

Holy Trinity Church of England (VA) Primary School



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Remote Learning Policy

SCHOOL VISION

At Holy Trinity Church of England Primary School our Christian vision shapes all we do.

*"I know that there is nothing better for people than to be happy and to do good while they live."
Ecclesiastes 3:12.*

Our vision is to be an inspirational place of learning where:

- we facilitate opportunities so every child can flourish in a place where they feel safe, **happy and confident**.
- staff **well-being** and professional development is valued and supported in order to fulfil their roles, inspire others and experience personal **fulfilment**.
- the school provides facilities that enables an **optimum learning environment**.
- the **school plays a central role within our community** and enjoys strong **links with the church, local companies and other schools**.
- we create a culture of vigilance to safeguard all children

Introduction:

With an increase in use of all types of social media and virtual access to learning for professional learning, teaching and communication this guidance sets out clear protocol for staff to manage risk and behaviour online. Core messages should include the protection of pupils, the school and the individual when publishing any material online. Expectations for teachers' professional conduct are set out in [Teachers' Standards 2013](#) the Internet Safety Policy and the school Staff Code of Conduct (and Staff Handbook). Ofsted's online safety inspection framework reviews how a school protects and educates staff and pupils in their use of technology, including the measures that would be expected to be in place to intervene and support should a particular issue arise. Schools are increasingly using social media as a powerful learning tool and means of communication. It is important that this is carried out in a safe and responsible way.

In March 2023, the government set out expectation for filtering and monitoring (including school devices used at home). These standards can be viewed [here](#).

During Covid-19, if a school or class bubble is directed to close by Public Health England, the Department for Education has published a set of expectations for schools:

DFE expectations:

- 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
- 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

When teaching pupils remotely, we expect settings to:

- 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 practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the setting or via high quality curriculum resources 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
- 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 more to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in their setting and would ideally include daily contact with teachers

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- 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 on how to progress

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded). It is

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important that schools consider how to transfer into remote education what we already know about effective teaching in the live classroom.

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.

There are different scenarios that will result in a pupil having to engage in remote learning:

1. **REMOTE TEACHING AND LEARNING IF A CLASS BUBBLE CLOSES**

Things to consider include:

1. **Where is the session taking place?**

Teachers should be in a neutral area where nothing personal or inappropriate can be seen or heard in the background. Consider blurring the background or using a template background if in your own home.

2. **Which platform will you use?**

Teachers will use school equipment and devices to access platforms and communicate where possible. Holy Trinity will use Microsoft Teams platform.

Contacting children and families at home; guidance for staff

While schools or class bubbles are closed staff might need to contact families or children individually, for example to give feedback/comment on homework, check on their welfare, respond to questions regarding learning. Staff should;

- Follow the staff code of conduct and always have consideration for CP, safeguarding and welfare needs of the families and child(ren).
- Use your discretion to communicate with families at a sensible time and preferably during school time and respond to queries within three working days. This does not need to be immediately or on the same day. If possible, agree a time to call via the class email address so that parents are aware the 'withheld number' is a staff member calling.
- Report any welfare concerns to a DSL via school email ASAP.
- Correspond using your professional name and the family name rather than first name terms with the parents and carers.
- Keep conversations on a professional level and deviate from personal conversations.
- Make sure conversations are positive with the pupil needs central to decision making.
- Staff will use parents' or carers' email addresses or phone numbers to communicate with children via their class email, unless this poses a safeguarding risk. Staff will use school accounts to communicate via email or online platforms, never teachers' personal accounts.
- Make sure any phone calls are made from a blocked number so teacher's personal contact details are not visible (141 and then phone number will block your personal details).
- If staff members are accessing families' contact details at home, ensure they comply with the [Data Protection Act 2018 and GDPR](#). Pupils will be given their log-in and password details in school. This will be the same account they use in school to access the server. Pupils will not be able to change their

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passwords. This information is held securely through Salamander. If pupils need to be reminded of their log-in details, they can be obtained through the class teacher via the class email address.

- Pupils' access and use of Microsoft Teams will be restricted so that they are not able to video or voice call. They will only be able to accept invitations
- **Please contact one of our DSL if you have any concerns about a child either because you have seen or heard something during online or telephone communication or work received or if a child discloses abuse during a phone call or via email.**

2. REMOTE LEARNING IF PUPILS ARE SELF-ISOLATING (but well enough to access learning)

- Parents will inform the school office ASAP if a pupil needs to self-isolate due to testing positive for COVID-19
- Teachers will then have 24 hours (working days) to ensure tasks and information are uploaded to the Class Web Page (on the 'Remote Learning' subpage)
- Parents and teachers can communicate via the class email as necessary
- Teachers will make a weekly phone call to the family to check how the pupil is and to give any feedback (see guidance above)
- Teachers will also continue to follow safeguarding procedures if they have a welfare concern for a pupil who is self-isolating

In the case of scenario 1, please see guidance below:

Virtual Live Session Agreement

Before and during lessons

- **Use your school Microsoft Teams account:** Keep it separate from your personal online profiles. Make sure you use an appropriate image for your profile picture, and do not share any personal information about yourself e.g. personal telephone number, email accounts, Facebook and other social media links.
- **Children will access with their school Microsoft Teams account**
- **Test your set-up before you go live:** are the camera and microphone working properly? Is the camera in the correct position for optimum teaching? Make sure you are working against a neutral background.
- **The pupil must take lessons in a room with an open door** and parents/guardians or a trusted adult must be in the same premises as the pupil while the lesson takes place.
- **Expected behaviours:** pupils and staff are expected to dress and behave appropriately. Parents and siblings are not permitted to interfere with the teaching session (for example, make comments or ask questions) or appear on camera.
- **Muting:** pupils are expected to mute their devices unless invited by the teacher to contribute.

Recording lessons

- All lessons will be recorded for safeguarding purposes and so they can be accessed at a later date/time if needed.
- All recorded presentations will be uploaded on Microsoft Teams for access.

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Recommended links

<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely>

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

Recommended Other

- Safeguarding and Child Protection Policy and Procedures
- Internet Safety Policy
- Home/School Agreement
- Data Protection (GDPR compliant) Policy
- Staff Code of Conduct (Staff Handbook)
- Statutory Teachers' Standards 2013

This policy was adopted by Holy Trinity CE Primary School and agreed by the Standards, Achievements and Curriculum Committee. It was ratified by the Full Governing Board.

Approved by.....on behalf of the School Governing Board.

Signature:.....

Date:.....

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Remote Learning Home School Agreement (Y1 to Y6) if the class/school has to close

Staff will:

- Use Microsoft Teams to set tasks, deliver some live sessions, upload recorded teaching sessions that continue to follow the National Curriculum
- Record all live sessions and make available in Microsoft Teams for safeguarding purposes and so that they are available at a later time/date
- Register their class every morning at 9am on Microsoft Teams
- Deliver live and pre-recorded sessions in a quiet space with no family interruptions
- Provide feedback to pupils on their completed tasks either verbally or in a written form within 3 working days
- Contact families if necessary if pupils aren't attending on-line sessions/registration or to discuss a concern
- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- Provide all pupils with their log-in details
- Provide work for pupils that are self-isolating within 24 hours (working days)

Parents will:

- Share the expectations of children set out in the section below with their children
- Ensure their children have a quiet, suitable place to access the learning
- Contact the school if their child does not have access to a device or if they are having technical difficulty
- Ensure children 'attend' as many live sessions/registrations as possible and submit as many tasks as possible
- Ensure children are appropriately dressed (school uniform is not necessary) and not in night-wear or underwear/swimming costume etc
- Ensure parents, siblings and other family members do not interrupt/disrupt the live teaching sessions or appear on camera
- Email the class teacher on the class email address if they wish to raise a concern or a query
- Talk to their child regularly about how to stay safe on-line (using guides from National Online Safety if necessary)
- Contact the class teacher directly via their class email address if pupils need a reminder of their log-in details

Children will:

- Mute their speaker and turn their camera off unless their teacher invites them to contribute
- Behave appropriately, following the same behaviour expectations we have in school
- 'Hand in' their set tasks on Microsoft Teams
- Try their best with the learning just like they do in school

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- Follow our Internet Safety rules when learning from home and always tell an adult at home or at school if they are worried about something
- Not share their log-in details with anyone outside their household

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Remote Learning Home School Agreement (EYFS)

Staff will:

- Use Microsoft Teams to set tasks, deliver live small group or 1:1 sessions, upload recorded teaching sessions that continue to follow the EYFS curriculum
- Record all live sessions and make available in Microsoft Teams for safeguarding purposes
- Deliver live and pre-recorded sessions in a quiet space with no family interruptions
- Provide feedback to pupils on their completed tasks verbally
- Contact families if necessary if pupils aren't attending on-line sessions or to discuss a concern
- Set activities so that pupils have meaningful and ambitious work each day in a number of different areas
- Provide all pupils with their log-in details
- Upload teaching videos to the class webpage (Remote Learning Area) that parents can access with their children
- Provide work for pupils that are self-isolating within 24 hours (working days) on the class webpage
- Continue to use Tapestry to share learning

Parents will:

- Share the expectations of children set out in the section below with their children
- Ensure their children have a quiet, suitable place to access the learning
- Contact the school if their child does not have access to a device or if they are having technical difficulty
- Ensure children 'attend' as many live sessions as possible
- Ensure children are appropriately dressed (school uniform is not necessary) and not in night-wear or underwear/swimming costume etc
- Support their child to access the live sessions – communicate with the class teacher on screen if necessary
- Email the class teacher if they wish to raise a concern or a query
- Talk to their child regularly about how to stay safe on-line (using guides from National Online Safety if necessary)
- Contact the class teacher directly via their class email address if pupils need a reminder of their log-in details
- Continue to use Tapestry to share learning

Children will:

- Behave appropriately, following the same behaviour expectations we have in school
- Follow our Internet Safety rules when learning from home and always tell an adult at home or at school if they are worried about something
- Try their best!

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