Mawnan CE VA Primary School

Remote Learning Policy and Guidance

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annually	September 2020	This policy was developed with staff & governors, with awareness of DfE expectations, following best practice advice and guidance available.	September 2021

Review & Ratification Required by Governor's Sub-Committee Only	Name of Governor's Sub-Committee	Ratification required by Full Governing Board
Yes/No	Curriculum and Standards	Yes/No

Reviewed by Governor's sub-committee

Role	Name	Signature	Date

Ratified by the Full Governing Board

Role	Name	Signature	Date

Details of Policy Updates

Date	Details

INTRODUCTION

Mawnan C of E VA Primary School is committed to supporting remote learning for our pupils at a time when they are not able to attend due to reasons beyond their control. Of course, we know that nothing we do will replicate the quality of experience pupils during face-to-face learning opportunities in school. Nevertheless, we hope that our remote learning strategies mitigate any detrimental impact of not being able to attend school.

This policy aims to ensure continuity of education during times when access to face-to-face learning is adversely affected. This means that the policy is evoked when, for example, there are school closures during normal term time (e.g. Covid19 bubble closures, individual isolation and adverse weather closures). It is not designed for use when it is possible for pupils to attend in person or when pupils are poorly.

LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
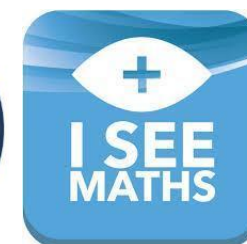
• Data Protection Act 2018

- General Data Protection Regulations

- Freedom of Information Act 2000

This policy operates in conjunction with the following school policies:

- GDPR Policy

- Acceptable Use Policy

- ICT Security Policy

- Code of Conduct

- Guidance for Safe Working Practices

Mawnan Remote Learning Plan

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Mawnan C of E VA Primary School has developed the following plan.

This plan will be applied in the following instances:

1. An individual is self-isolating because of a positive test within the household;
2. A group of children are self-isolating because of a case of coronavirus in the bubble;
3. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus

The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#). The expectations are set out below:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to 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

Our plan is based on our already established good practice and research from the Educational Endowment Foundation(EEF).

https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/

EEF research concludes that when implementing strategies to support pupils' remote learning, or supporting parents to do this, the key things to consider include:

☐ Teaching quality is more important than how lessons are delivered

☐ Ensuring access to technology is key, especially for disadvantaged pupils

☐ Peer interactions can provide motivation and improve learning outcomes

☐ Supporting pupils to work independently can improve learning outcomes

☐ Different approaches to remote learning suit different types of content and pupils

Remote Learning

We know that there has been much disruption to children's education and we continue to be committed to ensuring that all children receive a quality education should the need for remote learning arise.

Children will remain in contact with their class and the class teacher. The class teacher will set appropriate work in-line with our current curriculum and this will be delivered through online learning platforms such as:

- The Google Classroom stream will offer the chance for teachers and children to celebrate work and maintain our school community.
- Class Dojo will remain in use as whole school communication. Teachers and parents will be able to message one another to share information and offer support.
- Zoom will support us in providing the opportunity for the children to communicate with their teacher through live lessons.
- Nelson Handwriting, Spelling Shed and TT Rockstars will all be utilised to support the acquisition and retention of basic core skills.
- Whiterose, Maths Shed, I See Maths and Oak National provide pre-recorded lessons and/or resources.

In the event of any form of isolation caused by Coronavirus, parents must understand that engagement in home learning is compulsory, as is the expectation that Mawnan Primary School makes that provision available and accessible to all. In the event that children themselves are too ill to attend then parents should contact the school in the usual way. Those not engaging with home learning will receive a phone call from the Headteacher to discuss the obstacles and the support needed by the family.

In preparation for home-learning, children have already received logins and passwords for the following platforms:

- Google Classrooms (pupil email address)
- Spelling Shed (Topper-Dart)
- TT Rockstars (Topper-Dart)
- Accelerated Reader (Topper-Dart)
- Bug Club (Oppie Class)
- Tapestry (Oppie Class)

Practical Resources

If a class bubble is isolated, we will provide children with home learning materials to enable them to access their remote learning. This is so that work that children complete at home can be kept safe, and can be brought back to school when safe to do so.

Oppie Class: Home Learning Book, a Learning Pack (including number lines, a sound card, laminated numicon tiles and chalk.) An iPad if requested. Other resources are available in their learning planners.

Topper Class: Home Learning Book, a Learning Pack (including a number-line or ruler, laminated numicon tiles, 10's frame, 10's and 1's, phase 3-5 sounds cards, alternative spelling chart and a tricky words sheet covering phase 3-5 words) An ipad if requested.

KS2 resources: class text, subject exercise books and Chromebook.

| 1. | **An individual is self-isolating;** |
| 2. | **A group of children are self-isolating because of a case of coronavirus in the class (bubble);** |

Using Google Classrooms the class teacher will upload remote learning.

The remote learning set by the teachers will follow the long-term curriculum plan for their class so that children can continue to access the relevant curriculum for their year and keep up.

| 3. | **A whole class (bubble) is self-isolating because of an outbreak of coronavirusor we are in lockdown** |

Teachers will schedule a live Zoom meeting with the children and parents for the following day (after isolation). In this meeting the teacher will discuss the remote learning arrangements and expectations. Teachers will also share a timetable of learning – this will consist of core subject lessons, a non-core lesson and a whole class reading session per day.

Using Google Classrooms the Classteacher will upload the class's learning.

The Classteacher will share links and resources to appropriate lessons through Google Classrooms.

The Classteacher will schedule live lessons or provide links to pre-recorded lessons

EYFS and KS1 remote curriculum content	Key Stage 2 remote curriculum content
Literacy- Reading/ Writing/ English/Phonics/ spelling ● Daily differentiated phonics including Introduction, revisit and review, teach, practice and apply. -Phase 2 Mr Thorne does phonics alongside supplementary learning. -Phase 3-5 Pre recorded Bug Club Phonics, spelling and grammar lessons or the Wandle Hub Letters and Sounds programme. Daily Reading ● Access to Bug Club reading scheme ● AR reading via Borrow Box ● or KS1 class book from school **Writing (daily differentiated writing task) this could be:** ● Topic related writing	**English** **Reading** (*reading and comprehension lesson each day*) ● 60 second reads ● Topic related comprehension ● VIPERS **Writing (writing task each day)** ● Topic related writing ● Spellings – Spelling Shed ● Nelson Handwriting ● Grammar **Maths** (*fluency and maths lesson each day*) ● Fluency (fluent in 5 or Corbett Maths, TTRS) with marking sheets

- Talk for writing associated task
- Directed free writing or recount
- Letter formation focus linked with phonics or Nelson Handwriting
- Grammar task
- (In the case of individual self-isolation cases Oak National academy units may be set)

Maths (Daily Differentiated Fluency and lesson provided) this could be:
- Subitizing videos
- KS1 TTRS
- Active counting songs/ videos
- Fluency games explained in planning using numicon/ 10's frames or dice.
- KS1 White Rose worksheets, with videos and marking sheets
- Maths activities and games mirroring class learning explained in planning using concrete materials
- Topmarks games to reinforce learning/ lesson
- Outdoor maths learning experiences supporting weekly learning objectives
- (In the case of individual self-isolation cases Oak National academy units may be set)

All other areas of learning will be covered to follow/ mirror the class curriculum through:
- Planned lessons with specific learning sent home with-
- Directed first hand experiences such as outdoor learning, cooking, experiments
- High quality videos and discussion
- High quality stimulus an images to support learning in Art and DT
- KS1 Worksheets may be supplied to support specific learning
- Topic learning may feed into literacy for cross curricular learning.
- Discussion/ research

EYFS Home Provision- A guide to high quality, easy to access play opportunities will be provided in the form of a "survival guide." This will

- White Rose worksheets, with videos and marking sheets (revising previous material)
- I See Maths or online taught lessons (new material)

Topic (which may include: geography, history, science, art & design, design technology)

Links/stimulus that lead into tasks will be provided. Using a range of resources such as:

- Twinkl
- Oak National
- BBC
- You Tube

EYFS KS1 Remote learning organisation	KS2 Remote learning organisation
include ideas for water play/ investigation, sensory play/ outdoor learning/ construction/ challenges.	

EYFS KS1 Remote learning organisation	**KS2 Remote learning organisation**
Daily learning will be shared on google classrooms. Clearly written explanations and support for learning will be given for each activity area of learning or clear links which signpost to appropriate units of Oak National Academy. Oppie learning outcomes and experiences to be shared on Tapestry and feedback given by either T or TA. Topper learning outcomes to be shared daily on Google Classrooms for feedback from peers and at least weekly feedback from T's Short daily zoom sessions will take place in the form of a Show and Tell (supporting Topic) and will follow a rota or short introductory maths/ literacy lesson or story with a comprehension discussion. Zoom links will be sent to parents emails. Daily pre-recorded stories will be shared on Google Classrooms or Dojo	A weekly grid of learning with links to learning will be uploaded to google classrooms Instructions with each assignment will explain what needs to be done There will be a live or recorded lesson each day Teachers will check message around lunch time (they are unable to check messages throughout the morning) The assignments on google classrooms will be clearly labelled with dates Timings for each assignment will be given as a guide

DIFFERENTION (INC. SUPPORT FOR CHILDREN WITH SEND)

As they would be expected to during face-to-face learning our teachers, and learning support staff, will ensure that any learning activities which are set are as differentiated as possible. Clearly this is much more difficult when the children are not working directly with the teaching staff. Therefore, any feedback from parents/carers is always helpful.

In the event of a whole class/year group bubble closure, the learning set will also be complemented by interactive sessions which pupils can participate in. This will vary, depending on the age of the children, but can include check in sessions via Zoom or telephone calls with individual families. Parents/carers will be informed, in advance, about any arrangements for interactive sessions.

Mawnan C of E VA Primary School will endeavour to continue to provide support for children with SEND (inc. those with an EHCP). This may include sending home additional resources to support remote learning for those pupils. However, it may also include online or remote interventions or therapies which utilise the skills of learning support staff and other professionals. Parents/carers will be informed, in advance, of the arrangements for this and this provision will be mapped out and quality assured by the SENDCo and Headteacher.

FEEDBACK

There is an expectation that pupils participate with remote learning activities. Therefore, if a teacher or member of the learning support staff is unable to make contact with families in any way, we shall pass this information to our Headteacher (DSL) who may carry out a home visit or make a safeguarding referral if we cannot make contact.

Where remote learning is provided, there is an expectation that work is returned in line with any arrangements published. This could include sharing any written or practical work upon return to school or it could be sharing images, documents and other evidence of learning via Google Classrooms, Class Dojo Portfolios and/or Tapestry.

Teachers, and learning support staff will note and comment on any learning evidence shared with them. They will use information from this to inform any assessments about a child's progress as well as any subsequent planning. Teachers, and learning support staff, will also provide feedback (individually or as a whole class) through any interactive sessions which are planned.

SUPPORT FOR DISADVANTAGED PUPILS

Mawnan C of E VA Primary School makes every effort to support disadvantaged pupils with their learning. For the purposes of this policy, the term disadvantaged goes beyond the Government's definition of those eligible for Free School Meals or Pupil Premium and includes those who may struggle to access remote education whilst not attending school (i.e. pupils facing difficult circumstances in the home environment of those with limited or no access to technology at home).

SAFEGUARDING & VULNERABLE PUPILS

Mawnan C of E VA Primary School retains full responsibility for the safeguarding of its pupils regardless of whether they are accessing face-to-face education or remote education. In the event of the imposition of remote learning, the Covid19 Safeguarding Addendum will be evoked in conjunction with the usual Safeguarding Policy.

All staff have appropriate safeguarding training and are reminded of the Zoom security guidance (published separately) and online lessons safety reminders at the end of this policy. Furthermore, in the event of utilising Zoom to support remote learning, roles and responsibilities are outlined below.

ROLES & RESPONSIBILITIES

The Member of Staff (Meeting Host) is responsible for:

- Ensuring that the protocol for conducting virtual learning is agreed upon by all members of the meeting prior to it taking place.
- Notifying pupils (inc. parents/carers) in advance that a session will be convened virtually.
- Reporting any issues from the meeting immediately using the school's system for sharing concerns or information (My Concern).
- Using the waiting room function to control access to meetings and only admitting those who are expected.
- Monitoring attendance throughout the session and noting/making contact with anybody who has not attended.
- Stopping the session if they become unsure about who else is present and checking attendance if necessary.
- Sending pupils (and parents/carers) back, where necessary, to the waiting room during the meeting until identity concerns are resolved.
- Advising members about the appropriateness of their behaviour during in any online sessions (which will be context dependent).
- Ensuring that everybody understands the rules regarding safeguarding and confidentiality and that they recognise no recordings are permitted.

The Meeting Host should be available for the session 5 minutes prior to the scheduled start time in order to check identities and admit members.

There may be occasions where the meeting host is not the class teacher. As part of quality assurance processes, additional staff may be present and could take the role as Meeting Host. Where this is the case:

Pupils & Parents/Carers (Members) involved in the session will:

- Be aware of, and act in accordance with, the procedures outlined in this document.
- Not take covert recordings of meetings.
- Notify the member of staff (meeting host) of any issues they are aware of which may affect the session (inc. the security and safety of those involved).
- Be respectful of the rights of individuals who are participating.
- Ensure they have a quiet space that's well lit, that their camera and microphone work well, that they will not be interrupted and that the environment is confidential, using headphones where appropriate.

SESSION ETIQUETTE & PROTOCOLS

All of those involved in online sessions (Members) should:

- Give the session their full attention and focus, in the same way as if they're attending face-to-face learning in person, to ensure their full attention to the topics being covered.
- Keep microphones on mute, if directed, unless they are talking. The staff member (Meeting Host) may mute/unmute people during the meeting as they feel this is necessary
- Use physical cues when appropriate, like putting your hand up, during discussions so the staff member (Meeting Host) knows who's about to speak, ask questions or requesting to be taken off mute
- Be mindful of clothing to ensure that they maintain dignity or that offence isn't caused by what they are wearing.
- Ensure body language is considered and not likely to offend others.
- Speak to the camera and not the screen.
- Consider the location carefully. This should be a quiet location, without direct sunlight or any personal items in the background.
- Position the camera at eye level where possible and enable this (unless agreed in advance).
- Attend the whole session unless agreed otherwise.

CONFIDENTIALITY, SECURITY & DATA PROTECTION

Full consideration will be given to the privacy and security features of the chosen remote platform for any online sessions and software will not be used if the security provision is insufficient. At Mawnan C of E VA Primary School, we have adopted the use of Zoom and follow all of their security guidance protocols (published separately).

The session shall not be recorded on any digital device or programme used by the any member of a session unless otherwise agreed and notified in advance.

Any data, including the creation, storage, retention and disposal of recordings, will be in line with the provisions of the Data Protection Act 2018, GDPR and Freedom of Information Act 2000, where relevant.

MONITORING & REVIEW

The effectiveness of this policy will be monitored by the Head Teacher and Assistant Headteachers and reported to the Governing Body as appropriate.

Any amendments to this policy will be shared with the whole school community as appropriate.

Zoom Video Meeting Protocol

During any times where virtual session are required, staff are permitted to use Zoom. This platform will be used to host and attend different session which involve pupils & parents/carers.

We expect staff to follow this guidance:

✓   To ask permission from the Head Teacher should you need to create a user account using your school email address.

✓   To participate in a school Zoom session using a school issued device wherever this is available.

✓   To allow software updates on your device to ensure that your device is kept secure.

✓   To not share the details of the Zoom meeting with anyone not affiliated with Mawnan C of E VA Primary School unless agreed with the Head Teacher in advance. The session details/invite should only be shared with those who need to attend, i.e. class or year group bubble.

✓   To not attempt to record the session or take any pictures unless permission has been granted.

✓   To consider the background and environment that you are situated in when participating in Zoom session.

✓   To mute your microphone when not participating in the conversation. This will ensure that background disturbances are kept to a minimum.

✓   To request access to share your screen, prior to the start of the meeting, if this is required.

✓   To be ready in the waiting room 5mins before the agreed start time of a session.

✓   To position your camera for others to see you clearly.

✓   To consider confidentiality arrangements at all times.

✓   To contact the DSL immediately should any safeguarding matter arise.

Twenty Safeguarding Considerations for Lesson Livestreaming

Just because schools are supporting students remotely and sending work home does NOT mean that you need to livestream lessons. This should only be done where you are equipped to do so safely. But if you are considering it, bear these things in mind:

1 Only use school-registered accounts, never personal ones

2 Don't use a system that your SLT has not approved

3 Will some students be excluded? Do they have internet, a device and a quiet place?

4 Do students and staff have a safe and appropriate place with no bedrooms or inappropriate objects/information visible?

5 Check the link in an incognito tab to make sure it isn't public for the whole world!

6 Has your admin audited the settings first (who can chat? who can start a stream? who can join?)

7 What about vulnerable students with SEND and CP needs?

8 Don't turn on streaming for students by mistake – joining a stream ≠ starting a stream

9 Never start without another member of staff in the 'room' and without other colleagues aware

10 Once per week may be enough to start with – don't overdo it and make mistakes.

11 Keep a log of everything - what, when, with whom and anything that went wrong

12 Do you want chat turned on for pupils? Can they chat when you aren't there?

13 Avoid one-to-ones unless pre-approved by SLT

14 Remind pupils and staff about the AUP agreements they signed* The rules are the same

15 Remind pupils and staff about the safeguarding policy and reporting process – does it work remotely?

16 Do you want to record it? Are students secretly recording it? You may not be able to tell.

17 How can students ask questions or get help?

18 What are the ground rules? When can students speak / how?

19 If you don't understand the system, if it won't be safe or reliable, if teaching won't be enhanced, DON'T DO IT.

20 Is your DPO happy? GDPR covered? Parental consent needed?

LGfL **DigiSafe** keeping children safe

LIVE

THE DIGISAFE TEAM WILL BE EXPLORING SAFE SETTINGS FOR THE MAIN PLATFORMS CHECK OUR SOCIAL PAGES

@LGfLDigiSafe

* Need templates? See safepolicies.lgfl.net

APPENDIX 2: RISK ASSESSMENT

RISK ASSESSMENT FOR:	Use of Zoom		RISK RAG	
Establishment: **MAWNAN CoE VA PRIMARY SCHOOL**	**Assessment by: J. Pridmore**		**Date:** **15.05.20**	

Hazard / Risk	Who is at Risk?	How can the hazards cause harm? What is degree of risk?	Normal Control Measures	Are Normal Control Measures Y/N/NA	
				In Place	**Adequate**
Staff/Pupils/Parents might not have the latest software updates on phones or other devices which restrict security arrangements	Staff/ Pupils/ Parents	Inappropriate content shared in a session, unrestricted access to a meeting **Risk Level: LOW**	• School used laptops/iPads used, wherever possible, to host or stream video conferencing sessions. Remind staff/pupils/parents regularly about enabling app security updates and/or clearing cache/refreshing memory on website browser. • Ensure all other security features are always adhered to, e.g. waiting room. • Review any queries regarding usage and security updates with ICT4 IT as they become available.	Yes	Yes
Information not kept secure	Staff/ Pupils/ Parents	Information shared beyond level intended, breach of GDPR regulations **Risk Level: LOW**	• Details of the session should only be shared via secure school email/google classrooms/class dojo. The link sent by the host should not be shared by anyone beyond the intended meeting membership. • Any session will only be scheduled by a school user account created with the permission from the Head Teacher. • All security arrangements to be followed and all protocols adhered to regarding video arrangements and confidentiality.	Yes	Yes

| Unauthorised access to the meeting | Staff/ Pupils/ Parents | Inappropriate content shared in a meeting, unrestricted access to a meeting compromising privacy of individuals **Risk Level: LOW** | • Meeting Host should follow all security procedures in place inc. enabling the 'waiting room' function. This will allow the host to give access to participants who were invited:

NB: There are two options when you set up a meeting:
1. 'All Participants' - this will send everyone to the virtual waiting area when they 'arrive', where you can admit them individually or all at once.
2. 'Guest Participants Only' - this allows known staff to skip the Waiting Room and join but sends anyone not signed in/part of your school into the virtual waiting area.

The Meeting Host will:
• Ensure all meetings have a password.
• All meetings are encrypted.
• Any questions by members about access to the session are answered before the session starts.
• A session does not start more than 5mins before the agreed time.
• Ensure that the screen share option is only enabled to staff who requested access prior to the session and that it is not enabled for pupils.
• That the session is not recorded | | |
| Session not secure. | Staff/ Pupils/ Parents | Inappropriate content shared in a meeting, unrestricted access to a meeting **Risk Level: LOW** | • The host will 'lock down the chat' once all participants have been given access to the conference. | | |