

LUNT'S HEATH PRIMARY SCHOOL

REMOTE LEARNING POLICY

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Reviewed	Annually
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Version	2

Lunt's Heath Primary School Safeguarding Statement

“Lunt's Heath Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and visitors to share this commitment.”

Lunt's Heath Primary School Equality Statement

“Lunt's Heath Primary School promotes equal opportunities for all pupils, staff and service users. We ensure that all persons have equal access to the full range of opportunities provided by the school. We celebrate diversity and actively encourage respect for all as well as promoting fairness and justice in the education that we provide.”

SCOPE

At Lunt's Heath Primary School we recognise the children's entitlement to education and better life chances. We set out to ensure continuity of high quality education for all of our children during periods of lockdown, in particular those who are particularly disadvantaged, SEND and vulnerable, as well as those unable to attend on site.

This policy relates to the aspects of remote education provision which subsequently affects a child's entitlement to their education.

AUTHORITY

The Governing Body has a duty under the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction issued by the Secretary of State for Education on 30 September 2020 and which came into force on 22 October 2020.

The Direction makes clear the school's legal duty to provide remote education for school-age children unable to attend school due to coronavirus (COVID-19). Where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education.

The expectations on the quality of remote education placed upon schools remain those set out in the guidance for full opening published in July 2020.

The Direction will have effect until the end of the current school year, unless it is revoked by a further Direction.

STATEMENT OF POLICY

The impact of the COVID-19 pandemic has necessitated many pupils within our community being out of school, and this will continue to be the case for some pupils, in line with the legal requirements and guidance in place to tackle the virus.

Lunt's Heath Primary School has responded to this with a strong and proactive commitment to providing remote education accessible for all children, in challenging and uncertain circumstances.

The government's key principles underpinning the remote curriculum planning that will be applied by our school are:

- Education is not optional
- The curriculum remains broad and ambitious
- Remote education is high quality and safe, and aligns as closely as possible with in-school provision.

AIMS

This remote learning policy for staff aims to:

1. Set out expectations for all members of the school community with regards to remote learning
2. Ensure consistency in the approach to remote learning for all pupils
3. Provide staff with appropriate guidelines for remote learning

4. Provide appropriate guidelines for data protection.

RESPONSIBILITY

The Governing Body is responsible for:

- Holding the Headteacher to account in meeting the statutory duty by monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that statutory duty for data protection and safeguarding is being met and not compromised.

The Headteacher is responsible for:

- Co-ordinating the remote learning approach across the school ensuring it meets the statutory duty
- Monitoring the effectiveness of remote learning through regular meetings with teachers and Subject Leaders, reviewing work set or reaching out for feedback from pupils and parents. All video lessons will be stored on the secure platform and will be used to monitor the effectiveness
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Assisting staff, pupils and parents with accessing the Tapestry, Seesaw, and Microsoft Teams platforms
- Meeting all statutory safeguarding duty – namely reporting all concerns in regards to the safeguarding of children to the relevant agencies; sharing information with agencies when a child is perceived to be at risk; training all staff on safeguarding matters including online safety and safer working practices; ensuring statutory GDPR compliancy.

Some or all of these duties will be shared with senior staff and may be delegated.

Class Teachers are responsible for:

When providing remote learning, teachers must be available between 8.30am-3.30pm Monday-Friday. Teachers may be working in school as well as providing remote learning therefore there may be a delay in response to messages.

When providing remote learning, **Class Teachers** are responsible for:

Setting work

Children who are off site because of the COVID-19 Pandemic, will be set timetabled work by their class teacher via the school's online platform. A model timetable is available in Appendix B.

- When a bubble is self-isolating, teachers are expected to plan and **deliver a full timetable of lessons** alongside video lessons (Appendix A)

- **Deliver weekly live sessions to every year group:** teachers broadcast live meetings via Teams in which they check with pupils at home and share details of learning, and address misconceptions and
- **Record all lessons and make them available to be watched again:** this particularly benefits siblings in different classes who have to share one device at home and may need to watch the catch-up videos later
- **Use features such as calendars:** meetings set on calendar allow pupils to join via the link
- **Mentor pupils:** teachers will support children in a variety of ways to meet the needs of all children via the school's online platform or phone call home.
- **A range of independent learning tasks** are set throughout the week. Instructions are clear and will be video or audio pre-recorded wherever possible. For children in the Early Years, teachers set activities that reflect the 'learning through play' approach of the Early Years curriculum.
- **Engage children in the Early Years, with even smaller groups:** for reception pupils, teachers carry out short video calls with lower pupil:adult ratios, via Teams throughout the day. They may use these to do a simple counting activity, read a story, or sing a nursery rhyme - the focus is more social and emotional. Parents are advised to stay in close vicinity of their child/children during the live meeting to support their child with the technology. Teachers notify parents in advance when these are taking place.
- All video calls and video lessons are to be recorded and saved on Tapestry or Seesaw.
- Children's work will be saved using Tapestry or Seesaw.

Providing feedback on work

- Teachers will be able to access pupil's work via Tapestry / Seesaw. Feedback can be shared with individual children either by written comment, emoji, or audio.

Keeping in touch with pupils who aren't in school

- Teachers will communicate with pupils via live meetings. All conversations will be around supporting learning
- Parents will communicate with the school office in the event of a complaint or concern
- If parents are unable to engage their child with the remote learning, teachers will telephone parents to offer further support.

Attending virtual meetings with staff and pupils

- Teachers code of conduct and professional standards apply. Teachers must be dressed professionally and must have neutral background to their video
- Teachers and Classroom Assistants hosting Live Meetings (video) are responsible for ensuring that only invited people are attending meetings and that there are no uninvited guests
- Teachers who are self-isolating at home must lead the remote learning and live calls

from home

- Teachers who are delivering a virtual call from school must do so in a quiet location and ensure other children are not in the background.

Health and Well-being

- Teachers are responsible for risk assessing their home learning environment (Appendix C), including their IT station risk assessment (Appendix D)
- Teachers are responsible for the efficient management of their daily and weekly workload – planning, delivery, feedback / assessment
- Whilst responsible for delivering the daily timetable, teachers must manage their screen time effectively, taking regular screen breaks and moving around
- Teachers must set their own deadline for turning off their screens each day.

Classroom Assistants are responsible for:

When assisting with whole bubble remote learning, classroom assistants must be available during their usual working hours.

When assisting with remote learning, classroom assistants are responsible for:

- Providing one-to-one and small group support as directed by the class teacher
- Attending virtual meetings with teachers and pupils
 - Code of conduct and Classroom Assistant professional standards apply. Classroom Assistants must be dressed professionally and must have neutral background to their video
 - Classroom Assistants who are delivering a virtual call from school must do so in a quiet location and ensure other children are not in the background.

Subject Leaders are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other Subject Leaders and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – explain how they will do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely.

The School Business Manager (by liaising with the school's IT providers) is responsible for:

- Helping fix 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 raising any data protection breaches to the school's data protection officer.

Pupils and Parents

- Pupils are responsible for keeping their personal login details secure and not share them with anyone other than their own parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or Classroom Assistants.
- Alert teachers if they're not able to complete work.

Staff can expect parents with children learning remotely to:

- Make the school aware immediately of any safeguarding concerns
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – including pinpointing any resources that may help struggling parents
- Be respectful when making any complaints or concerns known to staff, recognising that staff are doing their best.

ADDITIONAL GUIDANCE

Platforms of choice

- Tapestry is a platform used by Early Years staff to gather additional evidence of a child's development by working in close partnership with parents. This is an interactive platform where teachers will upload learning activity, including video, provide feedback and communicate with children. All work is stored on this platform; parents can also upload their child's work for the teacher to view.
- Seesaw is an interactive hosting platform that will be used by KS1 & 2 classes. Daily learning activity will be uploaded by the teacher, including video content, for children to respond to. All work is stored on this platform and teachers will track engagement offering individual and group feedback.
- Microsoft Teams will be used for live sessions – this is video conferencing application that provides a communal gathering and learning space. Live sessions will be recorded and stored on the Tapestry / Seesaw platforms.

Who to Contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Class work – Helen Pitt or relevant Subject Leader
- Behaviour – talk to the Department Coordinator: Hannah Molloy EYS / KS1, Matt Crook KS2
- IT requirements – Helen Pitt
- IT systems – Angela Woodward
- Workload or well-being – line manager
- Data protection – Andrew Williams or Angela Woodward
- Safeguarding – Andrew Williams, Helen Pitt or Reina Fazackerley

Data Protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Access all data on the secure platforms (Tapestry, Seesaw, and Microsoft Teams) or the protected server on the school's IT network
- Staff should use school issue hardware to access the school's IT network and manage pupil data.

Processing personal data

Staff members may need to collect and / or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen.

However, staff are reminded to collect and / or share as little personal data as possible online.

Keeping devices secure

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

- Maintaining password protection – staff will use strong passwords consisting of at least six characters (and the more characters, the stronger the password) that are a combination of letters, numbers and symbols (@, #, \$, %, etc.) if allowed. Passwords are typically case-sensitive, so a strong password contains letters in both uppercase and lowercase.
- Ensuring the use of encrypted data storage – meaning if the device is lost or stolen, pupil data is safe

- Making sure that the device is locked when left unattended for greater than five minutes and is configured to lock if left inactive for a period of time – passwords changed every 6 weeks
- Not sharing the device among family or friends
- Keeping operating systems up to date – always install the latest updates.

SUPPORTING DOCUMENTS

This policy should be used in conjunction with the following documents:

Guidance for full opening of schools (September 2020), DfE

[Providing remote education information to parents, DfE](#)

[Remote education good practice, DfE](#)

[Remote Education Temporary Continuity Direction, DfE](#)

[Restricting attendance during the national lockdown: Schools, DfE](#)

[What's working well in remote education, DfE](#)

Behaviour Policy and COVID-19 addendum

e-Safety Policy and COVID-19 addendum

GDPR Policy

IT User Agreement

Safeguarding and Child Protection Policy and COVID-19 addendum

Staff Code of Conduct

Teaching and Learning Policy

Teacher Development Framework – essential elements of learning and COVID-19 addendum

Signed (Head Teacher):

Date:

Signed (Chair of Governors):

Date:

APPENDIX A

Sample Early Years Timetable

Daily	AM		PM
	9am Meeting on Teams		1pm Meeting on Teams
<ul style="list-style-type: none"> • Maths song of the week 	<ul style="list-style-type: none"> • Maths Activity 	<ul style="list-style-type: none"> • RWInc Speed Sounds • RWInc Daily Read • RWInc Writing 	<ul style="list-style-type: none"> • Topic Activity • Physical Activity • Storytime?

Sample Y1 Timetable

Daily/Weekly		AM 1	AM 2	PM1	PM 2
		9am Meeting on Teams		1pm Meeting on Teams	
<ul style="list-style-type: none"> • Maths Fluency • Number Add to days of week • Daily Spelling/GaPS Reading • 20 min independent reading – home • 3x weekly retrieval quiz/using knowledge organisers 	Monday	Maths – White Rose Maths	<ul style="list-style-type: none"> • RWInc Speed Sounds • RWInc Daily Read • RWInc Writing 	Topic One of; Science/Geog/ Hist/Art/DT/ICT	
	Tuesday		<ul style="list-style-type: none"> • RWInc Speed Sounds • RWInc Daily Read • RWInc Writing • English Activity 	PE (match class)	Music RE
	Wednesday		<ul style="list-style-type: none"> • RWInc Speed Sounds • RWInc Daily Read • RWInc Writing 	Topic One of; Science/Geog/ Hist/Art/DT/ICT	
	Thursday		<ul style="list-style-type: none"> • RWInc Speed Sounds • RWInc Daily Read • RWInc Writing • English Activity 	PE (match class)	PHSE
	Friday		<ul style="list-style-type: none"> • RWInc Speed Sounds • RWInc Daily Read • RWInc Writing 	Topic One of; Science/Geog/ Hist/Art/DT/ICT	

Sample Year 2/3/4/5/6

Daily		AM 1	AM 2	PM1	PM 2
		9am Meeting on Teams		1pm Meeting on Teams	
<ul style="list-style-type: none"> • Maths Fluency • Number <li style="color: red;">Add to days of week • Daily Spelling/GaPS Reading • 20 min independent reading – home • 3x weekly retrieval quiz/using knowledge organisers 	Monday	Maths – White Rose Maths	English	Topic One of; Science/Geog/ Hist/Art/DT/ICT	
	Tuesday		<ul style="list-style-type: none"> • English • Reading Comprehension 	French PE	Music RE
	Wednesday		English	Topic One of; Science/Geog/ Hist/Art/DT/ICT	
	Thursday		<ul style="list-style-type: none"> • English • Reading Comprehension 	PE	PHSE
	Friday		English	Topic One of; Science/Geog/ Hist/Art/DT/ICT	

APPENDIX B

Graduated response for children who are not in school due to Coronavirus (COVID-19) Pandemic

Phase 1

If your child is off school for a few days (2-3) and is well enough to complete work you should:

1. Access your child's Class Seesaw page to see the class learning activity
2. If your child has a Maths Shed, Spelling Shed or Reading+ account they can access this
3. Read a book of their choice
4. Study their KEYS knowledge organisers contained on the class page of the school's website
5. There are an abundance of activities which can be accessed via Oak Academy

<https://classroom.thenational.academy/subjects-by-key-stage>

Phase 2

If your child needs to stay at home for a longer duration (4-10+) as per government guidelines and is well enough to complete work you should:

1. Access all of the activities above
2. The class teacher will direct you to specific activities relating to your child's current classroom learning activities utilizing Seesaw.

Phase 3

If a whole 'bubble' needs to stay at home for a longer duration as per government guidelines and your child is well enough to complete work you should:

1. Access all of the activities above
2. Utilise the weekly timetable that will be provided by class teachers and outline specific tasks / lessons to complete (see Appendix A)
3. Attend Teach Meets on Microsoft Teams led by the class teacher. These will always be recorded and saved on Seesaw to access at a convenient time.

Phase 4

If the whole school needs to stay at home for a longer duration as per government guidelines and your child is well enough to complete work you should:

Follow Phase 3.

RISK ASSESSMENT CHECKLIST

Home Address

Date

Location/Room:

Assessor:

RISK ASSESSMENT CHECKLIST

<p>Trip Hazards;</p> <ul style="list-style-type: none"> • Are floors and passageways free from obstruction? • Has the furniture been arranged to avoid trailing wires? • Are the drawers closed on the desks and cabinets when not in use? • Are the carpets/mats securely fixed and not have curling edges? • Is the lighting sufficient? 	<p>Yes / No</p>
<p>Handling Loads</p> <ul style="list-style-type: none"> • Can the home worker avoid having to regularly handle loads that are heavy, bulky, difficult to grasp, or unstable? • Can the home worker avoid having to regularly complete awkward lifting, reaching, handling, pushing, pulling, twisting or stooping? • Can the home worker avoid having to regularly carry out repetitive handling that does not allow enough rest time between loads? 	<p>Yes / No</p> <p>Yes / No</p> <p>Yes / No</p>
<p>General Equipment</p> <ul style="list-style-type: none"> • Is the equipment correct for the job that is being completed? • Has proper information and, if necessary, training been provided on how to use the equipment, so that the job can be done properly and safely? 	<p>Yes / No</p> <p>Yes / No</p> <p>Yes / No</p>

<ul style="list-style-type: none"> • Is the equipment checked regularly and kept in a condition that does not cause harm to the home worker or others? 	
<p>Electrical Equipment</p> <ul style="list-style-type: none"> • Is the IT equipment less than 4 years old? • If over 4 years old has it been PAT tested? • Is the cable sheath free from damage (apart from light scuffing)? • Is the cable free of taped joints? • Are the coloured internal wires covered at either end of the cable? • Is the equipment free of signs of overheating e.g. scorch marks or discolouration? 	<p>Yes / No</p>
<p>Safe Storage</p> <ul style="list-style-type: none"> • Are all items securely stored or stacked? • Are there combustible materials stored away from electrical equipment? • Items stored above eye level – are there steps provided for access? 	<p>Yes / No</p> <p>Yes / No</p> <p>Yes / No</p>
<p>Hazardous Substances</p> <ul style="list-style-type: none"> • Are hazardous substances that are flammable, toxic, corrosive or give off fumes stored in a safe manner? • If hazardous substances are used, and the home worker, or anyone at the home suffer from skin rashes, irritation or asthma are control measures in place? 	<p>Yes / No</p> <p>Yes / No</p>

Any negative answers produce a hazard and must be transferred to the blank risk assessment proforma attached.

Reviews of this risk assessment after the initial visit may be carried out by Skype, Facetime etc.

DEPARTMENT:

ASSESSMENT DATE:

NEXT DUE DATE:

SIGNATURE:

ASSESSOR:

LOCATION/CLASS:

HAZARDS	AT RISK	EXISTING CONTROLS	RISK LEVEL	<i>ACTION REQUIRED</i>	DATE DUE	SIGNED OFF/DATE

PROGRAM EVALUATION

In order to ensure that this guidance continues to be effective and applicable to the Council, the program will be reviewed biennially by Risk and Emergency Planning and relevant stakeholders. Conditions which might warrant a review of the guidance on a more frequent basis would include:

- Changes to legislation;
- Employee concern.

Following completion of any review, the program will be revised and/or updated in order to correct any deficiencies. Any changes to the program will be consulted through the relevant stakeholders.

VERSION CONTROL

Version Control	Date Released	Approved By	Amendment
1	Sep-2008	Risk and Emergency Planning, Unison	Document created.
2	Dec-2008	Risk and Emergency Planning, Unison	Document published.
3	Dec-2010	Risk and Emergency Planning	Major formatting changes and review.
4	Mar-2013	Risk and Emergency Planning	Document reviewed, minor changes made.
5	Jul- 2018	Risk and Emergency Planning	Document reviewed

HEALTH AND SAFETY DISPLAY SCREEN EQUIPMENT

REGULATIONS 1992

WORKSTATION ASSESSMENT FORM

Name:	Date:
Section or Station:	Room No
Area or Dept: HT	Workstation.

Ergonomics	Yes	No	Further Action Required	Date Action Completed
1. Desk				
Is your work surface large enough for documents, monitor, keyboard etc.?				
• Can printer / files etc be moved to make more room?				
• Are you making repeated or awkward stretching movements?				
• Is your desk tidy?				
• Can you re-arrange equipment, paper or work to avoid discomfort?				
• Are there obstructions under your desk that need to be moved or stored elsewhere?				
• Are work surfaces free of reflective glare or reflections?				
• Is your desk in good stable condition?				
• Do you have enough drawer space?				
• Do you have enough legroom?				

2. Chair.				
Is your chair stable?				
Can you adjust :-				
• Height?				
• Back rest height?				
• Back slant (rake)?				
Are you comfortable? i.e.;				

• Are your lower arms horizontal when using the keyboard?				
• Are you feet flat on the floor?				
• Do you need a footrest?				
• Is the small of your back supported by your chair?				
• If fitted, are the arms of the chair preventing you getting close enough to the keyboard comfortably?				
• Is your chair fitted with castors or gliders?				

• 3. Screen. Is the display screen image clear?				
• Are the characters readable?				
• Is the screen clean?				
• Is the image free from flicker or movement?				
• Does the screen swivel and tilt?				
• Are your eyes level with the screen top?				
• Is the screen free from glare and reflections?				
• Can you eliminate any reflections?				
Glare				
• Can the lighting be adjusted?				
• Do the blinds work?				
• Is anti-glare screen filter necessary?				

4. Keyboard.				
• Is the keyboard directly in front of you?				
• Can you tilt the keyboard?				
• Are you applying soft touch to keyboard only?				
• Are you over stretching your fingers?				
• Is there enough space to rest your hands in front of the keyboard?				
• Can your monitor be pushed further back?				
• Is your keyboard clean?				
• Is it free from reflective glare?				
• Are keys all clearly legible?				

5. Document Holder.				
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• Do you use a document holder?			
• Is it adequate?			
• Is it sited alongside the screen?			

6. Work regime.			
• Does your work involve lengthy periods of keyboard work?			
• Does your work involve other duties (e.g. filing, copying answering phones etc)?			
• If not can you take breaks from keyboard work?			

7. Training.			
• Have you received training in the health and safety aspects of DSE work?			

8. Health Surveillance			
• Have you had an eyesight test within last 2 years?			
• Were spectacles required for VDU use only (intermediate vision)?			
• Do you use audio equipment fitted with headsets?			
• If so have you had your hearing tested? (By OHU).			

9. Your environment			
Are the levels of light, heat and noise comfortable?	√		

Comments/matters for further action. Please write 'not applicable' below if no hazards or actions are identified.

Referred to manager/supervisor for further action.	
Name of Manager –	Date:

Signature of Assessor:
Date of assessment:

If in depth issues are identified a full DSE workstation assessment is available from the Health & Safety Team. Please telephone 0151 511 8563 or 0151 511 7967 for further details and to book an appointment.

Version Control and Review

In order to ensure that this risk assessment continues to be effective and applicable, the program will be reviewed biennially by Risk and Emergency Planning and relevant stakeholders. Conditions which might warrant a review of the assessment on a more frequent basis would include:

- Changes to legislation;
- Employee concern.

Following completion of any review, the program will be revised and/or updated in order to correct any deficiencies. Any changes to the program will be consulted through the relevant stakeholders.

Version Control	Date Released	Date Effective	Amendment
1	Jan-2010	Jan-2010	Document created using Corporate assessment.
2	Jan-2011	Jan-2011	Document reviewed
2	Mar-2013	Mar-2013	No changes
3	May-2014	May-2014	Document reviewed. In depth assessment reference included with contact telephone number. 'Not applicable' reference included in comments box.
4	July-2019	July-2019	Document reviewed. Contact numbers updated.