

# Remote learning policy

## Bordesley Green Primary



<b>Approved by:</b>	James Whelton (Chair of governors)	<b>Date:</b> 14.1.2021
<b>Last reviewed on:</b>	14.1.2021	
<b>Next review due by:</b>	February 2021	

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## Statement of intent

At Bordesley Green Primary School, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or whole school. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all children have access to the learning resources and support they need to succeed.

### 1. Aims

The school aims to:

- Minimise the disruption to children’s education and the delivery of the curriculum.
- Ensure provision is in place so that all children have access to high quality learning resources.
- Provide comprehensive instructions and planning so that parents can effectively support their child to complete their work.
- Offer a range of types of resources (independent working and adult supported working) so that working parents can be accommodated
- Do our best to protect children from the risks associated with using devices connected to the internet.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure all children have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

### 2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004

- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy
- Marking and Feedback Policy
- Curriculum Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- Data and E-Security Breach Prevention and Management Plan

### **3. Roles and responsibilities**

#### **3.1 Governing board**

The governing board is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

#### **3.2 Headteacher**

The Headteacher is responsible for:

- Ensuring that staff, parents and children adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and children.
- Arranging any additional training staff may require to support children during the period of remote learning.

### 3.3 Leadership Team

Alongside any teaching responsibilities, senior leaders are responsible for:

- Monitor and manage their area of responsibility
- Co-ordinating the remote learning for your area of responsibility
- Monitoring the effectiveness of remote learning through regular meetings with staff they are responsible for, ensure the work being set is inline with that in school and of consistent high quality, staff are communicating with parents and children and recording their conversations, staff are reporting and safeguarding or other concerns to a DSL.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

### 3.4. The DPO is responsible for:

- Ensuring all staff, parents, and children are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.

### 3.5. The DSL and Deputy DSL's are responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect children online.
- Identifying vulnerable children who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for children who are at a high risk, where required.
- Identifying the level of support or intervention required while children learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable children receive the support required during the period of remote working Ensuring all safeguarding incidents are adequately recorded and reported.

### 3.6. The SENCO is responsible for:

- Ensuring that children 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 children with EHC plans.
- Identifying the level of support or intervention that is required while children with SEND learn remotely.
- Ensuring that the provision put in place for children with SEND is monitored for effectiveness throughout the duration of the remote learning period.

### 3.7. The ICT technician is responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.

### 3.8. Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.

- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.

### 3.9 Teachers

When providing remote learning, teachers must be available between 8.30AM and 3.30PM.

If they're 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 need to provide work for children in their year group
- EYFS and KS1 should have a minimum of 3 hours work provided and KS2 should have a minimum of 4 hours work provided
- Work needs to be set on Teams or J2 (KS2) or sent for uploading (KS1/EYFS) to Miss Begum by 2.30PM every Wednesday
- Reading Eggs, TT Rockstars and My Maths should have work set when children have achieved their set goals
- Clear communication between staff should be maintained through virtual meeting, emails or by phone

#### ➤ Providing feedback on work:

- Where work is completed on J2 and Teams, staff will give feedback
- Weekly calls will provide feedback on Reading Eggs, TT Rockstars and My Maths
- Work uploaded to the year group emails should have feedback
- Feedback should be given within 48 hours unless packs have been returned to school and quarantined, this should then take place within 48 hours of the packs coming out of quarantine

#### ➤ Keeping in touch with pupils who aren't in school and their parents:

- All children who are not in school should be contacted by an adult from school weekly
- Emails from parents should be replied to within 24 hours and only during working hour
- Assistant Head Teachers should be made aware of any parent complaints immediately
- Consistent refusal to complete work should be referred to Assistant Head Teachers

#### ➤ Attending virtual meetings with staff, parents and pupils:

- Ensure you are appropriately dressed for the purpose of the audience
- Teachers should try to find a quiet or private room or area to talk to pupils, parents or carers. When broadcasting a lesson or making a recording, consider what will be in the background
- Staff will be required to complete one ½ hour, live daily session on Zoom

### 3.10 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.30AM and 3.30PM. If they're 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 assisting with remote learning, teaching assistants are responsible for:

#### ➤ Supporting pupils who aren't in school with learning remotely:

- All pupils who you are directed to work with by your AHT
- Monitoring, supporting and feeding back
- Attending virtual meetings with teachers, parents and pupils – cover details like:
  - Ensure you are appropriately dressed for the purpose of the audience
  - Teaching Assistants should try to find a quiet or private room or area to talk to pupils, parents or carers. When broadcasting or supporting a lesson or making a recording, consider what will be in the background

### 3.11 Subject leaders

Alongside their teaching responsibilities, subject leads 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
- Alerting teachers to resources they can use to teach their subject remotely

### 3.12 Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring that their child always has access to remote learning material
- Encouraging their child to engage with the school and with their Home learning work.
- If they are struggling they contact the teacher or teaching assistant through learning platforms of the year group email (call school if you have no access to any technology)
- Meeting deadlines set for work
- Reporting any technical issues to the school as soon as possible.
- Informing the school if there is no access to a printer (where printing is needed) and requesting a printed pack
- Reporting any absence due to illness in the usual way
- Contacting school themselves, if they have not been available to receive 'keeping in touch' phone calls from the teaching staff
- Be contactable throughout the school day
- Sending photos of their child's work or returning the Home-learning pack to school at the end of the isolation period, when new work is collected or to the basket in the from office
- Informing school if your child is unwell and unable to complete their learning
- Feeding back to the school about Home-learning via survey
- Be respectful when making any complaints or concerns known to staff

### Working parents

School recognises that it is not always possible for parents to monitor all of the Home-learning, particularly if they are working parents. Parents should make a judgment about what Home learning is practical given their individual family circumstances. We ask that parents ensure that at least some time during the day is spent supporting Home-learning. If time is limited, parents should prioritise supporting their

child to develop early reading skills, by listening to their child read, practicing phonics together or sharing stories together. We understand that some parents may need to support their children's learning when they are not working, this is completely acceptable as the learning is available to access at any point (apart from the 1/2 hour live daily sessions)

### **3.13. Children are responsible for:**

- Telling an adult at home if they are feeling unwell and cannot do their work
- Using any equipment and technology sensibly
- Telling an adult straight away if they are worried about something online
- Trying their hardest to do their best
- Ask for help if needed

## **4. Who to contact**

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

- Issues in setting work – talk to the relevant subject lead
- Issues with behaviour – talk to the relevant AHT
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to any of the DSL team

## **5. Data protection**

### **5.1 Accessing personal data**

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

- Use the One Drive to update information which is shared across school (do not download any information)
- Where a school device has been provided, please ensure this is used over personal devices.

### **5.2 Processing personal data**

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

Staff are reminded to collect and/or share as little personal data as possible online.

### **5.3 Keeping devices secure**

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

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends

- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

## 6. Safeguarding

Safeguarding everyone's responsibility. If you feel concerned you must report this immediately using our school reporting system of My Concern. Failure to report any safeguarding concerns immediately is a serious breach of your professional responsibilities.

Please read carefully to our Safeguarding policy and updated Addendum

## 7. Online code of conduct when using Microsoft Teams

- The Microsoft Teams platform will be used to support children to maintain a connection to school whilst learning from home. Teams will not be used to replicate the classroom.
- Teams will only be in use when a class bubble is closed. Teams will not be used for individual children who have to self-isolate.
- The platform is only to be used as a platform for children and teachers. Parents must not use the 'Chat' to comment or ask questions. The 'Chat' should only be used to communicate where a child does not have access to a mic. All other parental queries or concerns should be shared in the usual way via email or phone call to the main school office.

### School's Promise

- All Teams activities will be run by a member of school staff and only they will have the ability to create/end meetings or share files/apps in your child's class Teams area.
- Teachers leading the meeting will follow the staff code of conduct whilst leading meetings and will ensure that all backgrounds and content shared is in line with school and safeguarding policies and procedures.
- Any inappropriate language, images or messages will be dealt with swiftly by the teacher or teaching assistant and the account removed from the meeting. A member of staff will be in contact after to discuss this.

### Children's promise

- To use kind words when speaking in meetings to their friends and teachers.
- To follow instructions (with adult support) to mute your mic or turn off your camera.
- To behave in the same way on a Teams meeting as you would be when sitting in your classroom at school with your teacher.
- To make sure you are sitting in a safe place and don't move around with your device while you are in Teams meetings.

### Parent's code of conduct

- To ensure your child is dressed appropriately (like they would for school) and in a safe, secure space for the duration of the meeting.
- To stay with your child throughout the meeting to support with IT and monitor their interactions.
- Ensure face-to-face communication is only between child and teacher or their peers during teams meetings.



- Never to screen shot, take photographs or recordings of the screen whilst supervising or post any imaginary or recording on social media of the meeting in the interest of safeguarding for all.
- The parent code of conduct should continue to be adhered to when communicating via a digital device.

## **8. Online code of conduct when using Zoom**

- The Zoom platform will be used to support children to maintain a connection to school whilst learning from home. Zoom will not be used to replicate the classroom.
- Zoom will only be in use when a class bubble is closed. Zoom will not be used for individual children who have to self-isolate.
- The platform is only to be used as a platform for children and teachers. Parents must not use the 'Chat' to comment or ask questions. The 'Chat' should only be used to communicate where a child does not have access to a mic. All other parental queries or concerns should be shared in the usual way via email or phone call to the main school office.

### **School's Promise**

- All Zoom activities will be run by a member of school staff and only they will have the ability to create/end meetings or share files/apps in your child's class Zoom area.
- Teachers leading the meeting will follow the staff code of conduct whilst leading meetings and will ensure that all backgrounds and content shared is in line with school and safeguarding policies and procedures.
- Any inappropriate language, images or messages will be dealt with swiftly by the teacher or teaching assistant and the account removed from the meeting. A member of staff will be in contact after to discuss this.

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- To use kind words when speaking in meetings to their friends and teachers.
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- To stay with your child throughout the meeting to support with IT and monitor their interactions.
- Ensure face-to-face communication is only between child and teacher or their peers during Teams meetings.
- Never to screen shot, take photographs or recordings of the screen whilst supervising or post any imaginary or recording on social media of the meeting in the interest of safeguarding for all.
- The parent code of conduct should continue to be adhered to when communicating via a digital device.

Any virtual meetings will be dependent on the well-being of the class teacher: If the teacher is unwell, every effort will be made to ensure that another member of school staff is able to support the bubble who is isolating, but at times this may not be possible.

## 9. Monitoring arrangements

This policy will be reviewed termly by Clare Dovey, Assistant Head Teacher. At every review, it will be approved by James Whelton, Chair of Governors

## 10. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

## Appendix

### Annex C: Online safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **Contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

### Education

Opportunities to teach safeguarding, including online safety, are discussed at [paragraph 88-90](#). Resources that could support schools and colleges include:

- **Be Internet Legends** developed by Parent Zone and Google is a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils;
- **Disrespectnobody** is Home Office advice and includes resources on healthy relationships, including sexting and pornography;

- **Education for a connected world framework** from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school or college approach to safeguarding and online safety;
- **PSHE association** provides guidance to schools on developing their PSHE curriculum;
- **Teaching online safety in school** is departmental guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements;
- **Thinkuknow** is the National Crime Agency/CEOPs education programme with age specific resources;
- **UK Safer Internet Centre** developed guidance and resources that can help with the teaching of the online safety component of the Computing Curriculum.

## Protecting children

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place.

Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty. [119] The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like: **UK Safer Internet Centre: appropriate filtering and monitoring**.

Guidance on e-security is available from the **National Education Network**. Support for schools is available via the: **schools' buying strategy** with specific advice on procurement here: **buying for schools**.

Whilst filtering and monitoring is an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school or college approach to online safety. This will include a clear policy on the use of mobile technology in the school or college. Many children have unlimited and unrestricted access to the internet via 3G, 4G and 5G in particular and the school and college should carefully consider how this is managed on their premises.

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

## Reviewing online safety

Technology in this area evolves and changes rapidly. A free online safety self-review tool for schools can be found via the [360 safe website](#). UKCIS has published [Online safety in schools and colleges: Questions for the governing board](#) to help responsible bodies assure themselves that their online safety arrangements are effective.

## Education at home

Where children are being asked to learn online at home the department has provided advice to support schools and colleges do so safely: [safeguarding-in-schools-colleges-and-other-providers](#) and [safeguarding-and-remote-education](#)

## Staff training

Governors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training ([paragraph 84](#)) and the requirement to ensure children are taught about safeguarding, including online safety ([paragraph 87](#)), that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

[119] [The Prevent duty Departmental advice for schools and childcare providers](#) and [Prevent Duty Guidance For Further Education Institutions](#)

## Information and support

There is a wealth of information available to support schools, colleges and parents/carers to keep children safe online. The following list is not exhaustive but should provide a useful starting point:

### Advice for governing bodies/proprietors and senior leaders

- [Childnet](#) provide guidance for schools on cyberbullying;
- [Educateagainsthate](#) provides practical advice and support on protecting children from extremism and radicalisation;
- [London Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements;
- [NSPCC](#) provides advice on all aspects of a school or college's online safety arrangements;
- [Safer recruitment consortium](#) "guidance for safe working practice", which may help ensure staff behaviour policies are robust and effective;
- [Searching screening and confiscation](#) is departmental advice for schools on searching children and confiscating items such as mobile phones;
- [South West Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements;
- [Use of social media for online radicalisation](#) - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq;
- UK Council for Internet Safety have provided advice on [sexting-in-schools-and-colleges](#) and [using-external-visitors-to-support-online-safety-education](#).

## Remote education, virtual lessons and live streaming

- **Case studies** on remote education practice are available for schools to learn from each other;
- **Departmental guidance on safeguarding and remote education** including planning remote education strategies and teaching remotely;
- **London Grid for Learning** guidance, including platform specific advice;
- **National cyber security centre** guidance on choosing, configuring and deploying video conferencing;
- **National cyber security centre** guidance on how to set up and use video conferencing;
- **UK Safer Internet Centre** guidance on safe remote learning.

## Support for children

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

## Parental support

- **Childnet** offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support;
- **Commonsensemedia** provide independent reviews, age ratings, & other information about all types of media for children and their parents;
- **Government advice** about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying;
- **Government advice** about security and privacy settings, blocking unsuitable content, and parental controls;
- **Internet Matters** provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world;
- **Let's Talk About It** provides advice for parents and carers to keep children safe from online radicalisation;
- **London Grid for Learning** provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online;
- **Lucy Faithfull Foundation StopItNow** resource can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online);

- **National Crime Agency/CEOP Thinkuknow** provides support for parents and carers to keep their children safe online;
- **Net-aware** provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games;
- **Parentzone** provides help for parents and carers on how to keep their children safe online;
- **Parent info** from Parentzone and the National Crime Agency provides support and guidance for parents from leading experts and organisations;
- **UK Safer Internet Centre** provide tips, advice, guides and other resources to help keep children safe online.

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