Spalding Monkshouse Primary School

REMOTE LEARNING POLICY

Review Date: September 2021

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Introduction

During this period of long term closure, staff at Monkshouse Primary School have endeavoured to provide learning opportunities through the use of Tapestry, Seesaw and projects sent to families. However, with the introduction of a government funded grant, and the support of the school's ICT provider, we have decided to move forward with the use of Microsoft Teams, alongside Tapestry/Seesaw. All learning will be conducted using the Tapestry/Seesaw Class and Microsoft Teams apps. These will allow staff to keep in daily contact in a professional and confidential manner with their class. Teachers will be able to schedule learning in a ~~manner~~ way that does not overwhelm our children. Teaching and learning can be tailored, changed and updated as time progresses, allowing for replication of classroom activity to the best of our ability. In all communications we will prioritise the wellbeing of our children.

Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Integrate government guidance into practice, particularly when referencing remote learning (DfE, 2nd July 2020)

Roles and Responsibilities

We believe that it is in the best interests of our children that we continue to provide structured support to the best of our ability. Bearing in mind the need for flexibility, **no deadlines will be set**. All work set will be based on previous learning, unless it is specifically centred on teaching that has taken place through the use of the Teams video conferencing features. No work should be considered optional; however, it is important that a child's well-being comes first (hence the lack of deadlines). Children and parents should consider the arrangements as set out in this document as highly recommended.

The school will:

- Seek permission from parents before sending out usernames and passwords to grant access to the Microsoft Teams systems;
- Continue to monitor the Tapestry/Seesaw application and provide continual support for those still using the application;
- Inform parents that conference video calls will often have two members of staff present for safeguarding purposes. Meetings will not go ahead without at least two members of staff in the video call or being recorded;

Teaching staff will:

Teachers ideally should be available Monday-Friday during usual working hours, but this may be affected by their own personal circumstance during the crisis. Underpinning this approach is an understanding for flexibility to when they can be available. If they are unable to work for any reason, for example sickness, they should report this using the normal procedure.

In terms of teaching and delivery

- Share teaching and activities with their class through the Tapestry/SEESAW and Office 365 Teams apps;
- Continue teaching in line with current, extensive planning that is already in place throughout the school;
- Set three pieces of work per day which are broad and fit in with a multitude of the school's topics and subjects, with a focus on English skills and mathematics in particular.
- 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;
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers;
- Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways;
- In the event of school closure, accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this;
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos;
- Keep in contact with children through the Tapestry/SEESAW and Microsoft Teams apps only;
- Reply to messages on activities during the normal teaching hours 9.00 am – 3:15pm, and set work and give feedback within the hours of 8:45AM – 4:30PM, as would be done in a normal day;

In terms of the use of Microsoft Teams video conferencing

- Only accept children into a conference video call when there are two members of staff "present" in the call or the call is being recorded;

- Video calls should be hosted on a laptop to enable the screen sharing function, allowing staff to teach from a SMART notebook as they would in a normal lesson;
- Only schedule calls when specified by members of the leadership team;
- Ensure recorded video conference calls of lessons taking place are available to those who cannot attend the meetings;

In terms of staff wellbeing
- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow e.g. Policy Development;
- If unwell themselves, be covered by another staff member for the sharing of activities;
- Follow up of messages on the Tapestry/SEESAW and Microsoft Teams apps during this time will not be undertaken until the teacher is fit to work;

Children will:
- Try their best to complete as many activities and assignments as possible;
- Ask for help if needed through appropriate channels;
- Understand that work needs to be completed, but that it should be done as possible based on circumstances;
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly;
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that;
- Read daily, either independently or with an adult;
- Consider using the school closure time to learn a new skill, follow their own interests to discover more about the world around us or just be creative.

Parents will:
- Support their child's learning to the best of their ability;
- Will be aware that it is acceptable for children to submit their work later based on circumstances, e.g. shared devices;
- Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;
- Encourage their child to access and engage with Tapestry/Seesaw or Microsoft Teams posts from their teacher;
- Support the use of the remote learning technologies as best they can by ensuring children have ample time to utilise the technologies and ensure children stick to the timetable set;
- Support their children as best they are able to given their own home circumstances, health and work commitments;
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of the Tapestry/SEESAW or Microsoft Teams apps;
- Know they can continue to contact their class teacher as normal through the school;
- Check their child's completed work each day and encourage the progress that is being made;
- 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.
- Seek help from the school if they need it, and will be respectful when raising any concerns;

Senior Leaders will:
- Oversee their key stage's Teams' work to ensure a minimum of three meetings are happening per week for teaching/feedback is being undertaken;

- Be available to staff and parents to support them in delivering, or helping to deliver, the learning taking place over the online platforms;
- Coordinate and schedule meetings with teams for staff using the Microsoft Teams app to ensure staff are up to date on policy changes and other housekeeping business;
- Monitor the effectiveness of the learning taking place by participating in video conference calls made by teachers as "silent partners", to both ensure safeguarding expectations are met and that staff are performing in their teaching responsibilities effectively;
- May choose to lead assemblies for classes, with the teacher present as a "silent partner", to demonstrate both their presence and support the well-being of the class and staff;
- Coordinate the remote learning approach across the school;
- Identify which families may have no access to the internet and ensure that hard copies of learning activities planned by teachers are available for parent collection or delivery;
- Oversee the ongoing wellbeing and CPD of staff;
- Monitor the security of remote learning systems, including data protection and safeguarding considerations.

The Computing and E-Safety coordinator will:
- Be available to staff for support and advice within the expected working hours of 8:00AM and 5:00PM, with respect to their own teaching responsibilities;
- Will liaise with the IT provider for support and training regarding the apps used by the school;
- Will direct staff to training opportunities to support their use of the applications listed;

The IT provider will:
- Be available to support staff within their normal business hours;
- Be responsible for the administrative duties of Microsoft Teams;
- Act as experts with regards to the use of Microsoft Teams, but as advisors to its application in practice;
- Add/remove data as requested by members of the leadership team, pending changes to attendances of pupils;
- Be responsible for the maintenance of technologies used within school, and remotely support staff with computing issues/problems resulting from the use of the applications.

The DSL will:
- The DSL's responsibilities are identified within the school's Child Protection Policy.

The governors will:
- Review the practices taking place and liaise with members of the leadership team, effectively overseeing the application;
- Support staff and pupil wellbeing;
- Be pragmatic about what is covered in virtual meetings by prioritising urgrent, time bound decisions;
- Keep monitoring to a minimum by focussing on safeguarding, health and safety, headteacter and staff wellbeing and the school's approach to delivering remote learning (as necessary);
- Determine how to handle statutory procedures during a period of enforced closure such as grievance and disciplinary panels, exclusions, complaints and admission appeals;

Who to contact

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

- Issues setting work – contact the appropriate subject leader, key stage lead/line manager, IT support (ARK)
- Issues with behaviour – contact key stage lead or headteacher
- Issues with IT – contact the computing coordinator (callum.price@monkshouse.lincs.sch.uk), IT support (ARK)
- Issues with their own workload or wellbeing – contact line manager or headteacher
- Concerns about data protection – contact the headteacher who will liaise with the designated data protection officer (Joe Lee at ARK)
- Concerns about safeguarding – contact the DSL or headteacher (as DDSL) as set out in the school's safeguarding policy

If parents have any concerns that does not regard their children's work on the platforms provided, they should contact the school who will direct them to the appropriate channels.

Data Protection

When accessing personal data, all staff members will:

- Only use their official school email account and never use a personal messaging system;
- Staff should also ensure they follow data protection rules and encrypt any emails being sent to agencies outside of school containing sensitive data;
- Collect as little data as possible, be that of staff or of pupils, to reduce the likelihood the data can be lost or cause a data protection breach;

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to;

- Keeping the device locked/logged off when not being used;
- Being encouraged to use a strong password, containing a combination of both alphanumerical characters, including both upper- and lower-case characters;
- Keeping their BitLocker code (encryption password) secure to prevent the risk of a data leak should a device be stolen or lost;
- Keeping their devices in secure, locked locations;
- Not sharing the device with any family members;
- Ensuring the security software are up to date as necessary, updating these as prompted;
- Liaising with the IT Support (ARK) as necessary to address any queries or concerns.

Monitoring arrangements

This policy will be reviewed annually by the head teacher. At every review, it will be approved by the governing body.

Links to other policies

- Behaviour policy
- Child protection policy
- Data protection policy
- Computing and Acceptable Use policies
- Staff Code of Conduct

Layout and Application

Because of the familiarity the Seesaw provides, it is expected that children in younger year groups will continue to use Seesaw to support their learning. However, those in Year 3 onwards will be expected to access the new learning through Microsoft Teams.

Year 1

- Children will be expected to log into Seesaw daily and complete pieces of work set in the activities section, this can be accessed via the QR code in the home learning book;
- Children may wish or be expected to record their learning in their home learning book – this should be photographed as evidence and submitted to the appropriate activity on Seesaw;
- Parents should read to/with their child daily, promoting a love of books and passion for literature, and as support for their phonic understanding;
- Learning Topic Mats will be sent out as necessary and will have a vast number of learning opportunities outside of Seesaw that children may want to participate in. These can be documented on Seesaw in the learning journal;
- Children will also be encouraged to keep active and fit, and also to undertake jobs around the house to support their parents whilst outside of school;
- Children will also be provided with a plethora of alternative learning opportunities online, such as Timestable Rockstars and EPIC!
- Children will be set a range of work, linking to the topics taught in school, to provide them with a broad and balanced curriculum

Year 2, 3 and 4

- Children will be expected to log into Microsoft Teams daily and complete pieces of work set in the Assignments section;
- Children will be expected to attend, or watch pre-recorded, teaching sessions as directed by their teachers on Teams;
- Parents should read with their child daily, promoting a love of books and passion for literature, and as support for their understanding of different vocabularies;
- Learning Topic Mats will be sent out fortnightly and will have a vast number of learning opportunities outside of Seesaw that children may want to participate in. These can be documents on Seesaw in the learning journal;
- Children will also be encouraged to keep active and fit, and also to undertake jobs around the house to support their parents whilst outside of school;
- Children will be expected to participate in the video conference calls set out in a schedule by teachers, with parental support;
- Children will also be provided with a plethora of alternative learning opportunities online, such as Timestable Rockstars and EPIC!
- Children will be set a range of work, linking to the topics taught in school, to provide them with a broad and balanced curriculum

Year 5 and 6

- Children will be expected to log into Microsoft Teams daily and complete pieces of work set in the Assignments section;
- Children will be expected to attend, or watch pre-recorded, teaching sessions as directed by their teachers on Teams;
- Parents should read with their child daily, promoting a love of books and passion for literature, and as support for their understanding of different vocabularies;
- Learning Topic Mats will be sent out fortnightly and will have a vast number of learning opportunities outside of Microsoft Teams that children may want to participate in.
- Children will also be encouraged to keep active and fit, and also to undertake jobs around the house to support their parents whilst outside of school;

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- Children will be expected to participate in the video conference calls set out in a schedule by teachers, with parental support;
- Children will also be provided with a plethora of alternative learning opportunities online, such as Timestable Rockstars and EPIC!
- Children will be set a range of work, linking to the topics taught in school, to provide them with a broad and balanced curriculum

Signed: Headteacher ………………………………………

Date: ………………………………………

Glossary

Silent Partner - An adult who participates in a video conference call in a class, usually centred around teaching, for safeguarding and/or monitoring purposes

Microsoft Teams – An application used globally by companies, businesses, and schools to provide face-to-face support and feedback via video link. This can also be used to host documents, policies, assessments, work etc. People can be part of multiple teams, with a team being hosted by one or two people as owners. Some teams can be hidden but will always be visible to the owners of the whole team.

Seesaw – An online learning platform that enables teachers to set work for students to complete.

Timestable Rockstars – An online platform for children to practice their multiplication tables, in a friendly competitive environment.

EPIC! – An online library the school has access to, via the EPIC app and their class's EPIC code

QR code – A digital code which is scanned on the Seesaw app to log in to the child's work.

Present – To be present within a video call, an extra staff member only need be able to see it, in the same way the children would. The expectation is that their camera and microphone would be switched off, but the children would be made aware of their presence by the teacher leading the call. Whilst "present" in the call, they would be a silent partner (see above) and would be able to continue with other business whilst in the call and are there only as an observer/support role is necessary. Interaction with the call would not be necessary.

Area of risk identified	Hazard Observed and who may be injured (include numbers)	Control measures in place	WORST CASE OUTCOME	Risk owner
Communication and competency of staff	Staff do not have competent understanding of the use, application and purpose of the application	Staff will be provided with the Remote Learning Policy and will be provided training. Staff are also already competent in the use of Seesaw, which can be referred back to in an absolute worst case outcome.	Application will not be effective in its delivery. Seesaw will be used again.	CP
	Staff will not feel confident in their application of the new program	The IT coordinator and ICT solutions provider will be made available to support and provide training as necessary, alongside expected training initially	Application will not be effective in its delivery. Seesaw will be used again.	CP/ARK
	There will be no consistency across the applications implementation in remote learning	There will be a proforma and examples for staff to follow, and classes will be set up for staff to use on the Microsoft Teams application.	Classes will be reset and some work may be lost	CP/ARK/Staff
Parent and pupil engagement	Parents and pupils will not engage in the use of the application	Parents have been sent letters to inform them of the application and its use. Parents will also be sent digital signature surveys to acquire their passwords and usernames. The school can keep track of whom has and has not accessed the program and can chase up parents who are not	Application will not be effective in its delivery and engagement will be minimal.	SLT/CP

Area of risk identified	Hazard Observed and who may be injured (include numbers)	Control measures in place	WORST CASE OUTCOME	Risk owner
		engaging and help support them through any barriers encountered.	Seesaw will be used again or paper copies may be sent out.	
Safeguarding	There will be concern for children's safety when on video with staff members from parents	All staff have been CRB checked to work in schools Staff members will not allow children into the video calls without another staff member present Video conferences will not go ahead unless there are two members of staff present	Appropriate safeguarding procedures will be followed	Safeguarding lead/SG/Staff
	Other members of children's families may appear on camera during shared video conferences, or things may be shouted/heard from other family members that may not be appropriate for children to hear	Staff will be shown how to forcibly mute members Staff will encourage an atmosphere and etiquette appropriate to video conferencing; encouraging them to be on mute when in lesson or not discussing things Children will be in small groups for video conferences Another staff member will be present to help control the flow of noise and mute individuals as necessary Parents will be expected to provide children with a safe, practical learning	Children will be wholly on mute during conferences, or staff will upload videos instead of using video conferencing tools	Staff/ Safeguarding leads

Area of risk identified	Hazard Observed and who may be injured (include numbers)	Control measures in place	WORST CASE OUTCOME	Risk owner
		environment for their remote learning		
	Usernames and passwords may be shared, raising data protection issues	Pupils have been provided with a thorough and robust e-safety curriculum ARK can reset and redistribute passwords as necessary Children can only see their own data Children's activity can be monitored and will be monitored Commenting for individuals can be turned off and restricted as needed	Children's accounts may need to be reset and a recap of personal security online may be necessary	Staff/ Pupils/ Safeguarding lead