



NST Remote and Blended Learning Toolkit

Autumn 2020

Contents

Section 1 - DfE expectations and current legislation	3
Section 2: Guidance on best practice in remote learning.....	4
DfE Remote Education Good Practice Guide	4
Leadership.....	4
Multi-functional Interactive Platform.....	4
Pupils having difficulties submitting work	5
Assessment and feedback.....	5
Curriculum.....	5
Peer interaction	6
SEND.....	6
On-line resources	6
Making a start:	7
Safeguarding	7
Parents	8
Appendix A – Planning and Audit Tool.....	9
Appendix B - Example Policy.....	16
Appendix C – Further Safeguarding Guidance	20

Definitions:

1. **Remote learning** - occurs when the learner and teacher, or source of information, are separated by time and distance and therefore cannot meet in a traditional classroom setting
2. **Blended learning** - Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and child, with some elements of student control over time, place, path, or pace
3. **Flipped learning** - Flipped Learning is a pedagogical approach in which direct instruction moves from the classroom/group learning space to the individual learning space, and the resulting classroom/group space is transformed into a dynamic, interactive learning environment where the teacher guides children as they apply concepts and engage creatively in the subject matter.

Section 1 - DfE expectations and current legislation

The Department for Education has published a document that clearly states schools' legal duty to provide remote education for children unable to attend school due to COVID-19. The document was published on 1 October 2020 and is entitled The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction - explanatory note

[Government Legislation October 2020](#)

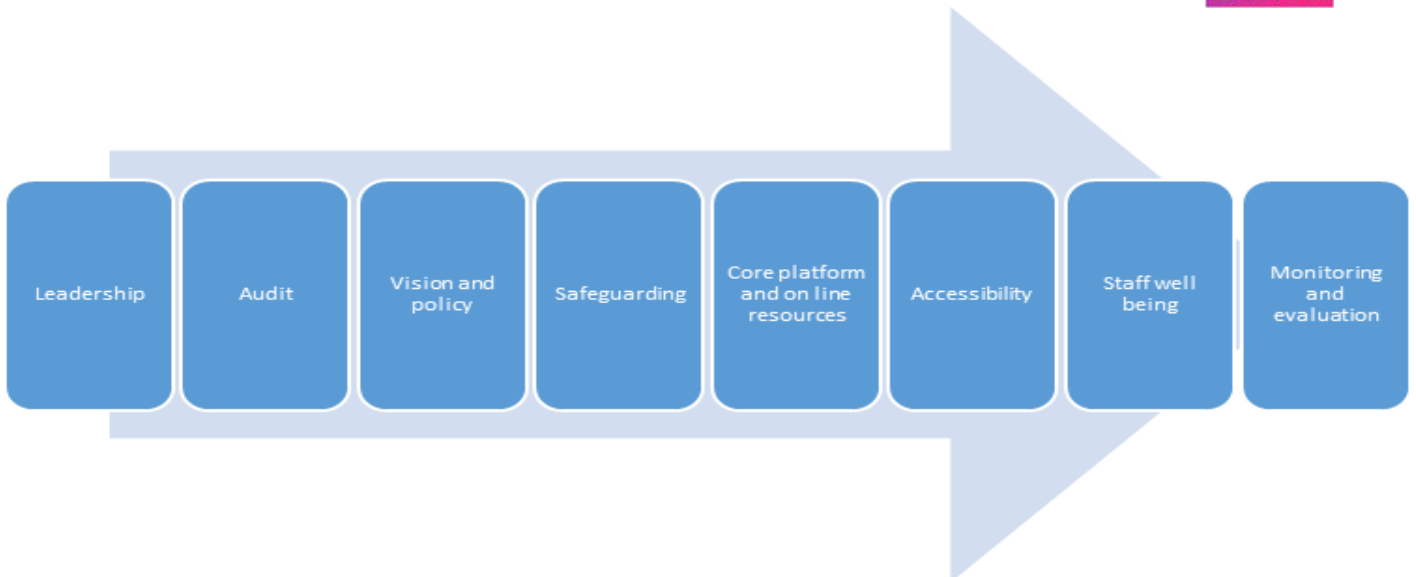
The Direction was issued by the Secretary of State for Education on 30 September 2020 and will come into force on 22 October 2020.

The government guidance for full opening, sets out the expectations placed on schools for remote learning. This can be found in Section 5: Contingency Planning for Outbreaks. This guidance was updated on 1st October 2020. [DfE Guidance on Full Opening](#)

Schools are expected to have the capacity to offer immediate remote education and have a plan in place by the end of September. Good practice would suggest that schools evaluate the lessons learnt from remote learning provided during the summer term and adapt their approach to ensure that, going forward, remote learning provides a high quality, ambitious curriculum than enables children to make good progress. A planning and audit tool has been provided to help leaders. It is included in the appendices at the end of this document.

To help develop your implementation strategy we recommended you consider the following steps 1-8 :

STEPS 1-8	
1	LEADERSHIP Consider nominating a remote learning co-ordinator/IT co-ordinator
	Share and discuss government expectations with teachers and with governors, to ensure that everyone understands what they are being asked to achieve.
2	AUDIT Apply the NST audit tool (appendix 1) to your school. The audit tool has been designed to support senior leaders with decision making when planning the school's offer and to check how well the school is adhering to government expectations.
3	HOME LEARNING POLICY Establish your vision/ ambition/expectation/aspiration which in time will help you author you own Home learning Policy Ensure that the school Remote Education Plan has been agreed and shared with teachers and governors
4	WHAT ARE THE IMPLICATIONS FOR SAFEGUARDING - Ensure your safeguarding arrangements take into account your approach to remote/blended learning. Remember to Include a section in your policy focused on steps taken to ensure safeguarding when working remotely and online.
5	CHOOSE YOUR PREFERRED INTERACTIVE PLATFORM IDENTIFY YOUR PREFERRED ONLINE RESOURCES AND COMPLEMENTARY SOFTWARE PROGRAMMES
6	ASSESS YOUR CHILDREN'S ACCESS TO THE INTERNET / APPROPRIATE DEVICES WHILST WORKING REMOTELY Survey your families Get your children to bring their device to school on a day when the IT technician is available to support device setup/download software etc Rehearse using online resources as part of your weekly teaching routine Consider the requirements of your youngest children and those with Special Educational Needs and Disabilities
7	STAFF WELL BEING / WORKLOAD- consider how you will balance the remote teaching and learning provision with on site learning. Are their ways to combine the two.
8	MONITORING AND EVALUATING: Consider how the impact and effectiveness of your remote education offer will be monitored and evaluated.



The remainder of the remote learning pack provides further detail relating to each of the 8 steps in terms of information, advice and recommendation.

Section 2: Guidance on best practice in remote learning

The following recommendations align with the DfE non-statutory guidance published on 1st October 2020

[DfE Remote Education Good Practice Guide](#)

Leadership

Consider nominating a Remote Learning Leader. There is early evidence that schools who have taken this step are finding it easier to meet expectations.

Multi-functional Interactive Platform

Choose an interactive platform to communicate with children during a remote learning situation. This is a programme that will, for example, allow live video conferencing between teachers and the whole class, groups, or individual children. Live lessons can be taught with children participating in real time. Lessons can be recorded for children to come back to, or for those who miss the lesson due to, for example, illness or limited access to technology. Teachers can also set work and children can return work for marking and feedback. Teachers can record lessons, that are not intended to be taught live, that children can access when convenient. Explore other available software packages that provide options for high quality videos and tutorials. For example, screencasting software. Links to the videos created, can be assigned to whole class, or groups, through your chosen communication platform.

There are several different platforms, each offering the option for video conferencing and the recording of sessions. Microsoft Teams is currently supported by Nottingham SchoolsIT and is therefore most used in our schools. Training is provided for schools to help them make effective use of Teams. Where lessons are recorded, they can be accessed later by pupils, making flexible use possible in the context of limited or shared device access.

However, frequent contact between pupils and teachers is crucial. This contact may, for example, be through presence in a remotely delivered lesson, questioning, feedback, or some other form of on or offline exchange about schoolwork.

Ensure that you have provided training for staff and children on how to use your chosen platform, as soon as possible and prior to a lockdown or bubble closure. This is to ensure that no time is lost in providing continuous, sequential, high quality learning. Consider providing parents with a simple guide on how to use your chosen platform

to enable them to help their children and better engage with school. Additional guidance is provided in the appendices.

Appropriate trouble-shooting support should also be available where needed, so that transfer to the remote environment can happen seamlessly when needed. Schools may consider prioritising this aspect of professional development, where necessary, in the early autumn term.

The department of Education has published information for school leaders to access remote education webinars. The information was most recently updated on 1st October 2020. The webinars are designed for teachers to share what has worked for them when teaching remotely. Webinars to provide case studies on curriculum sequencing are expected to be available later in the Autumn Term.

[Webinars](#)

Pupils having difficulties submitting work - Multi-functional remote platforms allow for the submission of most kinds of work. Email can also be used to send work to teachers for review and feedback and screenshots can be taken and emailed as attachments. Additionally, smartphones can be used to photograph work which is difficult to submit in other ways. Post or school drop-off points can also be considered.

Schools can create whole-class or whole-school feedback loops. For example, a weekly newsletter which pulls together examples of excellent work and awards points and rewards for excellent engagement or outcomes. This could be emailed to all parents and pupils, or posted to those without digital access.

[Assessment and feedback](#)

Children learn best with effective interaction and intervention from their teachers. Verbal feedback in class has a high impact on moving children's learning forward. Written feedback can also be effective, particularly when it is focused, developmental and responded to by children.

Remote learning provides greater challenges for schools on how to continue this practice. Consider, within the context of your school and community, how this will be best achieved and include effective feedback in your remote learning plans and policies. Have a clear policy on how and when teachers will provide effective feedback to children during remote learning. Ensure that expectations are shared, understood and the impact of feedback is monitored by teachers and leaders.

Provide clear expectations to teachers that children's learning will continue to be assessed, by teachers and leaders, during remote learning. Lessons should continue to build on what children know and can remember and what they need to do next. Lessons delivered remotely should continue to follow a sequential plan of learning, linked to children's needs.

Tests and quizzes are an important part of effective teaching and can be easily created to precede or follow teaching sequences. When teaching live, it is possible for teachers to question individual pupils and for pupils to pose questions to teachers or peers, for example using the 'Chat' function. Google forms, Kahoot, Classkick, Socrative, Edpuzzle are just some other examples of other software which work well for rapid feedback and allow live marking.

[Curriculum](#)

Integrate remote learning into school curriculum planning, aligning it closely with the schools' curriculum offer and intent. Plan for remote learning to build on and support learning undertaken in school. Plan for content to be a sequential programme of work, rather than 'one off' lessons that do not fit in with current schemes of work. Especially if remote learning is required for a prolonged period of time.

Where possible, remote learning should mirror what normally happens in school, Therefore, the structure of remote learning should align as closely as possible with in-school provision. Produce timetables that are similar to the normal school day and give consideration as to how new content and explanations will be delivered by the teacher. Consider how remote learning can continue with the implementation of your catch-up plans.

Give careful consideration and place a high priority on continuing and promoting children’s reading development. It is recommended that a high priority is placed on early reading for younger children.

It is important to note that high quality remote teaching is far more than setting work for pupils to complete, although setting tasks to complement sequences of teaching plays an important role. Evidence shows that lengthy or open-ended projects or research activities are in most cases less likely to lead to strong progress or outcomes. Such approaches should generally be avoided in favour of the more interactive, teacher-led approaches to delivering the school’s planned curriculum described above.

Organising structured remote teaching suitable for very young pupils - It is recognised that very young pupils are likely to have particular needs which cannot easily be met in some of the ways described above. For such pupils, it is likely that the priority will be progress in early reading. Ensuring continued access to appropriate reading books and resources for early readers should be considered as part of contingency planning. Helping parents, carers or other adults at home to continue to support children in their early reading, where appropriate and practical through structured practice of phonics content, is another important part of contingency planning for children at this stage. Other content for these pupils is likely to include providing guidance for supervising adults to ensure that time is used as productively and developmentally as possible.

Peer interaction

Effective high quality education allows children to contribute to, explain, justify and consolidate thinking through talk. Consider how your remote learning offer will allow children opportunities to continue to work in this way. Be mindful of children’s well-being and mental health. Take note of research that has shown that, for some children, the lack of peer interaction had a negative impact on how they felt. Therefore, consider how children can engage in learning together, in a safe online environment and where possible, ensure this is reflected in your remote learning offer.

SEND

Include in your offer how SEND pupils and their parents will be supported and how, for example, EHCPs will be delivered, where possible. Explore if it is possible to use technology to allow SEND children and their parent’s access to multi agency working and support. Continue to provide parents and children with regular access to the SENDCo.

On-line resources

Many of our families have no, or limited access to technology. Take this into account in your plans for future remote learning. You may consider leasing additional devices for children to use. A sample quote, as at 2nd Oct 2020 is as follows;

Manufacturer	Type	Description	Quantity	No. Payments	Frequency	Rental
Lenovo	Notebook/Desktop/AIO	Thinkpad 15" E15, Ryzen3, 8GB, 256SSD, W10H, 5 year warranty	75	12	Quarterly	£3,194.92
Total						£3,194.92

Consider the balance, in your offer, between live online resources, offline resources and paper-based resources and textbooks. Consider the amount of time, each day, the timetable requires children to sit in front of a screen. To begin with, many learning activities in the summer term relied heavily on parents teaching or supporting their children at home. This provided many parents, not just working parents, with significant challenges and most likely affected the quality and effectiveness of the remote learning provided. Consider how your current plans mitigate the need for high levels of parental input yet support those parents, for example parents of younger children and SEND, who need extra help.

There are many online resources and computer software programs that can form part of your plan, reduce workload and save time. Use the same resources for remote learning that are used to support in school learning. Continue to

choose resources that support the learning objectives taken from school curriculum plans and that meet the needs of the children. Therefore, whatever resources are chosen for remote learning, should support the sequential plan, ensuring that knowledge and skills are built on and that children continue to make progress.

1. Link to the NST Remote Learning Resources; <http://www.nottingham-schoolstrust.org.uk/learning-during-coronavirus/>
2. Online TEAMS training is available on: <https://microsoftteams.eventbuilder.com/event/11287/occurrence/10191/recording?rauth=30.1801563.d4bf7d84f0e457c75d2a8445db48af5776e823f5f659fb8b9474500319bbbb65> for on demand webinars.
3. some of you may find it helpful to use resources such as [Oak National Academy](#) to offer lessons in most subjects.
4. The British Educational Suppliers Association's [LendED platform](#), for instance, provides a searchable list of resources for remote education.

QUESTIONS TO ASK

- Consider the range of software you use - how they meet your needs/whether they synchronise with each other/ do they work in tandem with your school website resources.
- Does the platform also contain curriculum content or is it just a method of connecting with children?
- Parental confidence-will you provide an online training session and induction for parents?
- Does the software allow children to enter 'anonymously'?
- Are you able to set deadlines for the completion of work / can you check progress or levels of engagement?
- Are you able to communicate easily with children/families through your chosen platform?
- Remember SchoolsIT will support with linking children's email accounts with TEAMS through SIMS database.

Making a start:

It is highly recommended that schools use the technology platform in school, alongside traditional learning, to ensure that children are familiar with the software, ready for a remote learning situation. This is to ensure that no learning time is lost. Furthermore, consider making use of, for example, Microsoft Teams for setting and submitting homework while children are in school and in anticipation of any forced closures.

In addition, our exposure to new ways of using technologies, because of the COVID-19 pandemic, has given us the opportunity to consider new ways of working. The benefits of adopting an approach where new technologies are used alongside more traditional methods could lead to greater pupil progress. Consider making use of new technologies to deliver flipped learning, to deliver catch-up plans, or to support differentiation.

Safeguarding

Ensure that online technologies are safe and that GDPR legislation is adhered to. SchoolsIT can advise on the settings that schools can use to limit children's access to certain features of, for example, Microsoft Teams. Revise existing safeguarding policies to ensure that children and staff are protected (see Appendix B). Evaluate whether additional training for staff is required and whether children know how to stay safe online, especially if they are being introduced to new ways of learning.

Maintain links to the appropriate Local Authority safeguarding teams and ensure that systems to check on the safety of all children, not at school, remain effective.

Refer to the appendices B and D for more detailed guidance.

Just a reminder that in April 2020, the Safer Recruitment Consortium published an addendum to their Guidance for a Safer Working Practices document. The addendum was written to consider the issues around remote online learning. The addendum can be downloaded here:

<https://www.saferrecruitmentconsortium.org/GSWP%20COVID%20addendum%20April%202020%20final-1.pdf>

Parents

Share your remote learning offer with parents and provide relevant information to different groups of parents who might need it. For example, parents of younger children or SEND. Ensure that communication with parents is continual and that systems are in place to allow parents to provide feedback on your remote learning plan. Consider how new technologies can allow parents to engage with school. For example, recording class assemblies, plays and performances and making them available to parents online. Plan parent/teacher consultations via conferencing, when face to face meetings are not possible, or advisable.

Appendix A – Planning and Audit Tool

Section 5 of [Guidance for Full Opening](#) sets out the DFE’s expectations for a school’s remote learning offer should a class, group or small number of pupils need to self-isolate, or there is a lockdown.

The audit tool below is designed to support senior leaders with decision making when planning the school’s offer and to check how well the school is meeting government expectations.

Ensure all teachers, governors and parents understand the latest expectations for remote education. They are as follows:

Schools are expected to:

- Have the capacity to offer immediate remote education and have a plan in place *by end of September*.
- Consider how to *continue to improve the quality* of their existing offer.
- Ensure remote education is *high-quality* and safe and *aligns as closely as possible with in-school provision*.
- Ensure pupils are given the support they need to master the curriculum and *so make good progress*.
- Develop remote education that it is *integrated* into school curriculum planning.
- Ensure the curriculum remains ambitious.

<p><i>DfE Guidance for Full Opening</i> Section 5: Contingency Planning for Outbreaks</p>	<p>Plan for different possible remote learning scenarios:</p> <ul style="list-style-type: none"> ▪ Local lockdown ▪ Closure of identified bubbles/pupils who can't attend school ▪ National lockdown <p>Plan for an integrated, blended learning approach to education.</p>	
<p>Review, reflect, evaluate</p>		
<p>Red, amber or green?</p> <p>How was learning organised when our school was partially open?</p>	<p>What was the impact of what we did? How do we know?</p>	<p>What do we need to do now?</p>
<ul style="list-style-type: none"> • We used a technology platform, e.g. Microsoft Teams, for some children. • Some of the quality of education was monitored by leaders. • Our chosen approach enabled teachers to allocate work easily. • Our children could access the allocated work easily/we adapted our approach so that children could access the work easily. • Our approach did not rely heavily on parents' input/we improved our approach to rely less heavily on parents. • Teachers provided some written feedback to some children. 		

<ul style="list-style-type: none"> • Teachers provided some immediate verbal feedback/pupil conferencing to some children. • Teachers assessed some children's progress and adapted work to meet needs. • The approach mirrored the school's intent for the curriculum. • Remote learning mirrored learning in school. • The approach was mostly appropriate for EYFS/SEND/targeted groups of children. • We used blended learning for some children who were part at school and part at home. • We collected feedback from teachers, parents and/or children. For example, 'Google Forms' online survey tool for easy analysis. 		
Develop and prepare		
Government expectations	Red, amber, green? What are we doing?	What do we need to do now?
<ul style="list-style-type: none"> • Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations. • Give access to high quality remote education resources. 	<p>We have looked at curriculum plans for the year ahead and know how they can be adapted for and supported by, remote learning opportunities.</p> <p>We have communicated the expectations to our teachers. They understand that remote learning must support/develop and be linked to the schools' curriculum intent and be of high quality.</p>	

<ul style="list-style-type: none"> • Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use. • Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access. • Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum. 	<p>We have chosen our technology platform and staff have received training.</p> <p>We know how we are going to make high quality teaching videos. Teachers have had training.</p> <p>We have chosen our technology platform and children know what it is and how it will be used.</p> <p>We have chosen our technology platform and parents know what it is. We have provided them with a guide on how to use it.</p> <p>We have chosen which websites and apps we will use for the majority of our remote learning and aim to have consistency across the school, where possible.</p> <p>We aim to use the same apps for remote learning that we use in school.</p> <p>We have considered the balance between offline resources/online resources and printed resources.</p> <p>We know when we will use textbooks and printed resources and which families will need more printed resources to access the curriculum.</p> <p>We have collected a list of families who may qualify for access to relevant technology support so that this can be acted on as needed. Families new to the school are asked this question at the point of admission.</p> <p>We have audited our families and know which families have access to technology and what that looks like.</p> <p>We have identified how and when our approach needs adapting to take into account the different ages and needs of our children. We have given consideration to input from parents and have plans in place on how we can work with parents.</p>	
--	---	--

	<p>We have included in our plans how we are going to deliver learning to children who will miss school because they have to self isolate.</p> <p>Our approach is aligned with the latest guidance from the DfE.</p>	
Deliver and evaluate		
Government expectations	<p>Red, amber, green? What are we doing?</p>	<p>What is the impact of what we are doing? How do we know? What do we need to do now?</p>
<ul style="list-style-type: none"> • Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects. • Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject. • Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos. • Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work. 	<p>We only use websites and educational programmes that mirror what we do in school and that link with our curriculum offer.</p> <p>We do not have an over reliance on websites and programmes. Lessons planned, mirror learning in school and are mostly delivered by the class teacher. Class teachers and leaders are monitoring pupils' access to lessons/written materials and response to written feedback. We follow up all cases of disengagement.</p> <p>All children have the opportunity to engage in real time learning and ask questions.</p> <p>We have integrated our catch-up plans/intervention programmes into our remote learning offer. Leaders are monitoring the impact of the schools' approach to remote learning on all children, including SEND, disadvantaged and young children. Leaders are confident that the school's offer is promoting an ambitious curriculum and enabling children to make progress.</p> <p>Teachers are assessing children's progress and therefore evaluating the effectiveness of the school's</p>	

<ul style="list-style-type: none"> • Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding. • Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers. 	<p>remote learning systems. Assessments inform future planning.</p> <p>Teachers and leaders meet regularly to moderate work/assessments, discuss children's progress and agree on next steps to support learners and accelerate progress.</p> <p>Teachers meet regularly, either face to face or remotely to share best practice, share planning and do what they can to reduce workload.</p> <p>All children receive frequent and regular written feedback through our chosen platform and/or on paper-based assignments.</p> <p>All children receive frequent and regular real time feedback (verbal/written) and/or opportunities for teacher/pupil conferencing using our chosen platform. We provide verbal feedback to children who have no, or very limited access to technology, via other means.</p> <p>Each class has a daily timetable in place to deliver a broad and balanced curriculum offer. The timetable has an appropriate balance between online live lessons, recorded lessons/tutorials and for those children who need it, paper-based lessons.</p> <p>Recorded lessons/tutorials are of high quality and accessible to children.</p> <p>Timetables consider the amount of screen time children are exposed to and include other activities, including opportunities for physical exercise and to get outside.</p> <p>We have adapted a blended learning approach in school, to ensure children are familiar with our new ways of learning ready for a lockdown or bubble closure.</p>	
---	---	--

	<p>We are using our chosen technology platform in school for innovative ways to increase pupil progress. Leaders are monitoring the impact of new and innovative ways to use technology to raise standards.</p> <p>We are using our chosen technology platform to set homework and provide feedback.</p> <p>We are using aspects of our remote education approach to provide opportunities to continue home links and parental engagement.</p> <p>We regularly communicate the schools planned approach to parents and give them regular curriculum updates.</p>	
<p>Other considerations/questions</p>		
<ul style="list-style-type: none"> • Are we following our risk assessments and safeguarding rules? Are we making links with the LA/IES Team/EWO, including multi agency meetings designed to support children with SEND? • Is the agreed approach manageable and reasonable for staff and parents? Are we checking on staff well-being? • Are we getting feedback from staff and families and are we ensuring that there is flexibility and capacity to adapt in response to feedback? • How are we checking on children’s wellbeing, in and out of school? Are our children coping with the changes? • Are we monitoring attendance and taking appropriate action? • Does our approach allow for peer interaction? • How does the approach support pupils to develop their independence and reflect on their learning? • How are we drawing on colleagues and/or other schools to share good practice? • Does NST / SchoolsIT have an expert to support schools deliver the remote/blended learning agenda? • Should we nominate a lead practitioner within our school to deliver the blended learning offer? • Remember to keep the Governing Body informed of the progress and impact of our remote learning offer. • Consider applying the above principles to other school activities e.g. parents’ evenings / awards evenings. 		

Appendix B - Example Policy

Remote Education Policy for XXX School

****Considerations for Design of Individual Policy here****

1. Statement of School Philosophy

E.g. XXX has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality Online and offline resources and teaching videos
- Provide clear expectations members of the school community with regards to delivery high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support
- Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher)
- Support effective communication between the school and families and support attendance

3. Who is this policy applicable to?

- A child (*and their siblings if they are also attending XXXX Primary*) is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

Remote learning will be shared with families when they are absent due to Covid related reasons and not to all at start of week

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 (*list here, for example, Tapestry Google//Teams/Class Dojo/Seesaw, J2E*), as well as for staff CPD and parents' sessions.
- Use of Recorded video (*or Live Video if used*) for Start Day registration, instructional videos and assemblies
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy, *list here school subscriptions for example LGFL, DoodleMaths.*

The detailed remote learning planning and resources to deliver this policy can be found here:

Include hyperlinks to:

- Model Timetable and structure for remote learning
- Downloadable Printable Documents – e.g. Islington Resources developed by School Improvement
- Curriculum resources
- Teacher Code of Conduct for Phone calls, Video conferencing and Recorded Video
- End User Agreements for Google classroom, Seesaw and Clasdojo (as appropriate)

5. Home and School Partnership

XXX School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

XXX School will provide a refresher online training session and induction for parents on how to use Google Classroom and Seesaw/Classdojo as appropriate and where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. xxx Primary School would recommend that each 'school day' maintains structure

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

In line with XXX School's 'digital charter' we would encourage parents to follow the 'digital 5 a day' framework which provides practical steps to support a healthy and balanced digital diet.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home

6. Roles and responsibilities

Teachers

To note: the suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.

XXX School will provide a refresher training session and induction for new staff on how to use SeeSaw/ Google Classroom.

When providing remote learning, teachers must be available between xxxx

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 using the normal absence procedure.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for the pupils in their classes. This includes those responsible for streamed groups in Year 5 and 6
 - The work set should follow the usual timetable for the class had they been in school, wherever possible
 - Weekly/daily work will be shared xxx
 - Teachers in Nursery to Year 4 will be setting work on *Seesaw*
 - Teachers in Year 5 and 6 will be setting work on *Google Classroom*.
- Providing feedback on work:
 - Reading, writing and maths work, all completed work submitted by 1pm to be guaranteed teacher response and comments by 5pm.
 - All curriculum tasks submitted by 3.30pm and teachers will comment at the end of the week.
 - Or As per the marking policy xxxx
- Keeping in touch with pupils who aren't in school and their parents:
 - If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to access whether school intervention can assist engagement.
 - All parent/carer emails should come through the school admin account (admin@...)
 - Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL

Teaching Assistants

Teaching assistants must be available between xxx

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 using the normal absence procedure.

During the school day, teaching assistant must complete tasks as directed by a member of the SLT.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school inc daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

The SENCO

Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- 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

The SBM

- 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.

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

Governing Board

The governing board is 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

7. Links with other policies and development plans

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Digital and hardware Development Planning
- Code of Conduct for Phone calls, Video conferencing and recorded video
- End User Agreements for Google classroom, seesaw and clasdojo

Appendix C – Further Safeguarding Guidance

SAFEGUARDING / AMENDING YOUR SAFEGUARDING POLICY / PARENTAL CONSENT / STAFF CONDUCT / MAINTAINING PROFESSIONAL BEHAVIOUR

- Do packages need end user agreements / DPIAs / is there advice in terms of online connectivity – particularly when we are using names/pictures and videos of children? Data Controllers need to reassure themselves that any teaching/learning software and/or platforms are suitable and raise no privacy issues.
- Consider what safeguarding measures you need to put in place - include these in your safeguarding and child protection policies and procedures.
- Check privacy settings. Always make sure the platform you are using is suitable for the children's age group, stage of development and ability.
- Use school accounts to communicate via email or online platforms, never teachers' personal accounts.
- Make sure parents, carers and children understand the benefits and risks of online lessons and get written consent for children to be involved.
- Remind staff of your code of conduct and make it clear how you expect them to behave.
- 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; and where possible be against a neutral background.
- Language must be professional and appropriate, including any family members in the background.
- No 1:1s only groups
- The live class should be recorded and backed up elsewhere, so that if any issues were to arise, the video can be reviewed.

LIVE STREAMING / PRE RECORDED / WEBINAR?

If you plan to record or livestream lessons via an online platform, you need to assess any risks and take appropriate actions to minimise harm.

Webinars are designed for only the presenter to appear- is it important you see/communicate directly with your children from a safeguarding perspective.

If you are live streaming

Tell teachers to:

- Sit against a neutral background
- Avoid recording in their bedroom where possible (if that's not possible, use a neutral background)
- Dress like they would for school – no pyjamas!
- Double check that any other tabs they have open in their browser would be appropriate for a child to see, if they're sharing their screen
- Use professional language

Ask pupils to also be in a shared space in their house, rather than in their bedroom. No pyjamas. You could ask them to turn their cameras off.

Ask parents who'll also be there to be mindful that other children might see or hear them and anything in the background.

Make a recording so there's something to go back to later if you need to and keep a log of who's doing video calls and when. Check that parents are happy with you making recordings first – tell them it's for school records only.

To [record](#) in Microsoft Teams:

- In the meeting, click 'More options' (the 3 dots) > 'Start recording'
- Wait for the recording to start (you'll get a notification saying 'Recording has started')
- When you finish, click 'More options' > 'Stop recording'
- Wait for the recording to be saved in Microsoft Stream (whoever started the recording will get an email notification when it's ready to watch)

If you are using Microsoft Teams

Decide whether you'll let pupils use chat in Microsoft Teams. Like any chat function, it could lead to bullying, or be a distraction from learning. To disable chat for pupils, you need to create a [messaging policy](#) in Teams and then assign it to pupils.

First, create your new messaging policy:

- Log in to the Microsoft Teams [admin centre](#)
- Click 'Messaging policies' on the left-hand side
- Click 'New policy' and give it a name (e.g. 'Disable chat')
- Select the 'Chat' setting, and turn it off
- Click 'Save'

Then, assign this policy to pupils:

- Log in to the admin centre
- Click 'Messaging policies' on the left-hand side
- Click on the policy you've just made, then 'Manage users'
- Search for the user you want to add, click on their name, and then click 'Add'
- Repeat step 4 until you've added all your pupils
- Click 'Save'