and your child is well enough to complete work you can:

1. Access all of the activities above
2. Attend the morning registration Zoom each day
3. Utilise the daily timetable that will be provided by class teachers and outline specific tasks/lessons to complete.
4. Attend weekly small group Zoom meetings led by the class teacher / teaching assistant

Phase 4

If the **whole school** needs to stay at home for a longer period as per government guidelines and your child is well enough to complete work you can:

See Phase 3 above

Appendix B

Tips to help engage your child

Try these tips if your child is refusing to work, lacks motivation or can't concentrate.

Outline the structure of the day

- **Keep a visual timetable** to help your child know what to expect from the day and when learning time will end. Involve your child in setting the timetable, where possible
- **Stick the timetable up on the wall** so everyone knows what they should be doing when, and tick activities off throughout the day
- **Do short 10-15 minute activities** – short bursts of learning may be more effective, and give you as a parent more time. After each learning activity, give the child free time to look forward to
- **Block out time for physical exercise** – make sure you're leaving time for exercise, outdoors if you can

Have a clear end point for each task

- **Set a visual timer** – so they know how long the task will last and how long they need to work independently for
- **Or, have a measurable time limit** – e.g. write 5 lines or read 2 pages

Try different methods to motivate your child

- **Have a rewards system** – e.g. stickers or praise

Take a look at these resources from the NSPCC too:

- [Working from home with a family](#)
- [Arguments, conflict and family tension during COVID-19](#)

Need further guidance?

If you'd like to discuss your child's engagement with home learning, please contact your child's classteacher

Safety online / E-Safety

There is a lot of information about online safety/eSafety and we have included some information below. The key is to look for organisations offering quality advice, The NSPCC is particularly good at offering advice about how to start discussions with children about internet safety.

Some of the best sites/organisation are:

Thinkuknow

<https://www.thinkuknow.co.uk/>

CEOP

<https://www.ceop.police.uk/Safety-Centre/How-can-CEOP-help-me-YP/>

UKCCIS

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

NSPCC

<https://www.nspcc.org.uk/keeping-children-safe/>