



Remote Learning Policy

1. Aims

1.1. At Costessey Primary School, 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.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of a high quality curriculum matching our curriculum expectations.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

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 (2019) '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'
- 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'

2. Roles and responsibilities

2.1 Trust board and Local Governing Boards are 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.
- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible and is in line with the school's curriculum vision and plans.
- Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons.

2.2 The Headteacher is responsible for:

- Ensuring that staff, parents and pupils always adhere to the relevant policies.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing risks associated with remote learning including health and safety risks as well as ensuring GDPR compliance in consultation with the Trust DPO.
- Putting procedures and safe systems for learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that vulnerable pupils are provided with necessary information and instruction, as required.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting regular reviews of the remote learning arrangements to ensure pupils' education does not suffer.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.
- Reviewing the effectiveness of this policy on a regular basis (at least annually) and communicating any changes to staff, parents, and pupils.

2.3 All 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 asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.

- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher
- Reporting any defects on school-owned equipment used for remote learning to Adie Land or Katie Lawson.
- Adhering to the Trust Staff Code of Conduct at all times.

2.4 Setting Work

- Work will be set in-line with the scenarios set out in appendix 1.
- Work will reflect work that is happening in class, where possible.
- Work will be uploaded to SeeSaw in the event of a bubble closure.
- The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily.
- Providing feedback on work. This will be provided via the SeeSaw platform. Not all work submitted will receive feedback but the teacher will take note of misconceptions of both individuals and whole groups and either adapt planning to reteach or give individual feedback. See Appendix 2.
- The school expects pupils and staff to maintain a good work ethic during the period of remote learning.
- Teachers will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the headteacher as soon as possible.
- Teachers will ensure that work set for SEN Support pupils is aligned with their Provision Map targets and that work set for children with EHCP's is aligned to meet their EHCP targets.
- Teachers will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

2.5 Keeping in touch with pupils and parents:

- If children are not a visible presence on SeeSaw over the course of a week, teaching staff will contact parents via telephone. This phone call is to ensure the family are OK.
- In the highly unlikely event that whole bubbles or the school are sent home for more than a two-week period, teachers will make contact with children in Week three of closure and at least fortnightly thereafter via SeeSaw or by telephone.
- In some cases, for particular children, more regular contact may need to be made. This will normally be contact made by the Pastoral Team.
- Teachers are responsible for informing SLT of any disadvantaged pupils who are not accessing learning provision.
- In times of bubble closure, teachers will respond to SeeSaw messages **from parents** which are regarding work or welfare. Teachers must reply within two school working days. Teachers are not expected to

respond to correspondence outside normal working hours. All messages which do not relate to work or welfare should be forwarded to the school office for response.

- In times of bubble closure, teachers will respond to SeeSaw messages **from pupils** which are regarding work or welfare. Teachers must reply within two school working days. Messages which do not relate directly to support required to learning may not be responded to. Teachers are not expected to respond to correspondence outside normal working hours.
- Teachers will ensure that any complaints or concerns shared by parents and pupils are directly referred to the DSL/Headteacher in line with the Safeguarding/Complaint process
- Teachers will address any inappropriate use of the SeeSaw platform. This may be through making contact with the child's parents or by referring to SLT.

2.6 Other Professional Duties

- Attending virtual meetings with staff, external agencies, parents and in exceptional circumstances with pupils. All staff attending meetings virtually should dress appropriately and comfortably. It is not expected for staff to dress formally as for school, but consideration should be given to the audience and participants of the meetings to ensure that professional standards are maintained at all times. When attending professional meetings staff must be aware of their surroundings, ensuring that, where possible, they are in a suitable location (not in bed), and that conversations are in a suitably private area where they cannot be overheard.

2.7 Teaching assistants

- Teaching assistants are responsible for supporting pupils with learning remotely and giving praise. They are expected to log in at least once a day and comment on pupils' uploaded work.
- 1:1 Teaching Assistants should make contact with their 1:1 child and the family once a week, in order to 'check in' with the family and offer support.
- Attending virtual meetings with school staff. All staff attending meetings virtually should dress appropriately and comfortably. It is not expected for staff to dress formally as for school, but consideration should be given to the audience and participants of the meetings to ensure that professional standards are maintained at all times. When attending professional meetings staff must be aware of their surroundings, ensuring that, where possible, they are in a suitable location (not in bed), and that conversations are in a suitably private area where they cannot be overheard.

2.8 Subject leaders and Year Group Leaders

Alongside their teaching responsibilities, as outlined above, Year Group Leaders are responsible for:

- Ensuring that work set matches the curriculum plans in place, including any adaptations for catch up.
- Working with teachers teaching their subject to make sure work set is appropriate and consistent with schools plans and expectations
- Reviewing and amending long term plans

2.9 SENDco

- 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.

2.10 Senior leaders

Senior leaders are responsible for:

- Coordinating the remote learning approach across the school, including ensuring all pupils have access to suitable technology in their home.
- Ensuring that all pupils including PP and SEND pupils can access learning set and that arrangements are in place to oversee and monitor equality of opportunity.
- Maintaining an overview of the quality of remote learning and supporting teaching staff on request.
- Assessing and analysing the take up rate of home learning and ensuring that disadvantaged groups are accessing provision.
- At the end of the remote learning period, SLT will monitor the effectiveness of the learning during this period and make recommendations for future bubble closures.

2.11 Designated safeguarding lead

The DSL is responsible for:

- Ensuring that all within the school follow the Trust safeguarding policy including the latest amendment's and communicate any changes to this guidance. Please see the link below for latest guidance and advice <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

2.12 Pupils and parents

Staff can expect pupils to:

- Adhere to this policy at all times during periods of remote learning.
- Ensure that their work is completed to the best of their ability.
- Seek help if they need it, from teachers or teaching assistants through SeeSaw
- Alert teachers if they are not able to complete work. They should report any technical issues to teachers and teaching assistants as soon as possible.
- Ensure they use any borrowed equipment and technology for remote learning as intended. Adhering to the behaviour policy at all times.

Staff can expect parents to:

- Support their children with remote learning, whilst having the flexibility to organise the timings of the day to best suit family life.

- Make the school aware if their child is sick or otherwise cannot complete work.
- Seek help from the school if they need it.
- Report any technical issues to the school as soon as possible.
- Ensure their child uses the borrowed equipment and technology for remote learning as intended.

2.13 Pastoral Support

The Pastoral Teams will:

- o Liaise with class teachers as to who the pastoral team will retain contact with during school/bubble closure.
- o Signpost families to outside agencies.
- o Help with regard to family support.
- o Provide access to food bank vouchers.
- o Provide advice with family circumstances.
- o Support with referrals to other agencies, such as Early Help.
- o Provide regular contact with families who need this.

2.14 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 systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

If staff have any questions or concerns, they should contact the following individuals:

- Issues in setting work – Staff should address concerns to the Year Group Leader in the first instance.
- Issues with any pupils on the SEN register – Staff should address concerns to Ms Laband
- Issues with behaviour – Staff should address concerns to Mrs Land
- Staff with issues with their own workload or wellbeing – Staff should address their concerns to Mrs Lawson
- Concerns about data protection – Staff should address their concerns to the Mrs Land
- Concerns about safeguarding – Staff should address their concerns to Mrs Butcher

- Concerns about e-safety – Staff should address their concerns to Mrs Lawson

4. Safeguarding

DSLs will communicate all updates to the school community. It remains the responsibility of every staff member during this time to stay updated with the latest advice and guidance for safeguarding.

4.1 Online safety

This section of the policy will be enacted in conjunction with the school's online safety policy. Where possible, all interactions will be textual and public. **The expectation is that all video communication will be pre-recorded.**

All staff and pupils using video communication must:

- 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.
- Always remain aware that they are visible.

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.

5.1 Safeguarding

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

The Headteacher/DSL 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. This will be updated every month.

The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning in accordance with the policy.

Phone calls made to vulnerable pupils will be made using school phones where possible.

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 using CPOMs in line with safeguarding procedures.

The 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 must:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff
- Actively involve the pupil.

The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

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

Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns. Mrs Butcher can be contacted through the School Office.

6. Monitoring arrangements

This policy will be reviewed regularly throughout this period. At every review, it will be approved by the Full Governing Body.

7. Links with other policies

This policy is linked to our:

- Safeguarding Policy and coronavirus addendum to this policy
- Behaviour Policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy

Appendix 1 – Remote learning Scenarios

Remote Learning Scenarios

Set up

- Additional Staff Team to create a 2 day learning programme for each phase.
 - Day 1 and 2 activities - Bank of activities that could be used on first and second day of isolation.
 - These will be printed for every pupil and sent home on the day prior to isolation.
- Pastoral Teams will be aware of all vulnerable families and action plans in place for who will be in contact with each family.
- All staff will be aware of the new SeeSaw learning platform and how to use this effectively.
- SLT will create a 'how to use the SeeSaw platform' document to support families.

Self-isolating due to illness or awaiting test results		Class bubble, or whole school sent home		National Lockdown with Key Worker Pupils in school	
Procedure	Staff Roles	Procedure	Staff roles	Procedure	Staff roles
<p>Day 2 – 14</p> <p>Teachers to ensure that daily learning is available by 8am each day. This can be sent as one email per day or a week of lessons in one email.</p> <p>A minimum per day of:</p> <p>1 English lesson 1 Maths Lesson 1 Reading lesson 1 Curriculum lesson</p> <p>Work will be collated at home and brought into school when the pupil returns. Feedback on this work will be verbally given on return to school.</p>	<p>Teachers to ensure that work is available within 24 hours of self isolation. This must be sent to the school office for distribution.</p> <p>Additional time will be allocated to teachers who require time to enable this.</p> <p>Teacher to contact pupils on parental request to touch base and to talk through any concerns or problems.</p>	<p>Day 1 and 2 –</p> <p>Children to be sent home with 2 days of work as prepared in advance. This will be printed and emailed in advance where possible.</p> <p>Children to respond to work and bring this into school once the period of isolation is over.</p> <p>Day 3 – 14</p> <p>Teacher will post a daily menu of activities on SeeSaw each day. Families will have some flexibility on when this work is to be completed.</p> <p>This work will consist of the following per week:</p> <p>EYFS</p> <p>Daily Numeracy Daily story-based English Session Daily Phonics Daily Funky Fingers Daily Physical Development OR Art and Craft Activity</p> <p>KS1</p> <p>Each Day: Daily English lessons Daily Maths lessons: These lessons will be based on the White Rose scheme and the topics which would</p>	<p>Teachers to ensure that work is posted on SeeSaw by 8am each morning (after the first two days of bubble closure).</p> <p>Teachers will ensure that all resources required are placed on the school platform.</p> <p>Where a class teacher is absent through illness, additional time will be offered to the Year Group Team to ensure work is posted for that class as required.</p>	<p>The work will be set as per a class bubble or whole school closure.</p> <p>The staff will be split into two teams, with staff being asked to either teach in school or create a package of home learning. These teams can be interchangeable as we take into account people's need for face to face contact.</p> <p>Both sets of learners will follow the same programme of study. TAs will be utilized to support home learning.</p>	<p>Teachers to ensure that work is posted on SeeSaw by 8am each morning (after the first two days of bubble closure).</p> <p>Teachers will ensure that all resources required are placed on the school platform.</p> <p>Where a class teacher is absent through illness, additional time will be offered to the Year Group Team to ensure work is posted for that class as</p>

		<p>be covered in school. This will be supplemented by the videos from the scheme and the worksheets provided.</p> <p>Daily Guided Reading or Phonics Sessions</p> <p>Each Week: 2 Curriculum lessons – next lessons in the sequence will be provided where appropriate 1 Science lesson - next lesson in the sequence will be provided where appropriate.</p> <p>KS2</p> <p>Each Day: Daily English lessons, 1 lesson will be focused on Grammar specifically. Daily Maths lessons: These lessons will be based on the White Rose scheme and the topics which would be covered in school. This will be supplemented by the videos from the scheme and the worksheets provided. Daily Guided Reading: 4 guided reading sessions and one independent read.</p> <p>Each Week: 2 Curriculum lessons – the next lessons in the sequence will be provided where appropriate 1 Science lesson – the next lesson in the sequence will be provided where appropriate.</p> <p>Where modelling is required, pre-recorded video lessons will be provided by school staff and these will be uploaded to SeeSaw.</p>			required.
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		<p>Lessons will be differentiated at 2-3 levels, depending on the ability of the class.</p> <p>Specific learning activities will be required for those with Special Educational Needs. This will be directed by the child's provision map targets and EHCP targets.</p> <p>Work can be sent back to the teacher via SeeSaw, uploaded to the child's journal.</p> <p>Staff will offer feedback through the SeeSaw platform, they will also review the class' learning and set new tasks to support and develop (just as if they were in school).</p> <p>TAs will offer praise for work completed.</p> <p>At the end of each day, the teacher will review the work and offer whole class feedback which highlights particular strengths and addresses misconceptions.</p> <p>They will not offer individual feedback on every piece of work from every pupil.</p> <p>Where pupils are struggling with the work, parents should contact their class teacher who will support.</p>			
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