Epsom Primary and Nursery School

Remote Learning Policy

(Including appendices: Contingency plan, Parent and Pupil Expectations and Staff expectations, Pupil code of conduct)

Last updated: 7th January 2021

Contents:

Statement of intent

At Epsom Primary and Nursery School, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning 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.

Signed by:

| | Headteacher | Date: | |
| | Chair of IEB | Date: | |

Legal framework

1.1. 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)
- Data Protection Act 2018

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2020) 'Get help with remote education'

1.3. This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behavioural Policy
- Accessibility Policy
- Marking and Feedback Policy
- Curriculum Policy
- Assessment Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance and Absence Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- Data and E-Security Breach Prevention and Management Plan
- Children Missing Education Policy

2. Roles and responsibilities

2.1. The IEB is responsible for:

- Ensuring that the school has robust risk management procedures in place.

- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

2.2. The headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews of the remote learning arrangements to ensure pupils' education does not suffer.

2.3. The class teacher is responsible for:

- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.

2.4. The DPO is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR policy.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.

2.5. The DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with Eduthing to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher and other organisations to

make alternate arrangements for pupils who are at a high risk, where required.

- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working ensuring all safeguarding incidents are adequately recorded and reported.

2.6.   The SENCO is responsible for:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.7.   The SBM is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

2.8.   Eduthing are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

2.9.   Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.

- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment 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 Eduthing.
- Adhering to the Staff Code of Conduct at all times.

2.10. Parents are responsible for:

- Adhering to this policy and the Live lesson guidance at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the appropriate times set out by the class teacher and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material.
- Reporting any absence in line with school policy.
- Ensuring their child uses the equipment and technology used for remote learning as intended.

2.11. Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely at the times set out by their class teacher, and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behaviour Policy at all times.

3. Resources

Learning materials

3.1. The school will deploy a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

- Work booklets
- Email
- Past SATs papers

- Current online learning portals
- Educational websites
- Reading tasks
- Live sessions
- Pre-recorded video or audio lessons

3.2. The school will review the DfE's [guidance](#) on where schools can source educational resources to assist with the delivery of remote education, and utilise these as appropriate.

3.3. Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.

3.4. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

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

3.6. The school recognises that interactive lessons are most effective in aiding pupils' motivation and academic progression and, to this effect, teachers will ensure they regularly recreate aspects of in-person interactivity, e.g. live classes with questioning, eliciting and reflective discussion, to the best of their ability.

3.7. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.

3.8. The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.

3.9. Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

3.10. The SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.

3.11. Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

3.12. Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to loan equipment, e.g. chromebook.

3.13. For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA.

3.14. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

3.15. Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with the school feedback policy

3.16. The arrangements for any 'live' sessions, will be communicated via Google classroom classroom by 8.45am each day and kept to a reasonable length of no more than half an hour per session.

3.17. Eduthing are not responsible for providing technical support for equipment that is not owned by the school.

Food provision

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

3.19. Where applicable, the school may provide vouchers to families for pupils who receive FSM:

Costs and expenses

3.20. The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.

3.21. The school will not reimburse any costs for travel between pupils' homes and the school premises.

3.22. The school will not reimburse any costs for childcare.

3.23. If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Acceptable Use Agreement prior to commencing remote learning.

4. Online safety

4.1. To be read alongside the school's E- Safety Policy.

All parents and pupils using video communication:

- Where possible, an adult is in the room with your child; this is imperative for younger children.

- Everyone wears suitable clothing, as should anyone else in the household that can be seen.

- Any computers used are in appropriate areas, for example, not in bedrooms; and be against a suitable background.

- Children should attend the live sessions promptly as it can become challenging to admit children during the session whilst teaching

- Videos remain muted when joining the session.

- Language is professional and appropriate, including any family members in the background.

- Schoolwork set is completed on time and to the best of their child's ability

- Kindness and respect is a must.

- Parents should not record, store, or distribute video material without permission.
- They should ensure they have a stable connection to avoid disruption to lessons.
- Parents should always remain aware that they are visible.

4.2. All staff using audio communication must:

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

- Refer to Staff Code of Conduct and Safeguarding policy and adhere to relevant content during live teaching sessions.
- Reporting any health and safety incidents and ask for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensure that child protection plans are enforced while the pupil is learning remotely, and liaising with the head teacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Expectations are set at the beginning of each live lesson and remind pupils of their code of conduct at the start of the session
- Any computers used are in appropriate areas, for example, not in bedrooms; and be against a suitable background.
- Any personal information or objects are removed from view of the camera.
- A prompt start.
- Children remain muted when joining the session.
- Language is professional and appropriate.
- Kindness and respect is a must.
- Adhere to expectations of professional conduct, linked to communication, dress code and behaviour with the pupils at all times.

4.3. The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.

4.4. Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.

4.5. The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed.

4.6. 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.

4.7. 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.

5. Safeguarding

5.1. This section of the policy will be enacted in conjunction with the school's Child Protection Policy and Safeguarding Policy.

5.2. The DSL and headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment.

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

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

5.5. All contact with vulnerable pupils will be recorded on paper.

5.6. The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required

5.7. 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.

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

5.9. Pupils and their parents can contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online

bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

6. Data protection

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

6.2. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

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

6.4. All contact details will be stored in line with the Data Protection Policy

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

6.6. Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

6.7. Any breach of confidentiality will be dealt with in accordance with the school's Data Breach processes.

6.8. Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy.

7. Marking and feedback

7.1. All schoolwork completed through remote learning must be:

- Finished when returned to the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Given feedback where appropriate.

7.2. The school expects pupils and staff to maintain a good work ethic during the period of remote learning.

7.3. Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents their child is not completing their schoolwork or their standard of work has noticeably decreased.

7.4. Where possible the teaching staff 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.

7.5. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

7.6. The school will log participation and pupil engagement with remote education through Google Classroom, as well as motivation levels and progress, and this will be discussed with parents.

8. Health and safety

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

8.2. If using electronic devices during remote learning, pupils will be encouraged to take screen breaks and take fresh air.

9. School day and absence

9.1. Pupils will be present for remote learning as directed by the class teacher

9.2. Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

9.3. Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.

9.4. Parents will inform their child's teacher if their child is unwell.

9.5. The school will monitor absence and lateness in line with the Attendance and Absence Policy.

10. Communication

10.1. The school will ensure adequate channels of communication are arranged in the event of an emergency.

10.2. The school will communicate with parents via email and the school website about remote learning arrangements as soon as possible.

10.3. The headteacher will communicate with staff as soon as possible via email about any change in remote learning arrangements.

10.4. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

10.5. The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

10.6. Members of staff will have contact with the Leadership Team.

10.7. As much as possible, all communication with pupils and their parents will take place within the school hours

10.8. Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

10.9. Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.

10.10. The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

10.11. The headteacher will review the effectiveness of communication regularly and ensure measures are put in place to address gaps or weaknesses in communication.

11. Monitoring and review

11.1. This policy will be reviewed on an annual basis by the headteacher.

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

Remote Learning During the Coronavirus (COVID-19) Pandemic

Within the ever-changing circumstances we are currently living through, we must be fully aware of the DfE's 'Contingency framework'. The school is directed to implement this framework by the DfE, the school will implement provision for remote learning to ensure pupils do not miss out on education. We will ensure that our curriculum is inclusive and accessible to all.

Legal framework

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

- Coronavirus Act 2020
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2020) 'Guidance for full opening: schools'
- DfE (2020) 'Get help with technology during coronavirus (COVID-19)'
- DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'
- DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'
- Department of Health & Social Care (2020) 'COVID-19 contain framework: a guide for local decision makers'
- DfE (2020) 'Remote education good practice'
- DfE (2020) The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction
- DfE (2020) 'Contingency framework: education and childcare settings (excluding universities)'

From 22 October 2020 to end of 2020/2021 academic year The headteacher, in collaboration with the IEB, will ensure the school follows the legal obligations regarding remote education, as outlined in The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction. This includes:

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

Contingency planning

1.2   The school will work closely with the LA to ensure the premises is COVID-secure and will complete all necessary risk assessments – results of the full opening risk assessment will be published on the school's website.

The school will work closely with the local health protection team (HPT) and the DfE when the 'Contingency framework' applies and implement the provisions set within the Coronavirus (COVID-19): Contingency Plan.

1.3   The school will communicate its contingency plans with parents, including which pupils it will remain open to under the DfE's contingency framework and which pupils will receive remote education.

1.4   The school will ensure that remote learning training is regularly refreshed for teachers, and that appropriate trouble-shooting support is available when needed, so the transition from in-person to remote teaching can be as seamless as possible if required.

1.5   If the contingency framework is not applied, but a single class or 'bubble' needs to self-isolate, the school will immediately implement remote learning for that group as required.

2. Teaching and learning

2.1   The school will ensure staff and pupils follow the school's E- Safety Policy when working and learning remotely.

2.2   All pupils will have access to high-quality education when learning remotely.

2.3   The school will prioritise factors that have been found to increase the effectiveness of remote education. These include, but are not limited to:

- Ensuring pupils receive clear explanations.
- Supporting growth in confidence with new material through scaffolded practice.
- Application of new knowledge or skills.
- Enabling pupils to receive feedback.

2.4   The school will use a range of teaching methods to cater for all different learning styles, including:

- On-line materials

- Past papers

- Challenges and quizzes

- Relevant websites

- Recommended on line curriculum resources

- Live lesson inputs

- Zoom chat

- Google classroom stream

2.5 Teachers will ensure that a portion of their lessons are designed to promote interactivity amongst pupils and between pupils and staff, e.g. live lessons, to lessen feelings of isolation and to promote pupil progress and motivation.

2.6 Teachers will endeavour to provide lessons that are inclusive for all pupils through adaptation of resources and support to account for the needs of disadvantaged pupils and pupils with SEND.

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

- Set work so that pupils have meaningful and appropriate work each day.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content.
- Teachers will monitor pupil engagement and progress through live lessons and google classroom.
- Adjust the pace or difficulty of what is being taught in response to assessment for learning, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Plan a programme that includes daily contact with teachers.

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

2.9 In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the headteacher will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.

2.10 Teachers will continue to make use of formative assessments throughout the academic year.

2.11 The school recognises that certain subjects are more difficult to teach remotely, e.g. music, sciences and physical education. Teachers and subject leaders will endeavour to provide effective substitutes.

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

2.13 The school will remain mindful of families who do not have access to the resources required for remote education, and will ensure that an up-to-date record of which pupils do not have appropriate devices or internet access is maintained.

2.14 Before loaning any devices, the school will ensure:

- The devices are set up to access remote education.
- Appropriate safeguarding controls and support are in place to help pupils use the devices safely.

2.15 Once devices are ready for collection, the school will arrange for them to be collected by pupils or their parents from school ensuring infection control measures are adhered to as part of this process. A user agreement will be signed.

2.16 The school will approach remote learning in a flexible manner where necessary, e.g. ensuring that lessons, live or otherwise, are recorded to accommodate contexts where pupils have to share a single device within the home.

2.17 Where live lessons are recorded, the school will ensure all recording procedures have due regard for the relevant data protection legislation.

2.18 The school will maintain good communication with parents to ensure that parents are aided in supporting their child's remote education.

3. Returning to school

3.1 After a period of self-isolation, or the school moving under the DfE's contingency framework, the headteacher will inform parents when their child will return to school.

3.2 The headteacher will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

4. Monitoring and review

4.1 This policy will be reviewed in line with any updates to government guidance.

4.2 All changes to the policy will be communicated to relevant members of the school community.