

Berkswich CE Primary School			
Reference Number S32a	Shared with Staff April 2022	Ratified by Governing Board April 2022	Review Date April 2024
Policy Title	Pupil Remote Learning Policy		

Statement of intent

At Berkswich CE, we understand the need to continually deliver high quality education. Pupils, staff, parents, carers and governors delight in life-long learning, striving together to reach our God-given potential. As part of this drive, we include 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 that 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.
- 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.

Please note: From 22 October 2020 until the end of the 2020/2021 academic year, schools have a legal duty to provide remote education to all pupils who require it. More details regarding guidance related to the Coronavirus (Covid-19) pandemic can be found in Appendix A.

Legal framework

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

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- DfE (2022) 'Providing remote education: guidance for schools'
- DfE (2021) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2021) 'Keeping children safe in education'
- DfE (2015) 'SEND code of practice: 0 to 25 years'
- DfE (2022) 'School attendance: guidance for schools'

- DfE (2021) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2021) 'Review your remote education provision framework: schools'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2020) 'Get help with remote education'

This policy operates in conjunction with the following school policies and documents which can be found on the school website (www.berkswichceprimary.co.uk) or by contacting the school office):

- Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behavioural Policy
- Accessibility Policy
- Curriculum Policies
- Assessment Policy
- Online Safety Policy and use of digital devices
- Health, Safety and Wellbeing Policy
- Attendance and Absence Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- Data and E-Security Breach Prevention and Management Plan
- Children Missing Education Policy
- Use of Microsoft Office 365 and Teams for remote learning policy

Please note that any appendices added to the school policies in response to events (e.g., a pandemic), should also be referred to within the scope of this policy.

Roles and responsibilities

The 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.

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 an annual basis, or sooner as necessary, 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 reviews of the remote learning arrangements on a regular basis to ensure pupils' education does not suffer.

The Senior Leadership Team (SLT) 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.
- Disseminating best practice across school.

The DPO 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.

The Designated Safeguarding Lead (Ms Jackson) and the Deputy Designated Safeguarding Lead (Mrs Joint) are responsible for:

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

The SENDCo is responsible for:

- 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.
- 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.

The Bursar 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.

The ICT technician is responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed 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 SENDCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.
- Although school will endeavour to support parents and carers as fully as possible, the ICT technician and school staff are not responsible for providing technical support for equipment that is not owned by the school.

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 headteacher 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, software and learning platforms.
- Ensuring that equipment and software can be used effectively at home and seeking further support if necessary so that learning can be provided from home as soon as the need arises.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
- Reporting any defects on school-owned equipment used for remote learning to the ICT technician.
- Adhering to the Staff Code of Conduct (including any additional appendix items) at all times.
- Ensuring that home learning also includes opportunities for children to take part in age-appropriate Computer Literacy learning as set out in the Computing Curriculum to ensure the development of safe online practice.
- Ensuring that children have clear expectations in their respectful use of the online learning platforms used such as Teams and Teams Posts.
- Teachers overseeing the provision provided by the teaching assistant and, guiding as appropriate

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 the Providing Remote Learning Information for Parents document (www.berkswichceprimary.co.uk), 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 materials during each day and contacting the class teacher if there are any problems in doing so.
- Reporting any absence in line with the terms set out below.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Ensuring that all communications with school staff are respectful at all times and are within the times requested by school.
- Informing the school if there are issues with broadband connectivity, which impedes children accessing remote learning. Parents can request a data sim card in the event of issues

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 the Providing Remote Learning Information for Parents document, and that their schoolwork is completed on time and to the best of their ability.
- Re-reading the information or re-watching the video guidance supplied by the teachers before seeking further help (it is easy to miss an instruction the first time around).
- 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 that they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behavioural Policy (and appendix) and the Acceptable Use Agreement at all times.
- Communicating with other children in the year group and with teachers through Teams, Zoom or other method, with great respect, following the guidance set out by the class teacher.
- Report anything that makes them feel uncomfortable, upset or uneasy that has been accessed whilst online, such as speaking to a responsible adult, the class teacher, parent/carer.

Learning opportunities

Resources

School will primarily use Microsoft Teams to set, support and provide feedback for learning completed at home. This will provide a platform for allowing access to the resourcing by the children as necessary.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning. For example, the vast majority of learning is accessible without the use of a printer at home. 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, for example, providing work on PDFs which can easily be printed from a mobile device or using programmes which can be accessed via Office 365 such as Word or PowerPoint through Teams. In the event that work cannot be provided online, work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school.

Learning Opportunities and Teaching Approaches

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

The research holds that these characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded). [<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>]

The school will adopt a range of different teaching methods during remote learning to enable learning to take place and to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of (this is not an exhaustive list):

- Live lessons in different forms through MS Teams or Zoom. At times children may be taught as a whole class or in smaller groups or on a one to one basis, or through 'drop in' sessions - this will be in response to the needs of the children.
- Interventions sessions with teachers and teaching assistants
- Sessions with our pastoral lead where needed (see below for further information)
- Learning videos created by our teachers and staff
- Videos produced by other educationalists such as the BBC or the Oak Academy (as recommended by the DfE)
- Daily reading including use of AR
- Online activities such as Times Table Rock-stars and LBQ, etc.
- Practical activities
- Activities / worksheets produced by teachers
- Physical Activity
- Wellbeing activities
- Collective worship and celebration events

Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to the use of existing and bespoke resources made for the class; these will include selecting the best of those produced by White Rose, Oak Academy and BBC Education.

In the event of a whole cohort or school learning from home, the school recognises that interactive lessons are effective in aiding pupils' motivation and academic progression and, to this effect, teachers will ensure that they regularly recreate aspects of in-person interactivity, e.g. recorded lessons with questioning, quizzes, opportunities for children to pause to respond to questions or tasks which elicit reflective participation by the child.

To the greatest extent possible, lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning. Opportunities will be provided for children to access catch-up provision and tasks which are designed to close any gaps in learning; this is available to children of all abilities, including those who require extra challenge and extension.

Rationale for Chosen Approaches for Remote Learning

Remote learning does not rely on one method only; whole-class 'live lessons' will be limited. The decisions made have been drawn both from educational research, and from the school's experience with remote learning to date.

Although live lessons would seemingly reflect more closely what happens in school, this is not necessarily the case for primary-aged children. A report from the Education Endowment Foundation records that the method of delivery is much less important than the quality of that delivery. The quality is often better in pre-recorded lessons as staff often rehearse this and re-record it several times before they upload it, something that cannot be done during a live lesson. By prerecording, teachers can focus on the quality of explanation and more easily build in video clips and other animations that help to bring the explanation to life. Pupil concentration is entirely on the material produced, rather than on what everyone else in the session is doing.

Pre-recorded lessons also mean that pupils can pause, rewind and revisit explanations that they have struggled with and allows the teacher to effectively use time in the lesson to support or extend learning as needed.

Perhaps the biggest advantage of using pre-recorded lessons is accessibility. In many homes, there are not suitable devices for all children to access lessons at the same time. This approach may allow access to lessons 'on demand' when convenient. Understandably, many parents have found it useful to have lessons presented in a way that flexibly fits around their own work demands.

There can also be a problem with the amount of bandwidth streaming that live lessons require, and this often becomes an issue when children are trying to join live lessons at the same time that parents are trying to have virtual meetings.

The Amount of Remote Learning Provided

The DfE states that the remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:

- Key Stage One (Year Two): three hours a day on average across the cohort, with less for younger children
- Younger children in Key Stage One (i.e. Year One), Reception or Nursery often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. It is, therefore, not expected that solely digital means will be used to teach these pupils remotely.
- Key Stage 2 (Years Three to Six): Four hours a day

The Outline of the Day's Learning

Regular communication is greatly valued by all at Berkswich CE. A summary of the arrangements for the day's learning will be communicated via the child's Teams account and via the parent/carer's email by 8:30pm the day before the learning is due to take place in order to allow time for parents and carers to access the learning and make preparations as required at a time which is most convenient for their own home-working situation.

Equipment for Remote Learning

Where possible, children will be supplied with basic resources such as pencils and exercise books to use in the event of remote learning. Pupils will be required to use their own or family-owned equipment to access remote learning resources. For pupils who cannot access digital devices at home, the school will, where possible, investigate ways in which to acquire a device, such as through the local authority or by loaning out school devices. The number of devices which school is able to loan out is limited and, therefore, priority will be given to vulnerable children. Pupils and parents will be required to maintain the upkeep of any equipment which is used to access remote learning resources. A log is maintained in school to ensure that equipment is returned.

Remote Provision for Children with SEND

Berkswich CE recognises that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so expect to work closely with families to deliver an ambitious curriculum appropriate for their level of need. The requirement for teachers to use their best endeavours to secure the special educational provision in response to each child's special educational needs remains in place during any remote learning. Teachers, teaching assistants and the SENDCo will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

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. The SENCO will oversee arrangements for additional support for pupils with SEND which will be unique to the individual's needs, e.g. via 1:1 or small group face-to-face Zoom meetings with a teacher or a teaching assistant to address targets on an individual's IEPs.

Education plans continue to be reviewed and updated during periods of home learning and opportunities are provided by phone or virtually for parent to discuss these with appropriate members of the school staff.

Teachers will consider how programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.

Greater Depth Learners

Teachers will ensure that children know how to extend their learning within each lesson, providing guidance on how to achieve the learning at a deeper level. As appropriate, children will be set clear expectations for the level of challenge which must be undertaken during remote learning. Face-to-face opportunities will also be given to ensure that the learning is appropriately demanding.

Returning Completed Work

All schoolwork completed through remote learning must be:

- Finished when returned to the relevant member of teaching staff (daily support is available for those who require support).
- Returned on or before the deadline set by the relevant member of teaching staff as stated in the Teams assignment, unless this has been agreed prior to the deadline time.
- Completed to the best of the pupil's ability. 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.

Learning that has been submitted to teams is viewed by the teacher within 48 hours of being submitted unless agreed beforehand with the pupils. The school will log participation and pupil engagement with remote education.

Pupil Feedback and Assessment

Teaching staff will continue to oversee academic progression for the duration of the remote learning period. Teams will be used by teachers to provide a way in which learning can be returned to the class teacher for assessment purposes.

Individual feedback is provided for each child's piece of work on a daily basis. This can be seen by the teaching staff, the child and parents and carers at home. The school will consider ways to use feedback to secure consistent engagement with remote material, e.g. continued use of Achievement Cards and emails to parents.

Returned work will inform the assessment process, but due to the ranging quantity of parental/carer input, the outcomes of this learning will also be judged alongside assessments made by teachers during face-to-face sessions.

Teachers will use a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools.

Feedback to Parents

In addition to the feedback provided through Teams, teachers will inform parents and carers when their child is not participating as expected each day; school staff will work in collaboration with home to provide support, reassurance, guidance and advice as appropriate to the situation and needs of the learner.

Virtual parents'/carers' evenings will continue to take place, and written reports will provide feedback and next steps for learners.

Pastoral

Each child's wellbeing and those of parents and carers is of utmost importance at Berkswich CE. In the first instance, teachers provide ongoing opportunities for children to explore learning which supports their emotional and mental wellbeing whilst learning remotely; this also includes opportunities for the children to greet each other such as during the afternoon 'drop in' session whereby pupils are allowed to join this support session even if they do not require any academic guidance.

Where there is a greater need, individuals may receive tailored support through ELSA sessions with our trained pastoral lead. This works in partnership with parents who are fully involved in making a decision for ELSA sessions to take place.

Reviewing Practice

Senior leadership teams and governors continuously want to assure themselves that their remote education offer meets the expectations for both their own high expectations, but also those set out in government guidance and directives. Consequently, a process of reviewing and self-assessing current practice constantly enhances provision. Parents are notified of amendments in a timely manner and regular communications ensure that parents are kept fully informed. The government's 'Get Help With Remote Education' (<https://www.gov.uk/guidance/get-help-with-remote-education>) page on gov.uk provides support for teachers and leaders, signposting the support packages available.

Food provision

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

- Providing vouchers
- Providing food parcels

This will be in line with government guidance and provision.

(In the event that school is provided with access to free data, this will be passed without cost to parents who require support).

As necessary, the school will signpost parents via email towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

Concerns or questions

In the first instance, and queries or concerns should be discussed with the class teacher. If further support is required, then a member of the Senior Leadership Team (SLT) will offer support. If parents feel that school is not providing remote education of a suitable quantity and quality, then parents are then encouraged to raise their concerns with the headteacher and, if the concerns are not resolved, to report the matter to the governing body or to Ofsted. Ofsted will inspect schools – of any grade – where it has significant concerns about safeguarding or the quality of remote education being provided.

Please see the Complaints Policy on the school website for further information.

Costs and expenses

The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax. The school will not reimburse any costs for travel between pupils' homes and the school premises, nor will it reimburse any costs for childcare. If a pupil is provided with school-owned equipment, the pupil and their parent will agree to adhere to the technology Acceptable Use Agreement.

Online safety

This section of the policy will be enacted in conjunction with the school's Online Safety Policy, our behaviour policy and safeguarding policy. Further support for parents in setting up safe restrictions and protecting their children when using devices at home can be found in Appendix B.

When Microsoft Teams is set up, the Teams trainer will ensure settings are in accordance with the government guidance. The ICT technician will ensure that these settings remain or are changed in accordance with the government guidance. Teachers are responsible for the appropriate use of Zoom and its responsible use by participants. Please see the school's remote learning appendix of the Behaviour Policy and Staff Conduct policy for further information. Please also refer to the school's Use of Microsoft Office 365 and Teams for remote learning policy for more detailed information regarding the use of Teams and Zoom in remote learning.

All staff and pupils using video communication must:

- Communicate in groups or where required on a one-to-one basis with an additional adult present. For example, where a teacher is supporting a child, e.g. the SENDCo providing additional support or a member of staff providing intervention, a parent or carer must be present and seen by the member of staff involved at the beginning of the session.
- 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 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.
- Adhere to the Staff Code of Conduct at all times.

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 programmes as intended.
- Not record, store, or distribute audio material without permission.
- Ensure, where possible, that they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

Pupils not using devices or software as intended will be disciplined in line with the Behavioural Policy and any appendix.

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.

Teachers will support pupils in their safe use of online resources by directing them to child-friendly sites and not setting tasks which require wider internet searches to take place. Digital Literacy will be the focus of curriculum Computing learning to support children in their safe use of technology during remote learning and beyond.

The school will consult with parents as soon as possible prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary. Training materials will be provided via email as appropriate.

The school will communicate to parents via 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.

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.

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.

Safeguarding

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy which has been updated to include safeguarding procedures in relation to remote working.

The DSLs and headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) and will ensure a plan is in place to support and monitor home learning.

Where possible, vulnerable children will continue to attend school.

The DSL will arrange for regular contact to be made with vulnerable pupils; where possible, arrangements will be made prior to the period of remote learning.

The virtual class daily registration time and additional face-to-face opportunities will ensure that contact is regularly made. Phone calls made to vulnerable pupils will be made using school phones where possible; where staff phones are to be used, staff will ensure that their private numbers are not known to the recipient of the call.

The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.

All contact with vulnerable pupils will be recorded via the school's usual system and the Pastoral lead and DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

All home visits will:

- Have at least one suitably trained individual present.
- Be suitably recorded on paper via the school's usual systems so that the DSL has access to them.
- Actively involve the pupil.

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.

The DSL will review new and current safeguarding arrangements for vulnerable pupils learning remotely weekly, and will liaise with class teachers and relevant members of staff within school and from relevant agencies.

All members of staff will report any safeguarding concerns to the DSL immediately, using the usual school procedures.

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 support that is available for reporting these concerns or for receiving support.

Data protection

This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

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.

Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.

All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.

The school will not permit paper copies of contact details to be taken off the school premises.

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 and E-Security Breach Prevention Management Plan.

Any intentional breach of confidentiality will be dealt with in accordance with the school's Behavioural Policy.

Health and safety

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

Teaching staff will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

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.

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.

School day and absence

Pupils will be present for remote learning registration. Parents will be informed of each class registration time: these are staggered to ensure that children are able to access devices when there is more than one sibling at home. Registration will be held daily from Monday to Friday.

Pupils who are unwell are not expected to be present for remote working until they are well enough to do so. Absence from remote learning must be reported by parents before 8:30am by emailing the class teacher. The school will monitor absence and lateness in line with the Attendance and Absence Policy and with the government's guidance at the time.

At home, the day is flexible to allow for the times detailed above to fit in with the needs of parents working from home. Breaks and lunchtimes will take place at times as considered appropriate to the parents of those learning remotely. Pupils with SEND or additional medical conditions who require more regular breaks are not expected to do schoolwork during their breaks.

Individual class teachers will liaise with parents and children so that the number of sessions appropriate for each year group is made clear at the beginning of a period of home learning. This will differ depending on the age of the child and will remain flexible so that parents and children are able to work around access to devices, for example when shared for work and school purposes. Parents will contact the teachers if there are any difficulties with their children accessing lessons at times prescribed by the class teacher.

Communication

In the event of school closure, the headteacher will communicate with parents, carers and staff as soon as possible via email or phone about any remote learning arrangements.

The school will ensure adequate channels of communication are arranged in the event of an emergency; this will primarily be via email, but will also include by text, the website and by phone where appropriate.

Day to day, parents and carers communicate with school through their child's teacher via teacher email (please contact office@berkswich.staffs.sch.uk for contact details). Older children in Key Stage Two also communicate with teaching staff through Posts in Teams. As much as possible, all communications from parents will take place between 8:00am and 5:00pm.

Staff Support

Members of staff will have regular briefings with senior staff and have access to support as required during the week. These communications will offer professional and wellbeing support.

The headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

Monitoring and review

This policy will be reviewed on an biannual basis by the headteacher or sooner as necessary.

Any changes to this policy will be communicated to all members of staff and other stakeholders.

Appendix A

Remote Learning During the Coronavirus (COVID-19) Pandemic

Within the ever-changing circumstances we are currently living through, we must be prepared for local restrictions. If local restrictions apply, 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 annex outlines additional measures that will be implemented for delivering remote learning during the pandemic.

1. Legal framework

1.1 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) 'How schools can plan for tier 2 local restrictions'
- DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'
- Department of Health & Social Care (2020) 'COVID-19 contain framework: a guide for local decision makers'
- DfE (2020) 'Remote education good practice'
- DfE (2020) The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction

School will continue to follow the latest guidance. To view the most up to date DfE publications, please visit <https://www.gov.uk/coronavirus/education-and-childcare>

1.2 The headteacher, in collaboration with the governing board, will ensure the school follows the legal obligations regarding remote education, as outlined in The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction. This includes:

- Providing remote education to all pupils of compulsory school age.
- Providing remote education to pupils below compulsory school age who would usually be taught in a class with pupils of compulsory school age, e.g. Reception children.
- Providing remote education where it would be unlawful, or contrary to guidance issued from public authorities, for a pupil to travel to or attend the school.
- Having regard to government guidance issued regarding the delivery of remote education, e.g. the DfE's 'Guidance for full opening: schools'.

2. Contingency planning

- 2.1 The school will work closely with the LA to ensure the premises is COVID-secure, and will complete all necessary risk assessments – results of the opening risk assessment will be published on the school's website.
- 2.2 The school will work closely with the local health protection team when local restrictions apply and implement the provisions set within the Coronavirus (COVID-19): Contingency Plan.
- 2.3 The school will communicate its contingency plans for local restrictions with parents, including which pupils it will remain open to and which pupils will receive remote education.
- 2.4 The school will ensure that remote learning training is regularly refreshed for teachers, and that appropriate trouble-shooting support is available when needed, so the transition from in-person to remote teaching can be as seamless as possible if required.
- 2.5 If local restrictions are not applied, but a single class or 'bubble' needs to self-isolate, the school will immediately implement remote learning for that group as required.
- 2.6 The level of remote learning provision required will be based on the government's tiers of local restrictions. Where there are no local restrictions in place, these tiers will not apply. The school will remain fully open to all those not required to self-isolate.

3. Teaching and learning

- 3.1 The school will ensure staff and pupils follow the school's Online Safety Policy when working and learning remotely.
- 3.2 All pupils will have access to high-quality education when learning remotely.
- 3.3 The school will prioritise factors that have been found to increase the effectiveness of remote education. These include, but are not limited to:
 - Ensuring pupils receive clear explanations.
 - Providing sessions in which the children are able to read through the learning ahead of time and then meet with a teacher virtually to ask questions and ensure that the learning for the day is understood.
 - Supporting growth in confidence with new material through scaffolded practice.
 - Application of new knowledge or skills.
 - Enabling pupils to receive feedback on how to progress.
- 3.4 The school will use a range of teaching methods to cater for all different learning styles, including:

- teacher narrated resources and modelling of methods or skills
- short teacher face-to-face sessions to clarify tasks
- quizzes and other methods of formative assessment to help to shape the provision of learning further
- provision of high-quality on-line resources which have been selected in line with the children's specific learning needs

3.5 Teachers will ensure that a portion of their lessons are designed to promote interactivity amongst pupils and between pupils and staff, e.g. live lessons or use of the group task functions on meeting software, such as the use of OneNote, to lessen feelings of isolation and to promote pupil progress and motivation.

3.6 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.

3.7 When teaching pupils who are working remotely, teachers will:

- Set learning tasks 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, quizzes and other suitable tasks and be clear on how regularly work will be checked.
- 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 daily contact with teachers.
Please see the Remote Learning Policy for further details about provision during remote learning.

3.8 All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.

3.9 In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the headteacher will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly. This decision will be made with clear communication to all parents and will only be applied to individual children as deemed necessary by both school and home.

3.10 Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.

3.11 The school recognises that certain subjects are more difficult to teach remotely, e.g. music, sciences and physical education. Teachers will provide effective substitutes for in-person teaching such as video demonstrations.

3.12 Pupils will be encouraged to take regular physical exercise to maintain fitness, and time will be allocated within the school week for pupils to focus on this.

- 3.13 The school will remain cognisant of families who do not have access to the resources required for remote education, and will ensure that an up-to-date record of which pupils do not have appropriate devices or internet access is maintained.
- 3.14 The school will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme.
- 3.15 Under the scheme, the school can order laptops, tablets and 4G wireless routers to support the following groups of pupils if they do not have access to a digital device or the internet through other means:
- Pupils in Years 3 to 11
 - Clinically extremely vulnerable pupils across all year groups who are shielding or self-isolating in line with government advice
 - Pupils in all year groups who are unable to access remote education whilst attending school on a hospital site
- 3.16 Before distributing devices, the school will ensure:
- The devices are set up to access remote education.
 - Appropriate safeguarding controls and support are in place to help pupils use the devices safely.
- 3.17 Once devices are ready for collection, the school will either arrange for them to be collected by pupils or their parents from school, or delivered to pupils' homes, ensuring infection control measures are adhered to as part of this process.
- 3.18 The school will approach remote learning in a flexible manner where necessary, e.g. ensuring that lessons, live or otherwise, are recorded to accommodate contexts where pupils have to share a single device within the home.
- 3.19 Where live lessons are recorded, the school will ensure all recording procedures have due regard for the relevant data protection legislation, including the Data Protection Act 2018 and the General Data Protection Regulation.
- 3.20 The school will maintain good communication with parents to ensure that parents are aided in supporting their child's remote education.

4. School closure

- 4.1 During National Lockdown or whole school closure, the latest government guidance will be followed (for example, 'Restricting attendance during the national lockdown: schools, January 2021, DfE)
- 4.2 Parents whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work on the front line to combat the in health and social care and in other key sectors. Children with at least one parent or carer who is a critical worker can go to school if required. This includes parents who may be working from home.
- 4.3 Schools should speak to parents and carers to identify who needs to go to school. If it proves necessary, schools can ask for simple evidence that the parent in question is a critical worker, such as their work ID badge or pay slip.

Parents and carers who are critical workers should keep their children at home if they can.

- 4.4 We know that every school will have a different number of children of critical workers who need to attend. It is important that on-site provision is provided for these pupils, and there is no limit to numbers of these pupils who may attend and schools should not limit attendance of these groups. This is because we are reducing overall social contact across areas and the country rather than individually by each institution.
- 4.5 Schools will allow and strongly encourage vulnerable children and young people to attend. Parents/carers of vulnerable children and young people are strongly encouraged to take up the place. The definition of vulnerable children and young people includes children who have a social worker, an education, health and care plan (EHCP) or who may be vulnerable for another reason at local discretion (“otherwise vulnerable”).
- 4.6 If vulnerable children and young people do not attend, school will:
 - work together with the local authority and social worker (where applicable) to follow up with the parent or carer to explore the reason for absence, discussing their concerns using supporting guidance considering the child’s circumstances and their best interests
 - work together with the local authority and social worker (where applicable) and other relevant partners to encourage the child or young person to attend educational provision, particularly where the social worker agrees that the child or young person’s attendance would be appropriate
- 4.7 Where school has granted a leave of absence to a vulnerable child, appropriate staff will speak to parents and carers, and social workers (where applicable) to explore the reasons for this and any concerns raised. The discussions will focus on the welfare of the child or young person and ensuring that the child is able to access appropriate education and support while they are at home.

5. Returning to school

- 5.1 The headteacher will work with the LA to ensure pupils who have been learning remotely only return to school when it is safe for them to do so.
- 5.2 After a period of self-isolation, or the lessening of local restriction rules, the headteacher will inform parents when their child will return to school.
- 5.3 The headteacher will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

Appendix B

Safeguarding support for parents: supporting safe online learning at home. The following sites provide a wealth of advice, guidance, technical support and information about how to set protective limits for children using digital devices at home.

NSPCC Share Aware

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>

Thinkuknow

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

Childnet

<http://www.childnet.com/parents-and-carers>

Safer Internet

<https://www.saferinternet.org.uk/advice-centre/parents-and-carers>

The National Grid for Learning

<https://static.lgfl.net/LgflNet/downloads/digisafe/Parent-Top-Tips-Safe-Online-Corona.pdf>

<https://coronavirus.lgfl.net/safeguarding>