The Core Values of
Park Street School

Remote Education Policy

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1. Aims

This Remote Education Policy aims to:

- Outline the school's approach to educating pupils who will not be attending school, as a result of government guidance or the closure of a bubble
- Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work
- Ensure that remote education is offered as soon as it becomes necessary
- Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who aren't in school through use of quality online and offline resources
- Provide clear expectations members of the school community with regards to delivering high quality interactive remote learning
- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being
- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning
- Ensure that pupils engage in learning they would have completed had they been in school as normal
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources
- Ensure that pupils who lack any necessary equipment have this sourced for them

2. Who is this policy applicable to?

- Children who are absent because they are awaiting test results and required to self-isolate. The rest of their school cohort are attending school and being taught as normal. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school.
- Children who are part of a whole group which is not permitted to attend school.
- Children learning remotely as a result of a wider national lockdown.

3. Resources

Resources to deliver this Remote Education Plan include:

- Subscriptions to Tapestry (EYFS and Y1), Microsoft Teams (Y1 to Y6) and Google Classroom
- Staff CPD in effective use of Microsoft Teams and Google
- Information on the school website about online learning and advice for parents in supporting their children's learning.
- Use of video for teaching phonics via Tapestry
- Printed learning packs for children who do not have internet access (e.g. living on boats)
- SATs revision books.

The detailed remote learning planning and resources to deliver this policy, if necessary in future, will be posted on Google Classroom.

Other internet resources used are Mathletics, TT Rock Star, Letterjoin and Spellingframe

4.   Approaches to Learning: Our Principles

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Planning will be informed by the feedback from previous remote learning
- Pupils will study a broad range of subjects, including English, maths, history or geography, RE and science.
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning. This can be seen in the 'Learning Journeys' provided for each subject.
- Those who cannot attend school will access similar learning to that which their cohort is completing within school. The 'Learning Journeys' will be identical for pupils working in school or at home.
- Activities will be varied and not solely consist of 'screen time'; for example, reasoning and problem solving in maths, reading and writing activities in English.
- Teachers will have access to a wide variety of resources to share remotely, such as White Rose Maths, Oak Academy Videos, resources used in school – e.g. no-nonsense spelling, Spellingframe, Supersonic Phonics Friends videos and presentations, Talk for Writing texts and materials, Hamilton Trust resources, Mathletics, TT Rock Stars and CGP SATs revision workbooks.
- Resources will be quality assured by subject and senior leaders, who will monitor the provision on Teams regularly to ensure it follows this policy.
- Staff will have the training they need to provide online learning safely, including safeguarding training.
- All pupils will have access to the resources they need to learn. We will ensure this by communicating promptly with parents and uploading the required resources to Google Classroom and/or Microsoft Teams.
- Teachers will communicate the purpose of activities and their success criteria for pupils, by uploading the 'lesson headers' to Google Classroom when these are needed by children working at home.
- Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working, by using Google Classroom in lessons in school.
- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families by ensuring differentiated resources are uploaded when required.
- COVID catch-up funding will be used effectively to provide resources and 1:1 tuition for children who need particularly intensive support to catch up.
- Staff workload will be managed by managing parental expectations. Where the majority of children are learning in school, live sessions will not be possible for children at home, although parents can contact the teachers through the chat function of Teams, at specified times of the day, and through emailing the Head Teacher and/or the Office.

- Leaders will measure engagement in remote learning by monitoring children's use of the resources and by clearly stating the expectation to parents that children complete and upload activities set. Regular communication with teachers will take place to discuss pupils' engagement. Leaders will use this information to review provision and make changes as necessary.

5. Working with Parents

We are committed to working in close partnership with families, and providing remote learning in different ways when that is necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND)

Resources will be shared with pupils and parents via Google Classroom for which we will provide guidance to parents.

We will encourage parents to support their children's work, and to establish a routine based around the school day wherever possible. Suggestions for how to do this will be outlined on the school website on the 'Pupil Wellbeing' page.

Should parents be unable to access online work for any reason, they should contact office@parkstreet.cambs.sch.uk so that other arrangements can be made.

All children will sign an 'Acceptable Use Policy' at school which includes e-safety rules. This applies when children are working on computers at home. Pupils and their parents should follow the guidance in the Appendix 2.

6. Roles and responsibilities

Senior and subject leaders

Alongside any teaching responsibilities, senior/subject leaders are responsible for:

- Adapting schemes of learning so that teachers are aware of how the intended key components can be taught remotely
- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement
- Lead virtual meetings to ensure consistency across the year/subject
- Monitoring the effectiveness of remote learning, including monitoring the provision in their subject and scrutinising some examples of children's work
- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning
- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance in this respect
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Teachers

Teachers will be provided with the necessary training on how to use Microsoft Teams and Google Classroom.

When providing remote learning, if not required to teach in school, teachers must be available for contact with parents via the chat function, between 8.30am and 4pm. As well as live teaching sessions, they may organise other Q&A live sessions as needed.

Teachers unable to work for any reason during this time should email the office on office@parkstreet.cambs.sch.uk

When providing remote learning, teachers are responsible for:

- Setting work:
  - Teachers will set work for the pupils in their classes
  - The work set should follow the usual timetable for the class had they been in school, wherever possible
  - Teachers will set work using the Google online platform
  - Work will be uploaded weekly, but will provide tasks for the children to complete daily in English, mathematics and one other subject
  - Planning and resources will be completed weekly and uploaded to be made available to pupils and parents
  - Should their whole class be learning remotely, teachers will teach at least one online 'live' session every day, and be available for contact using Google 'chat' function for the rest of the day.
- Providing feedback on work:
  - Reading, writing and mathematics work will be marked weekly and feedback provided.
  - Work in other subjects will be marked and feedback given when the child returns to school, unless the absence is longer than two weeks.
- Keeping in touch with pupils who aren't in school and their parents:
  - Teachers are expected to make weekly contact, via emails, phone calls or through posts on Google Classroom.
  - If there is a concern around the level of a pupil's engagement, the teacher should contact the Headteacher, who will contact the family.
  - Teachers should only use their school email address to communicate with parents and pupils. All parent/carer emails should come through the school office account
  - Teachers should check emails at least once in the morning and once in the afternoon and should respond to all parents within 24 hours. If the matter cannot be resolved within that period, the teacher will acknowledge the email and explain to the parent the reasons for the delay and the actions they are taking
  - Where a family displays difficult behaviour or is unable/unwilling to comply, teachers will contact the Headteacher
  - Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number is hidden from view
  - Teachers will respond promptly to requests for support from families at home, by informing the Headteacher immediately, who will contact the family.
  - Any complaints or concerns shared by parents or pupils should be reported the Headteacher. **For any safeguarding concerns**, refer immediately to the DSL – Headteacher, or DDSL Assistant Headteacher or DDSL Senior Teacher.

- Staff who are required to self-isolate are expected to:
  - Follow the normal reporting procedure for planned absence
  - Following contact with school, the school business manager may set up a referral to Occupational Health to support that individual
  - Obtain a test and share the result of it with school so that appropriate plans can be made
  - If unwell themselves, teachers will be covered by another staff member. Planning and other activities will not be undertaken until the teacher is fit for work.

Teaching Assistants

Teaching assistants must be available during their usual working hours.

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 assistants must complete tasks as directed by a member of the SLT. The following tasks/roles are examples and do not constitute an exhaustive list:

- Cover in other areas of the school as directed by the Headteacher or SENCOs
- Assisting the class teacher with supporting pupils
- Preparing home learning resources
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents
- Completion of work that accords with school improvement priorities

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.

The SENCO

The SENCO is responsible for:

- 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 Pupil Support Plans
- Identifying the level of support required by pupils

Financial Staff

- 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.

IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they are 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

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants if old enough, or through their parents if not
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Wherever possible, maintain a regular and familiar routine
- Support their children in their reading as far as they are able, so that they continue to read their home reading book or access online reading resources via Oxford Owl free resources.
- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus
- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered
- Seek help from the school if they need it, communicating with class teachers by posting on Microsoft Teams or by contacting the school office via office@parkstreet.cambs.sch.uk
- Be respectful when making any complaints or concerns known to staff

Governing Body

The Governing Body 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.   Personal Data

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to their line manager if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices.

8.   Keeping Devices Secure

All staff members will take appropriate steps to ensure their devices remain secure. Devices will be provided for Teaching Assistants as required. This includes but is not limited to:

- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters
- Ensuring the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device
- Making sure the device is locked if left inactive for a period of time
- Not allowing family or friends to use the device
- Storing the device securely to avoid theft (i.e. is not left outside or in a car)
- Ensuring that anti-virus and anti-spyware software is up to date (done by school devices centrally)
- Installing updates to ensure that the operating system remains up to date (done by school devices centrally)
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9.   Safeguarding

Staff should ensure that all **safeguarding concerns are reported immediately** to the DSL (Headteacher), DDSL (Assistant Headteacher) or Senior Teacher. All safeguarding policies and procedures continue to apply.

Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.

10.   Expectations of staff during online meetings

When attending virtual meetings all staff should follow expected professional standards in relation to:

- Dress code
- Location, e.g. avoid noisy areas, nothing inappropriate in the background
- **Please see "Guidance for teachers taking part in online teaching" for more details.**

11.   Links with other policies and development plans

This policy is linked to our:

- Safeguarding & Child Protection Policy
- Behaviour Policy
- Data Protection Policy and Privacy Notices
- Internet Safety Policy
- See Appendices for Codes of Conduct for live teaching for pupils, parents and teachers.
- End User Agreements for Microsoft Teams.

Appendix 1: Guidance for Teachers taking part in 'live' Teams sessions or contacting families by phone

How do I keep the children and myself safe?

- Sessions should not take place in bedrooms or with private and personal things in the background (for teacher or child)
- All participants should be appropriately dressed
- Normal expectations of behaviour are in place
- The teacher must end the Meet immediately if anything inappropriate happens, reporting it to the DSL and letting the child know why they are ending; the child should also end a call if they become uncomfortable and should alert another adult. A 'Log of concern' should be completed on 'My Concern' and emailed to the DSL and DDSL Please telephone if you feel the situation is urgent
- Logs are kept of all Google sessions automatically, but if you are telephoning then please make a note of all the children they speak to, stating the time, date and notes on the conversation and record this on the safe and well form.
- Parents should generally be aware that a live learning session is taking place, unless there is a safeguarding concern or a child is sharing a worry
- If a teacher feels that a parent is behaving inappropriately, they should end the session and inform the Headteacher immediately by telephone and email. If she is not able to be contacted, please contact the Assistant Head. The parent concerned will be contacted and the incident followed up. As a last resort, the Headteacher reserves the right to discontinue access for any contributor who is not using the opportunities appropriately
- If a teacher finds themselves in a 1:1 situation with a child they should record the conversation, asking the child if they are happy with this; if the child is not happy to be recorded, they must turn the video tool off (note: video recordings made on Teams will be deleted by the end of the school year)

Can I give my phone number?

No! Please do not give or reveal your personal number. You can withhold a number by:

- Mobiles: dial #31# then the number
- Landlines: dial 141 then the number

What should I do if there are questions I can't answer or if someone is upset?

Please let another teacher know as you normally would.

Of course, **if there is a safeguarding concern, please report this to the DSL or DDSL**, completing a 'Log of Concern' on 'My Concern'. Please telephone if you feel your concern is urgent.

If you feel a child is worried about something but not speaking about it, remind them that they can contact a teacher using Google. Pass on your concerns to the DSL.

Do I need to record my conversations?

Please could you fill in the Safe and Well form and note either 'all fine' or any issues or particular things of note. Please keep these until you are able to go in to school.

Appendix 2: Guidance for children and parents taking part in 'live' learning sessions.

When joining a Teams, Google or Zoom meeting with school:

- Sessions should not take place in bedrooms or with private and personal things in the background (for teacher or child)
- All participants should be appropriately dressed – please do not allow children to wear pyjamas!
- We expect children to speak with kindness and respect as they would in school
- Children will be 'muted' and must raise their hand if they wish to speak. The teacher will then 'unmute' them. With smaller groups of children it is sometimes possible to have more children 'unmuted' without disruption to sound. This will be at the teacher's discretion.
- If a child is behaving inappropriately, the teacher will explain this and will close the child's session, reporting it to the Designated Safeguarding Lead (who will let the parents know); the child should also end a session if they become uncomfortable and should alert another adult who should inform the Designated Safeguarding Lead
- Logs are automatically kept of all session times and attendees. The sessions will usually be recorded, provided all participants are happy with this, and saved within the school's secure domain, and deleted by the end of the school year.
- Parents should be aware that a 'live' session is taking place and will need to be present for children in Classes One and Two.
- Despite being present, parents should give their children space to interact with the teacher and other children as they might in school. If they have concerns, unless these are serious, please email these rather than interrupting the session.
- If a teacher finds themselves in a 1:1 situation with a child they will ask the child if they are happy for the session to be recorded; if the child is not happy to be recorded, they must turn the video tool off (note: Teams recordings are saved within the school's secure domain and will be deleted by the end of the year)
- If there are repeated instances of inappropriate interruptions, the child's access to these sessions will unfortunately be blocked.

Parents and carers are asked to appropriately filter and monitor their children's online activity. You may find one of the support organisations below helpful:

- Internet matters - for support for parents and carers to keep their children safe online
- London Grid for Learning - for support for parents and carers to keep their children safe online
- Net-aware - for support for parents and careers from the NSPCC
- Parent info - for support for parents and carers to keep their children safe online
- UK Safer Internet Centre - advice for parents and carers

Pupils with online concerns can raise these with the Designated Safeguarding Lead, or the following organisations:

- Childline - for support
- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse

For online safety issues, as well as any other safeguarding concerns, please do the Designated Safeguarding Lead, Sarah Hawker (head@parkstreet.cambs.sch.uk).