



Pudsey Bolton Royd Primary School

Remote Learning Policy

Policy owner: PBR Governing Body

Date: 20/10/2020

Date shared/agreed/adopted by Governing Body: 4/11/2020

1. Rationale and Aims

This policy is in response to the DfE directive which states:

“schools have a legal duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19).”

and

"where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education.”

This remote learning policy aims to:

- Ensure consistency in the school's approach to remote learning
- Ensure that the remote learning curriculum aligns as closely as possible with in-school provision
- Set out expectations for all members of the school community with regards to remote learning
- Ensure that safeguarding procedures are followed consistently to protect our children
- Keep staff safe whilst providing remote education
- Provide appropriate guidance for dealing with data protection issues

The school's remote learning provision is designed to reflect the age and developmental abilities of the children and be accessible given their computing capabilities. The approaches to the provision of remote learning across the age phases in the school are summarised as:

Early Years and KS1:

- EYFS children will be provided with activities through the Tapestry application.
- Year 1 will be provided with activities on Purple Mash, before transitioning towards using Google Classroom later in the year.
- Year 2 children will use a combination of Purple Mash, White Rose Maths and Oak Academy using a year group Google Classroom page as their portal.
- Activities will be made available (including videos either from teachers or via third party providers such as White Rose Maths/Oak Academy) to support key concepts.

KS2:

- Key Stage 2 children will access remote learning via Google Classroom. School intends to provide daily Maths and English live lessons, with at least three other 'topic' lessons (to include an element of live teaching input/content) over the course of the week. Two further offline activities will be provided for afternoon lessons.

In cases where children required to work remotely cannot access the internet, teachers may be asked to provide a pack of offline work to support those individual pupils/families.

2. Roles and responsibilities

Teachers

Teachers will provide remote learning in two situations:

- When individual or small groups of children cannot attend school as they are self-isolating
- When their class or year group is unable to come to school due to the collapse of a bubble

Supporting individuals or small groups that are self-isolating

When individuals are self-isolating, it is important that they have a learning experience that is aligned as closely as possible to the learning taking place in school (see the following guidance). Use of Google Classroom in KS2 enables pupils isolating at home to have remote access to their class teacher's lesson in school, thus enabling easy transition between periods of isolation and working from home, with returning to work at school - causing the least negative impact of any absence. If there is a supply teacher delivering lessons to the class, children can be invited to join the other, parallel class in that year group, to enable them to access and participate in the input given by a member of school's teaching staff, or will have independent work to complete remotely.

For those individuals that have additional needs or will not be able to access the work in the same manner as their peers, teachers will do their best to support these children as appropriate. However, it should be understood that teachers will continue to have full-time teaching commitments that will limit the amount of time available to support such individuals when they are working remotely. If children are not accessing their remote learning teachers will follow the flow chart in Appendix 1

Early Years

- Activities will be shared using the Tapestry application - these will be based on work that is happening in school that week and be supported by resources (which may include video input or instructions). Parents/carers can support their child(ren) to work through activities (submitting photos and comments via Tapestry to provide feedback to the teacher if they wish) in much the same way as they do with 'Rainbow Challenge' homework.
- Links to other applications could be used to supplement learning (e.g. Mr Mac phonics).

Key Stage 1

- A weekly 'to-do' list of learning activities, that are a combination of pre-existing and teacher-designed work, will be set and available day-by-day on Purple Mash.
- Year 2 will use a generic Google Classroom page in order to post links to resources and activities such as White Rose Maths videos, Oak Academy lessons and other resources, as well as giving teachers the opportunity for remote learners to undertake work that is being completed in class. Links can also be posted to Purple Mash activities so that children can receive feedback on their work.

Key Stage 2

- Times for children to join class-lessons will be posted on Google Classroom for the day, enabling children to join remotely via Google Meet.
- The self-isolating children will be able to join the lesson inputs in real time. This will enable them to hear the teacher as well as see their interactive white-board slide presentation, helping the children to experience broadly the same teaching as their peers in class.
- After the main teaching input, it is up to individual teachers to decide if they are happy to keep the lesson online to support the child(ren) working remotely, or to close the lesson and support the child through the class stream.
- Afternoon lessons in the wider curriculum subjects (including 'topic' lessons) will be provided – some of these each week will be 'live input' lessons, at times communicated to pupils working remotely, enabling them to join the teacher input at the start of the learning. These will be supplemented by 'stand-alone' activities for the week, which pupils can complete at a time of their choice, offline.
- Feedback and Marking of work is to be carried out in line with the principles of school's feedback and marking policy, to enable remote learners to make as much progress as possible. It is recognised that whilst teachers have a full-time teaching commitment, providing feedback and marking to individuals remote learning may be limited.
- **PLEASE NOTE** - The teacher must always ensure that Google Meet sessions are closed appropriately – they should check that all pupils leave the meeting before they do.

Supporting large group (i.e. full class, phase or whole school) closures

Teachers should be available between normal directed hours, although it is acknowledged that teachers will have their own home commitments and responsibilities (e.g. childcare of their own) and that it is unrealistic to expect that a teacher working from home will be able to complete the same hours of work that they do in school.

If they are unable to work for any reason during this time (for example, due to sickness or caring for a dependent), they should report this to the HT using the normal staff absence procedures, so that teaching cover can be arranged and communicated to pupils.

As well as teachers being responsible for remote learning, this may have to be balanced with being called into work on a rota basis to teach face-to-face (e.g. in the event of vulnerable and/or key worker children being expected to attend in person).

There may be occasions where live lessons are not practical (e.g. when teachers need to support their own families or problems with home internet/hardware functionality). In these circumstances staff should contact SLT for support, so that it can be agreed that in the short term, remote learning provision is moved away from live lessons – but three learning activities per day can continue to be set.

Responsibilities for all teachers

- Teachers should ensure that all video clips, websites etc that will be used are fully investigated to ensure that they are suitable for the children.
- Staff should, in most cases, only be responding and communicating within school hours as much as possible. It is understood that due to other commitments, it may be easier to view and respond to work outside of these hours at the teacher's discretion.
- To monitor attendance, by either taking a register at the beginning of a live lesson or directing a teaching assistant to monitor children that access the live element of the lesson, and the uptake of work and to follow school procedures if children are not engaging with their learning. (See Appendix 1)
- To continue to adhere to school's Acceptable Use of Internet Agreement. (See Appendix 2)
- Feedback and Marking of work is to be carried out in line with the principles of school's feedback and marking policy, to enable remote learners to make as much progress as possible. It is recognised that it may not be as possible to provide feedback and marking in as much detail whilst remote learning as when making work in books.
- Teachers are responsible for making work that is handed in within a day of its deadline, teachers will not be expected to work mark that is handed in later than this.

EYFS teachers are responsible for:

- Providing three learning activities per day on the Tapestry Application.
- Recording and uploading videos to support parents in delivering these activities where this would be helpful.
- Manage the recording and uploading of video phonic lessons and stories within the year group staff team.

Year 1 teachers are responsible for:

- Providing three learning activities per day on Purple Mash
- Planning a mixture of pre-existing Purple Mash activities and teacher created resources
- Making links to White Rose Maths activities that will be provided through the Purple Mash platform

Year 2 teachers are responsible for:

- Using the generic Year 2 Google Classroom platform to share links to White Rose Maths lessons and Oak Academy English lessons (which both include video inputs), and to Purple Mash for teacher created resources for the collection of completed work.
- Providing three learning activities per day – one English, one Maths, one 'topic'

- Providing opportunities for daily virtual contact with their teacher, through making a daily live story time available to pupils to join via Google Meet.
- Monitoring children's comments as well providing feedback and responding to their work via Purple Mash, to enable children to make progress.
- As the year progresses, Year 2 children transitioning children to using Google Classroom activities where they can hand in work, to allow feedback from the teacher and prepare them for KS2 remote learning procedures.

Key Stage 2 teachers are responsible for:

- Creating a Maths and English task per day, as well as an additional lesson from one other subject area (as part of a cross-curricular topic for example). This work will balance screen time and off-line completion of tasks and will encourage a broad range of activities including those from creative subjects and Physical Education. Teachers are encouraged to provide a balance of work that is completed and handed in online, as well as tasks completed in the children's home learning books.
- Maths and English lessons are intended to be live lessons each day, with three afternoon lessons per week also being live. The two other afternoon lessons may be set as work for the children to complete independently, to allow the teacher planning, preparation and assessment time.
- When a teacher is expecting work to be submitted online, they should use the commenting system on Google Classroom to provide feedback to pupils. General class feedback on tasks should be provided for all pupils to access, however the private message system on Google Classroom could also be used to respond to comments and/or provide specific feedback about the work, to support individual pupil's progress.
- Monitoring the class stream on occasions throughout the day. Children may need reminding to keep conversations appropriate. Children may need muting if they interject anything inappropriate. If they do not respond positively to frequent reminders regarding acceptable conduct in online lessons or remote learning, teachers should report their concerns to SLT who will take appropriate action (which may include contacting the child or their parents to discuss their conduct).
- Teachers are expected to record live lessons when teaching from home. These recordings are not to be shared with anyone (eg catch-up for a pupil that has missed the lesson) but are for safe-guarding reasons and protection for the staff member against potential allegations.

In cases of full lock-down (whereby school is only open to Key Worker/Vulnerable children):

- Creating a timetable outlining the weeks' activities on the shared Google Drive. This is needed in case of staff illness, so that the parallel class year group teacher or another staff member can step in to provide the work.
- When one, year group teacher is on the rota to be in school, the other year group partner needs to take charge of checking the class stream for the remote learning on occasions throughout the day.

Keeping in touch with pupils and parents

All contact with students should be through appropriate channels at all times and should be within clear and explicit professional boundaries. This means staff should only contact students in school time, using school equipment and regarding school matters, with appropriate permission from senior leadership.

- There may be some occasions where staff are asked to contact children. When doing so, only make contact using school devices. If for some reason, you need to make contact whilst at home, phone school and ask for a member of staff to make contact for you, using school equipment.
- If contact is sought from parents via Google Classroom, teachers and school staff are reminded not to contact them using their school email address. Parents should be directed to use the info@ email address/contact details on the school website.
- Teachers must never phone parents from mobile or home phones – parent phone contact should be made only from school and using a school phone.
- Teachers, wherever possible, should not be engaged in communication with parents outside of regular school hours (other than in planned Parent/Teacher Consultation events).

- For any questions regarding passwords, technical difficulties etc parents should be directed to making contact through the homelearning@pudseyboltonroyd.org email address.
- Staff should not give, nor be required to give, their personal details such as home or mobile number, social media identities or personal email addresses to students. Any member of staff found to be in contact with students through any of the above means, or any other unapproved method, without the explicit, prior consent of the Headteacher/SLT, may be subject to disciplinary action.

The Role of Teaching Assistants

- In Early Years, Years 1 and 2 teaching assistants will be involved in the creation of resources, such as phonic or story videos, to support those learners at home, under the direction of the teacher.
- Key Stage 1 teaching assistants will be directed by the teachers to produce learning resources.
- In Key Stage 2, teaching assistants are asked to join the virtual lesson using a Chromebook, which has been supplied to support remote learners, as well as those present in school. This is to be done through the chat feature on Google Classrooms - the teaching assistant can help support understanding as well as acting as the talking partner and providing feedback to children's contributions.
- If teaching assistants are working from home (e.g. due to a whole class or bubble closure) they will be expected to join the virtual lessons to support all the children in that class through the chat facility as part of the expectation on school staff working from home. School will provide Chromebooks to support staff working from home as necessary.

Other Members of staff

Teachers who are not directly involved with providing remote learning should support their colleagues in doing so. If they have a specific responsibility in the curriculum, this could be by supplying work to the appropriate teachers so this can be posted for their children.

In the event of staff being unable to provide work due to illness, these members of staff, as well as other teaching staff not having Google Classroom commitments, may be asked to help cover the remote learning provision.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – the leader for this in school is Paul Kilner
- Monitoring the effectiveness of remote learning – through regular communication with teachers, reviewing work set and monitoring the uptake of the work completed to ensure it justifies the time spent
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Monitor attendance in remote learning live lessons, completion of work across all year groups – especially for those children loaned school Chromebooks

IT staff

IT staff are responsible for:

- Troubleshooting issues with systems used to set and collect work
- Doing their best to help staff and parents with any technical issues they may be experiencing and responding to requests for support received via the homelearning@pudseyboltonroyd.org email address.
- Reviewing the security of systems and flagging any data protection breaches to the Headteacher to pass on to the school's data protection officer
- Assisting pupils and parents with accessing the internet or devices

Parents

School will do their very best to support parents/carers and pupils with remote learning provision.

In return, school expects that parents/carers will support staff in teaching their children remotely, by:

- Being responsible for ensuring that the child is ready on time to access any live lessons, joins in with and completes remote learning activities to the best of their ability
- Ensuring their child(ren) use Google Classroom appropriately, following the expectations around behaviour and remote learning routines and procedures
- Making sure that the language used when involved in lessons (both verbal and in chat) is suitable and appropriate, both for their child and any other family members in the background.
- Looking after any loaned school computing equipment (e.g. Chromebooks) to ensure that equipment is not lost or damaged
- Supporting school in acting to address any concerns passed on to them around their children's attendance (which is monitored) in remote learning sessions
- Contacting us promptly to report problems accessing their child's learning. For help and support with the Online Learning platform parents will be directed to the homelearning@pudseyboltonroyd.org email address.

Pupils

Children have a responsibility to:

- Attend every remote learning lesson or complete every activity as if they were in school (ie to the best of their ability)
- Be punctual for lessons
- Be respectful to all others in the lesson
- Communicate appropriately with members of staff and other pupils
- To hand their work in in a timely manner, within a day of the lesson.

Behaviour Expectations

- As a school, we expect children in a remote lesson to behave as we would expect them to in a face to face lesson. This behaviour needs to be taught and demonstrated throughout, promoting positive behaviour and following the school's behaviour policy.
- If a child is not managing their behaviour appropriately while working remotely, teachers should relay their concerns to SLT and parents/carers as they would if the child was in school. If the behaviour of a child is causing disruption to the learning of other children and they do not modify their behaviour after numerous warnings, they will be removed from the live lesson. In these cases, the teacher will contact school in order for a member of SLT to discuss their inappropriate behaviour with their parents.

Google Classroom Advice

- If a child is not using the stream appropriately and not responding to teacher requests, it may be appropriate to mute them so that they can only speak directly to the teacher.
- As children join the live streams and have greeted the teacher, they should be asked to switch off their camera and microphone. This improves the quality of the stream by reducing bandwidth and potential interruptions.
- If a child is consistently disruptive in an online lesson and they do not respond to repeated teacher requests to modify their behaviour, it may be appropriate (following a similar series of verbal warnings to those routinely used in class) to disconnect them from the rest of the lesson. In these cases, this must be followed up with a phone call to parents/carers to discuss their child's disruptive behaviour. If the teacher is delivering lessons from home, they need to inform school and ask for a member of SLT to make contact with the parents/carers.
- It is good practice to mute the class in evenings and weekends to ensure that unmonitored conversations between pupils are not happening.

Governing board

The governing board is responsible for:

- Overseeing that systems are appropriately secure, for both data protection and safeguarding reasons and that the actions set out in this policy are delivered.
- Quality assuring and monitoring the implementation of this policy in action.

3. Who to contact

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

- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to the relevant member of SLT (phase leader)
- Issues with IT – talk to Paul Kilner or Helen Harding
- Issues with their own workload or wellbeing – talk to the relevant member of SLT
- Concerns about data protection – talk to Paul Kilner or Helen Harding initially - in the case of a serious data breach, they will then inform the Headteacher who will inform the data protection officer
- Concerns about safeguarding – talk to one of the Designated Safeguarding Lead team

If parents/carers have any questions or concerns, they should contact the school – preferably by email using the homelearning@pudseyboltonroyd.org email address. Alternatively, they can telephone school on 0113 3862560 and a message can be passed to the relevant staff member.

4. Data protection

Sharing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. Such collection of personal data applies to our educational functions as a school and doesn't require explicit permissions under GDPR regulations.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure, especially if the computer used to access Google Classroom is in a shared house.

This includes, but is not limited to:

- Keeping the Google account password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

Safeguarding

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the school's Safeguarding & Child Protection Policy 2020/21 and Covid Addendum 2020.

Where staff have a concern about a child that arises from remote learning, they should continue to follow the safeguarding processes as if they were in school. Staff are reminded of the need to report any concern immediately and without delay.

Any safeguarding concerns that come to light through remote/home learning should be reported to a Designated Safeguarding Lead who is in school on that day, by telephone. The DSL can then complete a cause for concern form, where necessary, following the discussion and will action any next steps required. All cause for concern forms and other safeguarding concerns will be logged on cpoms – the school's child protection online monitoring system.

In the extremely unlikely event that a member of staff is not able to make contact with any of the DSL's and needs to report serious concerns, they should contact the Children's Services Education Safeguarding Team consultation line on 0113 3780685 for further advice.

Online teaching should follow the same principles as set out in the 'Guidance for safer working practice for those working with children and young people in education settings' Addendum April 2020 (National Safer Recruitment Consortium) and the Safeguarding & Child Protection for schools and colleges Covid-19 Addendum. Pudsey Bolton Royd will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

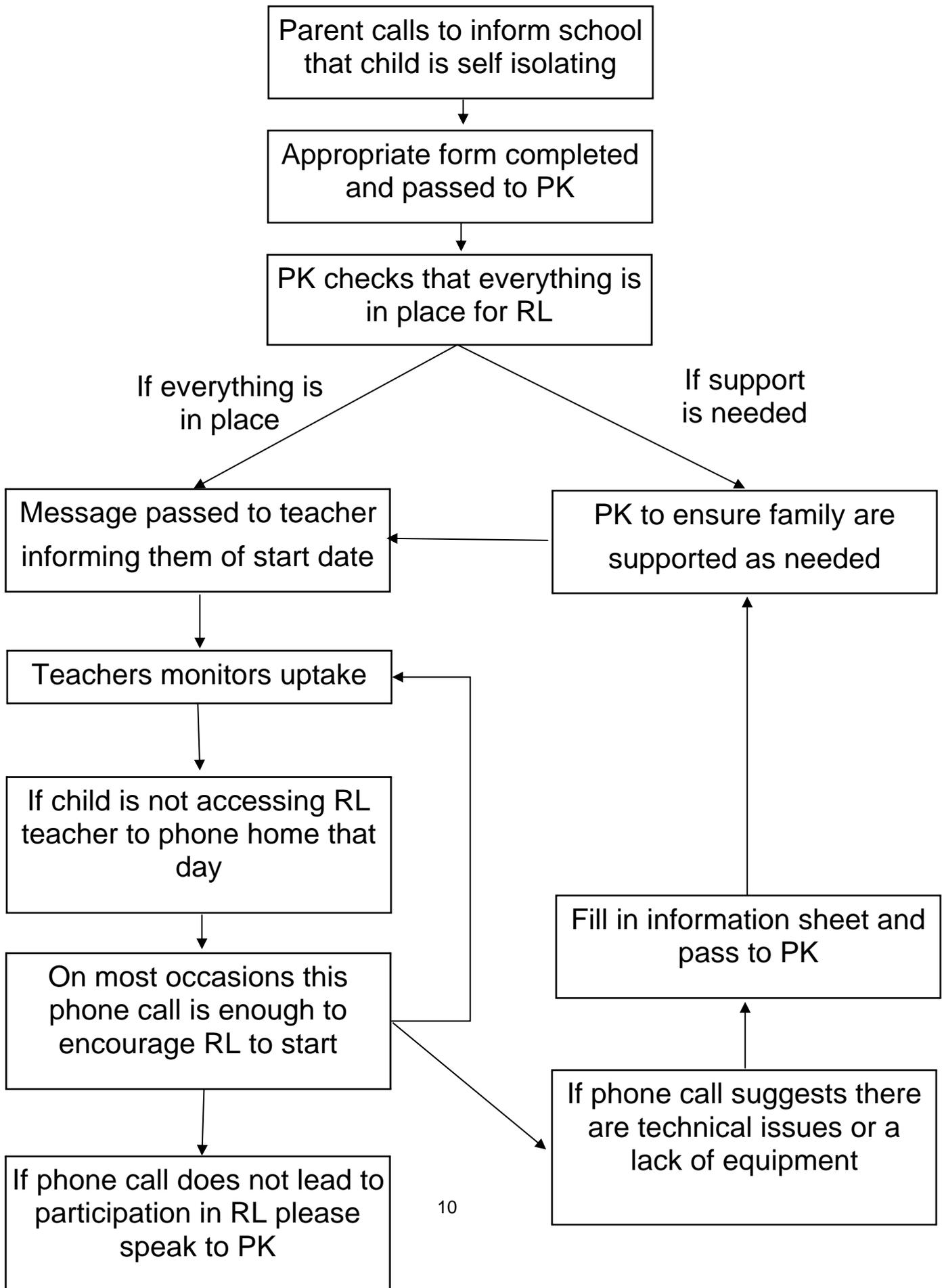
Below are Leeds Children's Services points of advice to consider when delivering virtual/remote learning lessons, especially where webcams are involved:

- No 1:1 live lessons - groups only. In cases where 1:1 tuition is deemed essential, staff must seek formal written agreement from a senior manager and the pupil's parent prior to a live lesson taking place.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; staff need to be mindful that backgrounds do not compromise personal confidentiality or breach the guiding principles of safer working practice guidance for staff working in educational settings.
- Language of teachers involved in lessons must be professional and appropriate.
- Staff must only use platforms specified by senior managers (SLT) to communicate with pupils

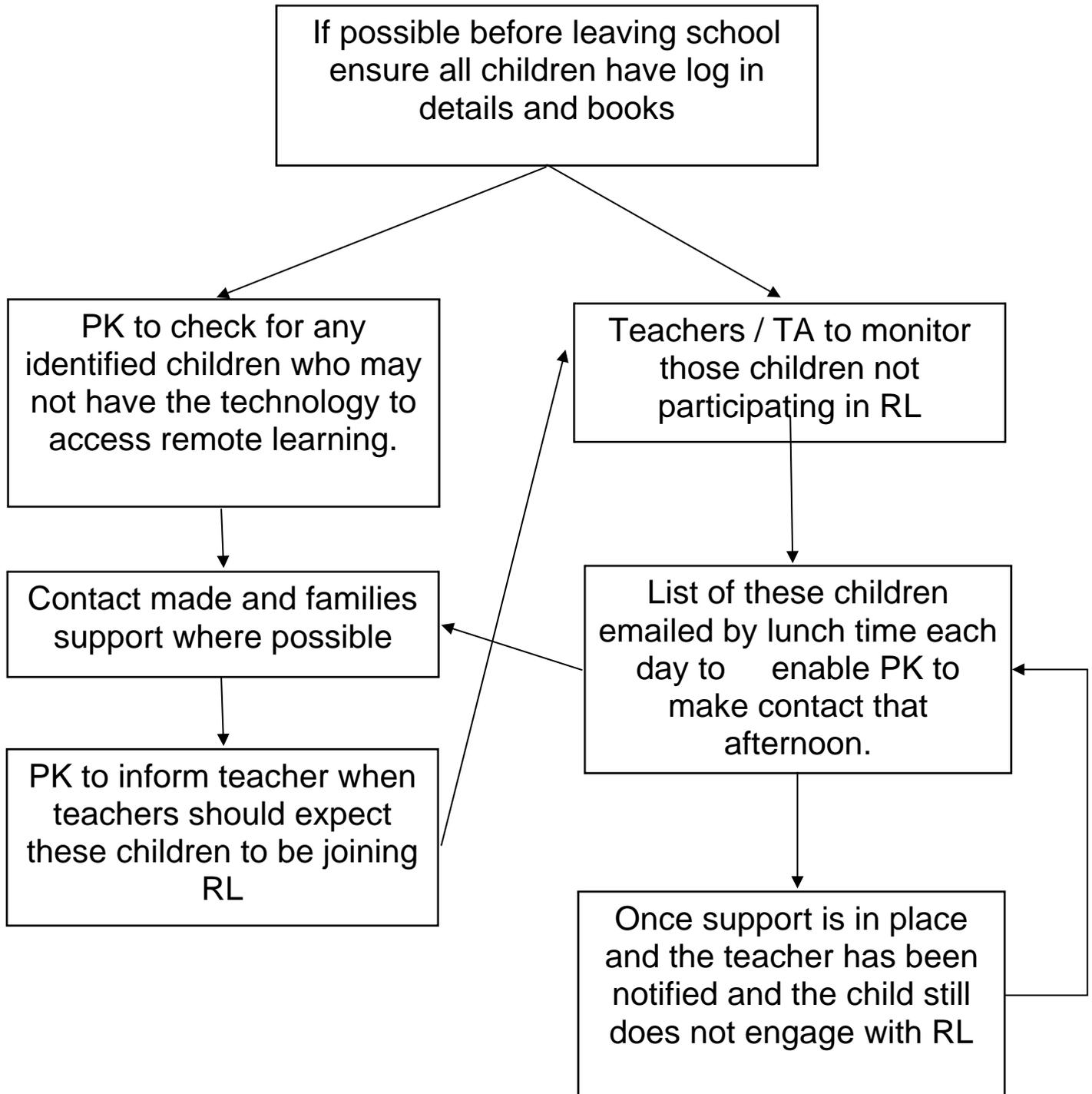
Reviewing arrangements

This policy will be reviewed and updated in light of any further Government advice, on an ongoing basis.

Procedure for Remote Learning (RL) - Single Child SI



Procedure for Remote Learning (RL) - Whole Class or Bubble



Rules for Responsible Internet Use KS1

The school has installed computers and Internet access to help our learning. These rules will keep everyone safe and help us be fair to others.

- I will only use the Internet when asked to by a member of staff;
- I will use only the login and password the teacher tells me to, which I will keep secret;
- I will not access other people's files;
- I will use the computers only for school work and homework;
- To help protect other pupils and myself, I will turn off my screen and tell a teacher if I see anything I am unhappy with or I receive messages I do not like;
- I will remember to LOG OUT when I have finished my session;

Permission for Internet Access KS1

Neither the school nor Leeds City Council will be liable under any circumstances for any injury, distress, loss or damage to the pupil or the parents, which may arise directly or indirectly from the pupil's use of the Internet facilities or from other pupils' unauthorised use of those facilities.

Parent / carer's permission

I have read the rules for Responsible Internet Use with my child and give permission for them to access the Internet. I agree that the school cannot be held responsible for the content of materials accessed through the Internet. I know that the school will take all reasonable precautions to ensure that pupils cannot access inappropriate material and their internet usage will be monitored.

Child's name:

Signed:

Print name:

Date:

Rules for Responsible Internet Use KS2

The school uses Internet access to help our learning. These rules will keep everyone safe and help us to be fair to others.

- I will ask permission from a member of staff before using the Internet;
- I will use only my own login and password, which I will keep secret;
- I will not access other people's files;
- I will use the computers only for school work and homework;
- I will not bring CDs or pen drives into school unless I have permission;
- I will only e-mail people I know, or my teacher has approved;
- The messages I send will be polite and sensible;
- I will not give my home address or phone number or arrange to meet someone;
- I will never send my picture or any other personal information to anybody;
- I will never send the name or photograph of another person in an e-mail or over the Internet ;
- To help protect other pupils and myself, I will turn off my screen and tell a teacher if I see anything I am unhappy with or I receive messages I do not like;
- I understand that the school may check my computer files and will monitor the Internet sites I visit;
- I will remember to LOG OUT when I have finished my session;

Permission for Internet Access KS2

Neither the school nor Leeds City Council will be liable under any circumstances for any injury, distress, loss or damage to the pupil or parents which may arise directly or indirectly from the pupil's use of the Internet facilities or from pupils' unauthorised use of those facilities.

Parent / Carer's permission

I have read the Rules for Responsible Internet Use with my child and give permission for them to access the Internet. I agree that the school cannot be held responsible for the content of materials accessed through the Internet. I know that the school will take all reasonable precautions to ensure that pupils cannot access inappropriate materials and their internet usage and e-mails will be monitored.

Signed:

Print name:

Date:

Pupil's agreement

I agree to follow the Rules for Responsible Internet Use.

Signed:

Print name:

Date: