



Remote
Learning

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Remote Learning Policy overview

This policy has been developed in response to the Covid-19 pandemic, which has resulted in disruption to teaching and learning. Remote education is key to ensure the curriculum can continue to be effectively taught and children do not miss out on all important learning!

If our school faces a period of short term or long-term closure, staff will continue to provide education and support to our parents and pupils using remote learning where possible. During a period of remote learning, the planned curriculum will be carefully considered and adjusted and activities offered electronically or by way of a paper pack where required. The health and well-being of our pupils and families will also be a focus with activities and communications designed to address these needs.

This document sets out our approach to curriculum delivery and implementation of remote education should the following scenarios occur:

- A small number of pupils need to self-isolate
- A class or year group, including the class teacher/ teaching assistant need to isolate
- A teacher needs to isolate whilst pupils remain at school
- A local or national lockdown requiring all pupils and staff to remain at home
- For any other reasons that dictate school is unsafe to open, e.g. snow closures

We acknowledge that there are several challenges around remote learning, which include:

- Ensuring all pupils have access to an appropriate electronic device with internet
- Working parents
- Shared devices with other family members
- Childcare
- Parent confidence in home schooling
- Time
- Resources such as paper, ink and stationery
- Teachers who have home circumstances which make it challenging to provide all aspects of remote learning

Through this plan we aim to:

- Maintain high levels of communication and contact with pupils and their families
- Continue to support the mental health and well-being of the whole school community.
- Set assignments so that pupils have meaningful work each day in different subjects

- Teach a planned and well-sequenced curriculum so that knowledge and skills are built, with a good level of clarity about what is intended to be taught and practised in each subject – new learning is taking place
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources, videos or live sessions
- Check 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
- 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
- Deliver a curriculum, that as much as is possible, matches the main teaching which pupils would receive in school, including an element of daily contact with teachers
- Acknowledge that a school day cannot be recreated at home and that teaching input via remote methods will never equal that which happens face-to-face

Virtual Learning Platforms

Bloemfontein have adopted Microsoft TEAMS as a Virtual Learning Platform. This is a secure site, staff have received training and a code of conduct developed for all users. All children are provided with user accounts, step by step guidance and points of contact should they require further support. Pupils receive invites to join in daily live sessions to enable contact with both the class staff and peers. Meeting links are found in their calendar for any sessions they can attend. Work is also uploaded to TEAMS.

As a school, 100% of our families are connected to class dojo. This enables school to send messages, upload activities and respond to individual concerns immediately. Parents can also access the portfolio section of this app to take photographs and upload examples of work that the children have completed.

Children also have logins for other websites/apps that are beneficial to pupils learning including Reading plus, Mathletics, Timestables Rockstars, Lexia, numbots, SPAG.com and other suitable resources. Links are also provided to reading resources and other aspects of the curriculum.

School have sent out a parental questionnaire in order to ascertain devices and internet connections within households. Families are provided with laptops and internet SIM cards when requested. Regular reminders are provided to encourage families contact school if any technical issues.

Roles and responsibilities

When providing remote learning, teachers are responsible for:

- Setting work for their current class
- Setting the appropriate amount of work according to the situation which has led to the need for remote working (see appendix 3).
- Setting the agreed amount of work in a paper-based format for those children who do not have access to technology, according to the situation which has led to the need for remote working (see appendix 3).
- Offering a broad and balanced curriculum. Focus is on daily reading, Maths and other areas of English. There is also a daily time devoted to other subjects which would have been taught in school.
- Understanding that learning remotely will be more difficult and adjusting tasks into smaller steps to allow for this.
- Ensuring PSHE/wellbeing activities are planned into the curriculum.
- Liaising with Sports Lead to ensure physical activities are also in the weekly plan and that children are encouraged to participate.
- Adjusting the work provided to meet the needs of children with SEND, EAL or more able learners. For some SEND children, staff will work with families to ensure they have the appropriate assistance from school to support their child at home. This may involve phone calls or reaching out to parents via other means – this will always be agreed with SLT before being used.
- Selecting appropriate resources to support the teaching. Staff can use a blend of nationally available resources, for example Oak academy, white rose maths, online resources and their own bespoke resources. All resources used MUST be of high quality and extending learning.
- Considering the issue of copyright before using resources which they source through other means.
- Ensuring that non-screen-based learning is also offered so that children are not constantly using a device. All pupils provided with activity work books (CGP), blank exercise books and stationary in order to ensure no barriers to learning.

Communication

Staff must keep in touch with pupils who aren't in school and their parents by:

- Regularly contacting pupils and parents following the guidance on appendix 3 and maintaining a log of these call (all staff can support with this)
- Responding to TEAMS messages/dojo within the working day (usually 8:00am – 4pm) but not within teaching time (unless lockdown), and never outside of agreed hours) aiming to respond within 24 hours
- If a class teacher is unwell, the TA linked to the class should take over the dojo responses.
- Any complaints or concerns should be passed onto SLT
- Any safeguarding concerns needs to be recorded on CPOMS and also passed on immediately to Designated Safeguarding Leads (DSL)

Virtual Meetings

Staff will host and attend virtual meetings through TEAMS with colleagues, parents and pupils. Staff must ensure that:

- They are appropriately dressed, as they would be for work.
- The location in which they are working does not have any back-ground noise and is free from interruptions, including from telephones and that there is nothing inappropriate in the background. Live lessons begin on time, and that they are joined in the meeting 5 minutes prior to the start time so that others can join (children cannot join unless the teacher is already on-line).
- Live lessons do not run beyond their end time.
- Live sessions are recorded and made available for those children who were not able to access live.
- All pupils mute themselves on arrival to the meeting and only unmute when requested to do so.
- Only one person talks at a time.
- 'Hand up' or 'chat' feature are used by the children to be able to contribute.
- See Appendix 1 (Code of conduct for children and parents)
- See Appendix 2 (Code of conduct for staff)

Professional Role

All staff should:

- Seek help from colleagues, if needed, to be able to provide appropriate remote learning.
- Attend all CPD which is provided to support this role and catch up any professional learning that is missed.

- Inform Headteacher or Deputy Headteacher in advance if they are unable to / or may be unable to offer live sessions at the time assigned (due to home circumstances which mean they need to request flexible working).

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning – through regular meetings with teachers, reviewing work set or reaching out for feedback from pupils and parents (Headteacher / Deputy Head).
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations (Data Protection Officer).
- Monitoring safeguarding considerations.
- Promoting online safety and sharing relevant resources
- Calling identified families regularly to offer support and check on children's wellbeing.

Governors

Governors are responsible for:

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

Pupils and parents

School expect pupils accessing home learning to:

- Use the training and teaching which they have accessed in school to enable them to access their learning
- Engage with home learning to the best of their ability.
- Complete work to the high standard expected of them.

- Seek help if they need it, from teachers or teaching assistants.
- Only send messages or queries that are in relation to tasks set by staff or in response to questions the teacher may ask them directly.
- Only access materials shared by a member of staff and ask for parental permission to use technology for anything beyond that.
- Log in to online platforms which we subscribe to (using the log in details which will have been sent home).
- Understand that health and well-being is a priority and therefore take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities.
- Agree to the Code of Conduct (Appendix 1)

School expect parents with children learning remotely to:

- Support children with accessing home learning.
- Make the school aware if their child is sick or otherwise can't complete work.
- Seek help from the school if they need it.
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax.
- Ensure they and their children follow the school protocols when engaged in live lessons that are delivered remotely.
- Refrain from screenshotting, recording or copying any information, messages or posts
- Refrain from commenting on live lessons, activities, other children's responses or behaviour on social media, What's App groups or verbally.
- Understand that live sessions will be recorded for the benefit of children who can't access the session at the live time.

Data Protection

Accessing Personal Data

When accessing personal data for remote learning purposes, all staff members will:

- Access the data, on a secure cloud service or a server in our own network.
- Use a device which has been provided by the school.
- Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

- Keeping the device 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).
- Ensuring the device is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device.
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends.
- Making the device available to our IT support team on request, to maintain the antivirus and antispyware software, as well as ensuring the operating system is up to date.

Safeguarding

- Safeguarding procedures to be maintained at all times
- Staff to report any concerns to DSLs – Laura Liddell (Head), Natalie Trewhella (Deputy) and Sarah Shaw (KS2 DSL)
- All staff to record concerns including 'niggles' on CPOMS system

Review Date

The Remote Learning Policy will be reviewed on an annual basis. – reviewed again January 2023.



Appendix 1: Microsoft Teams Code of Conduct – Parents/Pupils

When using Microsoft Teams pupils should always remember that we have the same rules and expectations as we do when children are in class.

1. They must be polite and respectful when communicating with others.
2. If a pupil has experienced an incident where someone has been unkind to them they should immediately report it to their class teacher – ideally with a screenshot.
3. Pupils should tell an adult if they see anything online that makes them feel uncomfortable.
4. Pupils should not share or upload any content which is inappropriate or could upset pupils, staff and others.
5. Pupils should only contact their teacher through the chat if they have a question related to their learning.
6. Pupils should not be on the chat feature unless the teacher is in the meeting too.
7. Pupils should not share account passwords or use other pupils accounts.
8. Pupils should not delete or open other people's files or documents.

Consequences: - If it is clear a child has been unkind to another child or shared inappropriate content they will be given a warning and their parents will be contacted. If their behaviour continues then they will have their access restricted and potentially removed, with work being sent home by another means.



Appendix 2: Microsoft Teams Code of Conduct - Staff

When using Microsoft Teams staff should always remember to be professional at all times.

1. They must be polite and respectful when communicating with others.
2. Behaviour should be managed as it would in the classroom situation. Any incidents of negative behaviour to be reported to SLT and parents.
3. Any safeguarding concerns reported to the SLT immediately and logged on CPOMS.
4. Teachers to provide high quality remote learning and to ensure all materials shared are age appropriate.
5. The chat feature should be utilised purely for work-based question/support.
6. Meetings should only be scheduled during working hours.
7. Staff must be dressed appropriately and not delivering lessons in their pyjamas!
8. Staff should consider the room they are using to deliver the sessions. Ensure there is nothing inappropriate in the background or blur the background. If anyone else in the house, e.g. family member, explain the importance of keeping out of view
9. Always ensure that you are logged out of TEAMS after a meeting.

Appendix 3: Detailed remote learning activities

Remote Learning provision

Early Years	Curriculum lockdown offer
<ul style="list-style-type: none"> • Ongoing continuous provision activities and ideas. • Online TEAMS activities • Access to other resources • Additional communication 	<p>Each week a set of ideas for activities which the children would access independently will be shared on class dojo. They will be for the whole week. These activities may require resources – we will aim to only include things you are likely to have handy at home.</p> <p>Daily ideas shared on dojo and TEAMS – focus on fine motor skills, phonics, numbers, stories and physical activities</p> <p>Children can also access weekly work packs.</p> <p>Daily TEAMS story time sessions, daily contact with members of staff and daily phonic sessions</p> <p>Children provided with links to: Oxford owl reading resources Phonics play RWInc books</p> <p>Once per week via phone call with a member of staff – wellbeing check</p>
Key Stage 1	Curriculum lockdown offer (approx. 3 hours daily work)

<ul style="list-style-type: none"> • Daily phonics/reading, Maths and at least one other subject 	<p>Daily ideas shared on dojo and TEAMS – focus on phonics, reading, Maths, physical activities, wellbeing and other areas of the curriculum.</p> <p>Children also provided with work books and can also access weekly work packs if requested.</p>
<ul style="list-style-type: none"> • Online TEAMS activities 	<p>Daily TEAMS lessons which are also recorded to be viewed at later stages if necessary.</p>
<ul style="list-style-type: none"> • Access to other resources 	<p>Children provided with links to:</p> <ul style="list-style-type: none"> Oxford owl reading resources Phonics play RWInc books Lexia Numbots Mathletics Relax kids sessions
<ul style="list-style-type: none"> • Additional communication 	<p>Once per week via phone call with a member of staff – wellbeing check</p>

Key Stage 2	Curriculum lockdown offer (approx. 3/4 hours daily work)
<ul style="list-style-type: none"> • Daily reading, English, Maths and at least one other subject 	<p>Daily ideas shared on dojo and TEAMS – focus on reading, SPAG, Maths, physical activities, wellbeing and other areas of the curriculum.</p> <p>Children also provided with work books and can also access weekly work packs if requested.</p>
<ul style="list-style-type: none"> • Online TEAMS activities 	<p>Daily TEAMS lessons which are also recorded to be viewed at later stages if necessary.</p>



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