

# St Matthew's Remote Education Policy

## 1. Aims

This Remote Education Policy aims to:

- Outline the school's approach to educating pupils who will not be attending school, as a result of government guidance or the closure of a bubble
- Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work
- Ensure that remote education is offered as soon as it becomes necessary
- Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who aren't in school through use of quality online and offline resources
- Provide clear expectations members of the school community with regards to delivering high quality interactive remote learning
- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being
- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning
- Ensure that pupils engage in learning they would have completed had they been in school as normal
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources
- Ensure that pupils who lack any necessary equipment have this sourced for them

## 2. Who is this policy applicable to?

- Children who are absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school
- Children who are part of a whole bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19.

## 3. Resources

Resources to deliver this Remote Education Plan include (add details):

- For disseminating information
  - School Website
  - eSchools
  - Google Meet
- For delivering lesson content, activities and feedback:
  - Google Classroom (in development)
  - Purple Mash
  - White Rose
  - BBC Bitesize
  - Oak Academy
  - Printed learning packs for those without access to online learning materials...
- Books and other physical learning materials...

The detailed remote learning planning and resources to deliver this policy can be found in the following places:

- Where a small number of children are in self-isolation, the resources will be emailed directly to children/parents/carers as appropriate.
- Where there is a significant number of children self-isolating (e.g. when an entire class bubble has had to close) the resources will be available on the dedicated home learning pages on the school website and, once fully set up and training delivered, via google classroom.

The resources include:

- Model timetable and structure for remote learning
- Any downloadable, printable resources
- Links to any resources
- Curriculum resources/maps/plans including for subjects other than English and mathematics

#### **4. Approaches to Learning: Our Principles**

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Planning will be informed by the feedback from previous remote learning
- Pupils will study a broad range of subjects, including those national curriculum subjects that would normally be being taught at the time in school;
- Pupils will therefore be following as closely as possible our usual curriculum and will be learning new facts and concepts, as well as completing activities that reinforce their prior learning.
- This means that those who cannot attend school will access similar learning to that which their bubble is completing within school
- Activities will be varied and not solely consist of 'screen time'.
- Teachers need to be able to respond to the needs of their class and the curriculum they are delivering. This policy does not set out a "one size fits all" offer that restricts teachers' ability to be responsive, as well as for them to experiment and develop their practice and play to their own particular strengths. For this reason there will be some variation between classes.
- The main "instruction" of lessons will usually be delivered by professionally produced, online, recorded lessons. This is because:
  - We strongly believe these offer a better medium for demonstration and instruction than a class teacher trying to stream "live"
  - Children can access these lessons as and when it suits them, relieving the stress for those sharing devices
  - It avoids issues that can disrupt "live" lessons of children losing connection etc.
  - "Personalisation" then comes via the availability of the class teacher in the google meeting room each day when entire class bubbles are closed (see below)
- Teachers will have access to a wide variety of resources to share remotely.
- Resources will be quality assured by subject and senior leaders, who will monitor home learning packs to ensure curriculum coverage and that remote learning adheres to the principles and aims outlined in this policy.
- Staff will have the training they need to provide online learning safely, including training in relation to this policy, sharing of relevant safeguarding policies and access to instructional videos to demonstrate how to use various online platforms.
- All pupils will have access to the resources they need to learn. We will ensure this by surveying families to ascertain levels of access to online learning materials and, where this is a barrier, seeking to support online access by provision of relevant hardware and where this is not possible or appropriate, by the provision of printed learning materials.

- Teachers will communicate the purpose of activities and their success criteria for pupils, by making learning objectives clear for remote lessons as they would for lessons in school.
- Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working, by explicit teaching in class (e.g. demonstrations of Purple Mash, Google Classrooms). Instructional videos will also be available online through the school website.
- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families by providing:
  - where necessary and appropriate, a differentiated/individualised learning pack, from the class teacher (monitored by INCO/SENCO as appropriate)
  - advice and support given to parents as and when necessary
  - for children with EHCPs, advice given to parents to continue working on IEP targets (where possible/appropriate) at home by class teacher/SENCO (e.g. fine motor skills resources, SALT activities)
  - support to enable access to learning eg printed packs where necessary
  - for children with EHCPs, the SENCO will check in with the family weekly
  - resources delivered by SENCO when needed
- Staff workload will be managed by:
  - Liaison with staff in the development of this policy
  - Reviewing the implementation of this policy with specific reference to teacher workload alongside the quality assurance aspects of monitoring and self-evaluation.
  - Being explicit about the different expectations for class teachers depending on whether a whole class, including the class teacher, are in self-isolation or whether the class teacher is still teaching in school and only a few are individuals needing to access remote learning
- Leaders will measure engagement in remote learning by assistant head teachers, INCO, Pupil Premium Leader and SENCO liaising with class teachers. This will consider engagement of individuals and groups of pupils. Leaders and class teachers will use this information to review provision and make changes as necessary.

## 5. Working with Parents

We are committed to working in close partnership with families, and providing remote learning in different ways when that is necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND)

We will provide guidance to parents and carers on how to use the different learning platforms via the dedicated home learning pages on the school website.

Resources will be shared with pupils and parents/carers via eSchools, the school website, the various learning platforms being utilised and, where necessary, through printed packs delivered to the family home.

We would encourage parents to support their children's work, and to establish a routine that best suits their family situation. The weekly timetable for remote learning provides a guide that mirrors a "typical" school day. Parents may find this helpful. The strength of video based lessons over "live" streamed lessons is that it gives families flexibility to access lessons at a time that best suits them.

We recognize that it can be very difficult for parents and carers to support their children with remote education, either because of their own work commitments, because of children's willingness to engage. In what can be very stressful circumstances, the most important thing to consider is the psychological well-being of a child and the family as a whole. If a family are having difficulties engaging with remote education, they should get in contact with the class teacher in the first instance for support and guidance.

Should parents be unable to access online work for any reason, they should contact the class teacher so that other arrangements can be made (e.g. the delivery of a printed home learning pack).

All children must follow the eSafety rules outlined in the school eSafety Policy when engaging with remote learning.

## 6. Roles and responsibilities

## Senior and subject leaders

Alongside any teaching responsibilities, senior/subject leaders are responsible for:

- Adapting schemes of learning so that teachers are aware of how the intended key components can be taught remotely
- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement
- Lead virtual meetings to ensure consistency across the year/subject
- Monitoring the effectiveness of remote learning, including by liaison with class teachers to monitor engagement; monitoring planning to ensure coverage of the "usual" curriculum where possible; if remote education has been in place for an extended period, reviewing pupil progress through assessment/work checks.
- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning
- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance in this respect
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## Teachers

Teachers will be provided with the necessary training on how to use all relevant tools for the provision of remote learning.

When providing remote learning, teachers must be available between usual directed hours for contact by colleagues.

Teachers unable to work for any reason during this time should:

- notify relevant colleagues in relation to any pre-arranged meetings;
- notify Trish Lloyd if unable to work for an entire day or longer;
- notify Assistant Head Teacher if unable to meet the expectations for contact with children/parents carers outlined below.

When providing remote learning, teachers are responsible for:

- Setting work:
  - Teachers will set work for the pupils in their classes.
  - The work set should follow the usual curriculum for the class had they been in school, wherever possible
  - For children in KS1 and KS2, this will be presented in schedule for the week that mirrors a "typical" school day:
    - daily English and mathematics work plus one other subject
    - This would normally include phonics/spelling work each week
    - Learning of number facts (number bonds/multiplication tables)
    - A longer piece of extended writing where appropriate
    - The timetable is a guide for parents/carers and children to adapt to suit their own situation,
  - Children in Nursery and Reception are doing less "formal" lessons. They will receive a range of activities that they can engage with that develop their skills. This too will have a suggested daily timetable for the activities. This is very much just a guide or suggestion for parent/carers to adapt to suit their own child and their own situation.
  - Planning and resources will be completed and available on google classroom by Friday each week before they are made available to pupils and parents
  - The following week's learning will be available for parents/carers and children to access by the end of the school day on Friday – this supports parents and carers to review the week ahead over the weekend.

- Providing feedback on work:
  - When an entire class and the class teacher are working from home (and the class teacher is otherwise well enough to work):
    - There will be up to three pieces of “assessed” work each week in writing, mathematics and one other subject that children will receive individual feedback on.s
    - This will typically be handed in via Google Classrooms once fully operational
    - Other work can also be handed in and viewed by teachers – this is a way of monitoring levels of engagement by children and also reviewing any common misconceptions etc – but children may not receive direct, individual feedback on all of these pieces of work
    - Teachers will be available each day in a google meeting room for one hour at a pre-arranged times for children to drop in, ask questions about work, receive group or some individualized feedback, clarification and when appropriate some “live” teaching – the content of each meeting is for the class teacher to judge.
  - When an individual child is in self-isolation rather than a whole class, the child will bring any remote learning into school when they return for marking/feedback as appropriate. If they are having difficulties, the parent/carer should contact the class teacher by email in the first instance.
- Keeping in touch with pupils who aren't in school and their parents:
  - Teachers are expected to be available to children in the google meeting room for one hour per day as detailed above when an entire class bubble is in isolation. Where children are unable to access online contact they should receive a telephone call from the class teacher once per week to check engagement, well-being etc.
  - If there is a concern around the level of a pupil's engagement, the teacher should contact the parent/carer in the first instance. If this persists they should inform the Assistant Head Teacher for their year group in the first instance.
  - Teachers should only use their school email address to communicate with parents and pupils. All parent/carer emails should come through the school admin account
  - Teachers should check emails at least once in the morning and once in the afternoon and should respond to all parents within 24 hours. If the matter cannot be resolved within that period, the teacher will acknowledge the email and explain to the parent the reasons for the delay and the actions they are taking.
  - Parents/carers need to understand that teachers cannot engage in protracted email conversations about individual children. If a class teacher feels that this is not being respected to the detriment of other children, they should inform the assistant head teacher for their year group.
  - Parents and carers should not try to contact staff about school matters through any means other than official school communication channels (school email addresses, telephoning the school). Use of personal contact addresses (e.g. through WhatsApp, text messages personal email addresses) must not be used by parents/carers or children to contact staff.
  - Where a family displays difficult behaviour or is unable/unwilling to comply, teachers will contact the Assistant Head Teacher for their year group and/or Head Teacher
  - Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number is hidden from view
- Teachers will respond promptly to requests for support from families at home by:
  - communicating to parents any actions taken to resolve problems - this may be via email, telephone call or google meet as appropriate
  - referring any issue that they do not feel they should tackle to the Assistant Head Teacher for their year group
  - referring any concerns regarding safeguarding to the Dedicated Safeguarding Lead via My Concern, following up with immediate direct contact when necessary ...
  - Reporting any complaints or concerns shared by parents or pupils should be reported to the Assistant Head Teacher for their year group
- Staff who are required to self-isolate are expected to:

- Follow the normal reporting procedure for planned absence
- Obtain a test and share the result of it with school so that appropriate plans can be made
- If otherwise well, fulfil the requirements for remote education outlined within this policy
- If unwell themselves, teachers will be covered by another staff member. Planning and other activities will not be undertaken until the teacher is fit for work.
- Following contact with school, a referral to Occupational Health may be made to support that individual

## **Teaching Assistants**

Teaching assistants must be available during their usual working hours.

If they are 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.

During the school day, teaching assistants must complete tasks as directed by a member of the SLT. The following tasks/roles are examples and do not constitute an exhaustive list:

- Cover in other areas of the school as directed by the Headteacher or SENCOs
- Assisting the class teacher with supporting pupils
- Preparing home learning resources
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents
- Completion of work that accords with school improvement priorities

## **Designated Safeguarding Lead**

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

## **The SENCO**

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Liaising with class teachers to support the provision of differentiated remote education as appropriate
- 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 required by pupils

## **The School Business Manager**

- 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.

## **IT Technicians**

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

## **Pupils and parents**

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, in the first instance from their class teacher
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- wherever possible, maintain a regular and familiar routine, making reference to the suggested timetable
- Support their children in their reading as far as they are able, so that they continue to read their home reading book or access online reading resources via...
- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus
- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered
- Seek help from the school if they need it, communicating with class teachers by...or by contacting the school office via...
- Be respectful when making any complaints or concerns known to staff

## **Governing Body**

The governing body is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

## **7. Personal Data**

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to their line manager if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices.

## **8. Keeping Devices Secure**

All staff members will take appropriate steps to ensure their devices remain secure. This includes but is not limited to:

- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters
- Ensuring the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device
- Making sure the device locks automatically if left inactive for a period of time
- Not allowing family or friends to use the device
- Storing the device securely to avoid theft
- Ensuring that anti-virus and anti-spyware software is up to date
- Installing updates to ensure that the operating system remains up to date

## **9. Safeguarding**

Staff should ensure that all safeguarding concerns are reported immediately to a safeguarding officer. If you are unable to contact someone and it is an urgent matter, speak to a member of the senior leadership team. All safeguarding policies and procedures continue to apply. Please follow the guidance and policy that you were given during the annual update training in September.

Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.

## 10. Expectations of staff, parents/carers and children during online meetings

### Staff - Before a Meeting

When attending virtual meetings, and in particular when meeting children, all staff should follow expected professional standards in relation to dress code. They should also consider location (e.g. avoid noisy areas, what appears in the background), others who may be in their environment who may inadvertently appear on camera or be heard in the background).

- Make sure you are familiar with the risk assessment for the meetings
- Make sure you are familiar with how to control a meeting room, in particular:
  - How to mute a participant
  - How to remove a participant
  - How to end a meeting (making sure all participants have left or have been removed before you log off)
- Make sure you have your lanyard/ID badge on so participants know you are a legitimate member of staff
- Consider whether you need an additional member of staff to “sit in” on your meeting with you – this is essential where there are parent/carers who you would not otherwise meet with alone.

### Staff - At the End of a Meeting

- Make sure that everyone has left the meeting before you log off – anyone who does not leave, remove them.
- If anything happened that gives you any cause for concern, tell a member of SLT immediately, just as you would in a lesson or after a meeting with a parent/carer and you had a concern.

### Important Terms of Use for Parents/Carers/Children when Accessing Google Meetings

By accessing a meeting, participants agree to the following terms of use. Any participants who cannot follow these terms of use may be removed from the meeting by the host.

- 1) A grown up must oversee the child on the meeting. The grown up does not need to appear on screen, but they should be in the room while the meeting takes place.
- 2) School staff will have a school ID badge/lanyard on during the meeting – if the host does not have a visible ID badge then you should leave the meeting.
- 3) Staff and pupils will wear suitable clothing, as should anyone else in the household.
- 4) Any computers used should be in appropriate areas (for example, not in bedrooms) and where possible be against a neutral background.
- 5) Language must be appropriate, including any family members in the background.
- 6) The participant’s cameras should be on at all times so participants can be identified when they are admitted to the meeting. If the child does not want to appear on screen, the parent carer may do so at the start of the meeting on behalf of the child, but they should then be off screen (meaning no one is on the screen) for the rest of the meeting.
- 7) The meetings must **NOT** be recorded by parents, carers or children.
- 8) During sessions, screen shots using the device or other devices are strictly **NOT** allowed.
- 9) Staff may mute a participant or remove them from the meeting entirely if they are behaving inappropriately.
- 10) If a child is late for a session, they can still join in.
- 11) The meetings are for the teacher to interact with the children. They are not for parents/carers to have discussions with teachers. If you have an issue that you need to discuss, please email the teacher and you will be contacted after the meeting.

## RISK ASSESSMENT – CONDUCTING MEETINGS WITH CHILDREN ON GOOGLE MEET

<b>Name completing form:</b>	<b>Date:</b>	<b>School:</b>
<b>Tony Davies (Head Teacher)</b>	<b>11/10/2020</b>	<b>St Matthew's Primary School</b>

<b>Identified risks / vulnerabilities:</b>	<b>Risk Score 0-4</b>	<b>Action to mitigate risk</b>	<b>Risk Reduction value 0-4</b>	<b>Final Risk score 0-4</b>
Children exposed to other adults (not family members).	4	<ul style="list-style-type: none"> <li>• A grown up must oversee their child/ren during the meeting</li> <li>• If a child behaves in an inappropriate way, then the child will be muted or removed from the meeting by the member of staff.</li> </ul>	3	1
Children giving out sensitive information e.g. where they live.	4	<ul style="list-style-type: none"> <li>• A grown up must oversee their child/ren during the meeting</li> <li>• If a child behaves in an inappropriate way, then the child will be muted or removed from the meeting by the member of staff.</li> </ul>	3	1
Stranger danger – Other adults not connected with school attending meetings.	4	<ul style="list-style-type: none"> <li>• A grown up must oversee their child/ren during the meeting</li> <li>• Links to the meeting will be sent via email or eschools directly to parent/carers and will not be posted on websites or other social media.</li> <li>• Host to control waiting room area and assess (as much as practically possible) individuals entering the meeting room.</li> <li>• When joining a meeting, participants must have their camera on – a parent/carer can join for a child if they do not wish to be seen on camera. The child can then participate by standing off camera, but the camera should remain on.</li> <li>•</li> </ul>	3	1
Recording of sessions at home and video used inappropriately.	4	<ul style="list-style-type: none"> <li>• A grown up must oversee their child/ren during the meeting</li> <li>• Sessions are <b>NOT</b> to be recorded by parents/carers or children. This will be outlined in the terms of use sent to parent/carers.</li> <li>• If evidence comes to light that a meeting has been recorded, that participant will not be allowed to join future meetings.</li> </ul>	2	2

Allegations against staff	4	<ul style="list-style-type: none"> <li>• A grown up must oversee their child/ren during the meeting</li> <li>• Staff to have staff lanyard visible on camera when holding a meeting</li> <li>• No 1:1 meetings with children should take place (unless agreed for exceptional reasons and in which case a second adult should be with the member of staff hosting the meeting)</li> <li>• Staff and pupils will wear suitable clothing, as should anyone else in the household who may be in camera shot.</li> <li>• Language must be appropriate, including any family members in the background.</li> <li>• Staff should be in an appropriate room (i.e. not bedrooms/bathrooms etc) and if possible with a neutral background.</li> <li>• Staff should not hold a meeting where there is a possibility of inappropriate behaviour from someone in their environment.</li> <li>• If there is a particular known risk relating to possible malicious allegations being made, a second member of staff should “sit in” on the meeting – they can be a silent witness, muted and with camera off if appropriate.</li> <li>• In the event of any allegation, SLT will immediately contact other participants to get an account of what happened in the meeting.t</li> </ul>	3	1
Video sessions in an inappropriate area of the home. E.g. bedroom or other adults inappropriate behaviour.	4	<ul style="list-style-type: none"> <li>• A grown up must oversee their child/ren during the meeting</li> <li>• Terms of use sent to children and parents state that meetings should not take place in unsuitable areas (e.g. bedrooms or bathrooms) and should where possible be against a neutral background</li> <li>• Children to be removed by host if deemed inappropriate</li> </ul>	3	1
Inappropriate behaviour of children whilst in the meeting.	3	<ul style="list-style-type: none"> <li>• A grown up must oversee their child/ren during the meeting</li> <li>• Ask questions using chat function or put your hand up using the hand feature if wanting to ask a question live</li> <li>• Think before you write</li> <li>• Any behaviour deemed not appropriate, pupils will be warned once then the next time removed from the chatroom.</li> <li>• Focus on what is being said, rather than distracting others.</li> <li>• Microphones may be muted by meeting host if child or others in the household are behaving inappropriately</li> </ul>	2	1

Children access meeting room by returning after meeting has finished	3	<ul style="list-style-type: none"> <li>• Host should ensure that all other participants have left the meeting before they sign out.</li> <li>• If any participant is left in the meeting, the host should remove them before leaving themselves.</li> <li>• As children do not have their @stmps.education passwords, they need to be admitted by the host to gain entry to a meeting. This means children cannot re-enter a meeting once they have left without the host's permission.</li> </ul>	3	0
Parent/Carer tries to use the meeting to discuss an issue with the class teacher	2	<ul style="list-style-type: none"> <li>• Parents told explicitly in letter about the meetings that they are for contact between the child and teacher</li> <li>• If parent/carer tries to discuss an issue they should be muted and reminded that the meeting is for the children – if they have an issue to discuss then they should email the teacher and they will be contacted after.</li> <li>• If parent/carer persists then they should be removed from the meeting and a member of SLT informed.</li> </ul>	1	1