



Moorlands Primary School

High Expectations, High Achievements, Challenge and Enjoyment for All

Remote Learning Policy

Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date	Approved by Governors
Becky Freeman and Hannah Woodhouse	October 2020	October 2023	November 2020
	15 th January 2021		Amendments approved January 2021

Purpose

Governments and administrations across the UK are clear that the education system is operating in 'extraordinary times'. It is evident that in these circumstances, learning and support for children and young people need to be organised very differently. As of January 2021, schools have a duty to provide remote education for school-age children whose attendance is impacted by government guidance or law around coronavirus (Covid-19).

Teachers and school leaders have always had high expectations of themselves and of the pupils for whom they are normally responsible. The impact of the COVID-19 outbreak **will not** undermine this core professional principle. However, the circumstances that the outbreak has created mean that these high standards must, for the time being, be pursued in the face of entirely unprecedented challenges, both for those who are served by the education system and those who work within it.

Government Requirements

The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day

More information can be found:

[Restricting attendance during the national lockdown: schools \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90122/Restricting_attendance_during_the_national_lockdown_schools.pdf)

Remote Learning

Remote learning provision is in place for those pupils who are not able to attend school due to reasons outlined in our Contingency planning policy until the threat posed by COVID-19 has receded.

Where such arrangements are established, schools and the employers of teachers and school leaders need to ensure that they are fair and manageable for staff and as far as possible, meaningful and equitable for pupils.

- At Moorlands Primary School we are providing a planned and well-sequenced curriculum, which mirrors what children would have been learning within school. This will ensure knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum. Learning is year group appropriate, and in line with National Curriculum requirements. All work set is meaningful and ambitious and will cover a range of subjects. This will be similar for children working in school. Learning and resources are provided through Live sessions, pre-recorded sessions by Moorlands Primary School staff, online materials such as Oak National Academy and independent projects and tasks. This will differ amongst year groups to ensure age appropriateness. Where possible, families will be given advance notice of Live sessions with 'invites' sent out via Microsoft Teams/Office 365 only using our school email addresses. Some sessions may take place 'ad hoc' to allow for immediate support and follow up sessions to ensure progress and challenge for groups of children. These will always be sent via Microsoft Teams.

- This is all provided through our online learning platform, Seesaw with live lessons solely through Microsoft Teams. Parents are able to message the class teacher via Seesaw or via the class email address. These have been signposted to parents.

Live Sessions and contact with children

To ensure a consistent approach to the delivery of the curriculum and to provide contact with school, Live sessions will be timetabled for children learning from home and children learning in school. Live sessions must only be accessed through Microsoft Teams using our school email addresses. We believe the use of the camera supports children's well-being by allowing them to interact and connect with peers and familiar adults in a time when they may be otherwise isolated. We feel it improves engagement and enjoyment leading to improved progress. It supports us with ensuring the safeguarding of children working at home.

To ensure a professional approach and to safeguard staff and children the following is in place. *Failure to adhere to the below may lead to temporary or permanent withdrawal of our online offer for children or staff disciplinary:*

- Adults, parents and carers, children or family members including siblings of any age, must not record, stream, upload to social media or record for personal usage or copy any live lessons in any form. This would be a serious breach of safeguarding and acceptable usage.
- Staff must not stream, upload to social media or record for personal usage or copy any live lessons in any form. Any Live Sessions will only take place through our Moorlands Primary School Office 365 accounts via Teams. Contact with children will never involve sharing any personal information such as a personal email, telephone numbers or an arrangement to meet outside of school times via any other form of interaction. All numbers from personal mobiles or landlines will be withheld using 141. Any deviation from this would be a serious breach of safeguarding, acceptable usage and professional conduct.
- If you allow your child to turn their camera on, this is giving consent.
- Classes in school will sometimes 'live stream' lessons alongside those working at home. Children without digital/media/web permissions must not appear on camera during these sessions.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Language must be professional and appropriate, including any family members in the background.
- Any computers used should be used in appropriate areas, with an appropriate background and an adult ideally in the room but at least within earshot.
- The live sessions should be recorded and backed up elsewhere according to policy.
- All staff must record live lessons and will clearly state that the lesson is being recorded. Children **can** have cameras and microphones switched off throughout the lesson and still take part. Anything the children have typed into the 'chat' or 'posts' is automatically logged and is monitored by a member of staff.
- It is the responsibility of parents and carers to monitor their children's camera, typed chat and microphone use during Live sessions and ensure appropriate usage. This also includes using the 'posts' section out of lesson time.
- School will not be held responsible for a child's inappropriate actions or language whilst in their home setting. However, to safeguard other children and staff, staff will 'end meeting' immediately for all involved if necessary and follow up inappropriate actions with parents and carers which may lead to a temporary or permanent withdrawal of the online learning offer. Inappropriate messages on the 'chat'

or 'posts' will also be followed up and removed from the Teams view. This includes any form of cyberbullying. Any inappropriate behaviour will be logged onto our safeguarding system, CPOMS with follow up actions and outcomes. This could include contacting external safeguarding agencies.

- Parents and Carers have a right to complain and should follow our complaints procedure. Please contact your class teacher in the first instance. For serious complaints where you feel your child is not being safeguarded, please contact our Designated Safeguard Lead, Amanda Denney or our Deputy Designated Safeguard Lead, Rebecca Freeman as a matter of urgency.

Marking, feedback and planning

The core purposes of marking, feedback and planning are to provide feedback that is consistently of a high quality to ensure that pupils understand, in detail, how to improve their learning where appropriate. All work will be acknowledged, however, to ensure a manageable workload for staff, some responses will be limited. Effective assessment should be systematic and embedded in teaching and learning to enable all pupils to make excellent progress. During live sessions and through Seesaw, time will be given for interactivity, questioning and reflective discussion. Feedback will be timely with individual year groups setting times for marking and feedback. Teachers in each year group plan the work provided and are in continuous communication with each other to offer each other support throughout the closure, much as they are when school is open.

Parents can also ask for advice with regards to any of the activities. The learning platform is only monitored during normal school hours and staff will not be responding out of these hours. The aim is for a response to be made within 24 hours.

Pastoral support, staying in touch and safeguarding

It is particularly important that schools continue to contribute to the welfare and emotional wellbeing of pupils who are not attending on-site provision. No personal contact details of any member of staff, such as telephone numbers or personal email addresses, should be shared with children. Any personal details staff hold at home for children and families should remain confidential in line with our confidentiality policy.

At Moorlands Primary School, during the January 2021 Lockdown, it is our aim, alongside Government guidance, to make daily contact with all families learning from home. This contact will be through a daily 'live' register through Teams which will be transferred onto our school register system. Contact is also acknowledged as accessing and submitting work via Seesaw, on a daily basis. This will be monitored and where a child is not accessing Teams or Seesaw at all, we will contact families to offer support. We will still expect to speak to the child and will arrange regular telephone check-ins. Where we are unable to contact families, we may need to alert our Attendance officer. Calls will take place from personal mobiles or landlines, but all numbers will be withheld.

Our absence procedures remain the same as when your child is attending school. Please contact school if your child is unable to attend or submit work for remote learning. In line with government guidance, absence will not be penalised.

All governments and administrations across the UK are clear that arrangements must be in place to protect those children and young people about whom there are child protection or safeguarding concerns. None of these arrangements require teachers to contact individual pupils directly. However, where concerns arise the usual safeguarding protocols would be followed.

As during class time, in ordinary circumstances, general pastoral and welfare issues may be integrated appropriately into remote learning.

Learning experiences and the use of technology

We understand that many children and young people live in households with no or limited access to the internet or to the technology required to make use of online resources. Even in households with full Internet access, the number of suitable online capable devices may be insufficient at any one time to meet the demands of home-working adults and children attempting to access educational materials.

Where parents/carers identify potential difficulties in their children having access to laptops/tablets to access online learning, we ask that parents speak to their child's class teacher. The Government are supporting remote learning by offering laptop loans. To check if you are eligible, please contact your class teacher. Loan agreements will need to be read, agreed and signed.

Pressures on Families

We recognise that many children and others in their households will be experiencing significant stress and uncertainty at this time. Therefore, placing excessive burdens on pupils in terms of the amount of work they are expected to complete would be profoundly unhelpful. Remote learning expectations of children should also recognise that the demands on parents and other adult members of children's families at present may make it difficult for them to provide an environment conducive to extensive periods of home learning.

We have no expectation that parents will help their children complete every piece of work set. Whilst the school would advise 'routines' be set down for learning, it accepts that these will be different for each family, dependent upon whether parents are working from home, working out of the home, or the number of children and access to devices to learn.

We advise against working beyond the school day limits, school days are designed with natural breaks and these need to be built in. If parents feel they want to access other learning beyond the resources provided they are more than welcome to do so, and the list of websites suggested are a useful source for this.

Where parents and children are particularly proud of their achievements at home then they can send copies of this work, photographs or videos through the learning platform or to the class email address.

Managing pressures on teachers who are working from home

The pressures faced by teachers must also be recognised. Across the UK, they have been designated as key workers with a specific role to fulfil with regard to care for vulnerable children and the children of other key workers. They are also facing the same stress and anxiety about their own wellbeing and that of their families and need to be treated reasonably and fairly.

Equality Impact Assessment

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. For any changes that affect equality for all, an impact assessment would be carried out. This policy has been assessed for Equality Impact Assessment and has a high priority.

Review and Evaluation

There is a three-yearly review of this policy by the Governors and SMT