

# Junior School Remote Learning Policy

**All our policies are written to reflect, support and develop our ethos statement**

## Honeywell Ethos Statement

At Honeywell Infant and Junior Schools, we aim to meet the educational challenges of the 21st century. The two schools share the same premises and we work closely together to offer continuity of progression throughout the primary years. Within both schools, we want children to work hard, work together and reach their full potential. We promote a culture that encourages children to enjoy learning, develop their skills and talents, and celebrate and share their successes. We believe children should be nurtured academically and socially in a safe and supportive environment. Children should be encouraged to have high expectations of themselves, be proud of their individuality and respect different beliefs. We are supportive, kind and respectful. We believe that we should provide a range of opportunities for learning through first hand experiences, with sport, IT, music, drama and art adding enrichment to the curriculum. We are proud of our diversity of backgrounds and cultures and have a commitment to being inclusive to all sections of society. We play a part in the wider community and have respect for the environment. We enable our children to become confident active members of society.

### **The aims of our schools are to:**

-  have high expectations of all children and to teach them to be confident, autonomous learners.
-  provide a broad and balanced curriculum, giving every child opportunities to maximise their learning potential
-  provide a safe, secure and supportive learning environment
-  be inclusive of all social and cultural backgrounds and provide equal opportunities for the whole school community
-  maintain effective partnerships between the home, school and local community.

## **Legislation and Guidance**

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing bodies set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## **Specific References**

1. Department for Education (DfE) (2020) Safeguarding and remote education during coronavirus (COVID-19)
2. Department for Education (DfE) (2020) Case studies: remote education practice for schools during coronavirus (COVID-19)
3. Department for Education (DfE) (2020) Adapting teaching practice for remote education
4. Department of Education (2020) Circular 2020/5 - guidance for schools on supporting remote learning [Accessed

## **Specific Considerations**

### **Data Protection**

#### **Accessing Personal Data**

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

- access parent contact details via school office or Sims
- not share any details with third parties

- use school laptops and iPads when accessing any personal information on pupils

## 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

## Screen Time Guidelines

What is screen time? Screen time is any amount of time spent in front of a screen on any device.

The World Health Organisation recommends that for children:

- younger than 18 months, avoid use of screen media other than video-chatting
- Parents of children 18 to 24 months of age who want to introduce digital media should choose high-quality programming, and watch it with their children to help them understand what they're seeing
- aged 2 to 5 years, screen use should be limited to 1 hour per day of high-quality programs. Parents should co-view media with children to help them understand what they are seeing and apply it to the world around them.
- 6 years and older, consistent limits should be placed on the time spent using media, and on the types of media, and to make sure media does not take the place of adequate sleep, physical activity and other behaviours essential to health. They suggest families spend designated media-free time together, such as dinner or driving, as well as media-free locations at home, such as bedrooms. They also believe ongoing communication about online citizenship and safety, including treating others with respect online and offline is essential.

The Royal College of Paediatrics and Child Health (RCPCH) have produced guidance for screen time use of under-18s. Following research into this area, they have advised that no set amount of time is necessary to adhere to but that devices should not replace sleep, exercise or family time. They advise that devices should be avoided in the hour before bed to promote healthy sleep. Dr Russel Viner, President of the RCPCH comments on screen time, stating that, *"One size doesn't fit all, parents need to think about what's useful and helpful for their child."...."Parents should consider their own use of screens, if screen time is controlled in their family, and if excessive use is affecting their child's development and everyday life."*

## Teacher Workload and Well being

Teaching remotely is not the job teachers trained for or are used to and it is important to recognise that the experience of the lesson in the classroom compared to at home is very different. Teachers need a significant amount of time to plan content that can be used in classrooms and/or remotely and to find or record explanations of new concepts. While some of this time can be found by reprioritising and repurposing activities, this is unlikely to provide enough time to plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers. The school is aware of its responsibility to ensure what is expected is reasonable and manageable, in order to maintain pupil learning to the standards expected.

## Intent

- Continue to ensure that every pupil receives the best education the school can provide and that every pupil is provided with access the full curriculum remotely if a pupil or group of pupils are not able to be onsite
- Ensure pupils unable to attend school remain fully included within the school community
- Ensure that every pupil is safe while using the chosen platform and staff are protected
- Ensure consistency of quality in the remote approach
- That every pupil is privately provided with accessible work to meet their individual needs and quality feedback for identified pieces of work
- Ensure that remote education is integrated in the curriculum so it is seen as a normal part of the school offer - a blended model and how this works for individual pupils and/or a full bubble

## Implementation

- Research and choose an appropriate platform that meets the needs of the school community with appropriate finance and GDPR controls
- Provide quality continuing professional development [CPD] and hardware for all staff to ensure quality provision
- Provide appropriate guidelines for data protection and set clear expectations
- Communicate with parents , carers and pupils about how to use the platform safely
- Ensure every pupil has access to appropriate equipment and wifi
- Ensure all pupils have the Computing skills necessary to access their work remotely without adult support.
- Ensure all pupils submit evidence of their work back to their teacher via the app when asked to do so by their teacher or other school adult
- Ensure teachers assess work via the app and give in depth feedback on specified pieces of work

## Impact

- All pupils maintain or exceed the level of progress they would have been expected to make if they had been in learning in school
- Teachers and other adults upload work on a daily basis, timetabled to replicate a normal school day, which covers the full curriculum over the course of a week to ensure every pupil is clear on their daily school routine and the expectations of their teacher, despite being at home
- All pupils enjoy their learning at home and take pride in their school work
- All pupils are suitably challenged in every lesson and work is scaffolded where necessary for individual pupils
- Work is completed in the pupils school books, where possible, and the expected level of presentation is maintained
- the electronic portfolio available shows appropriate challenge and progress over time

## **Roles and Responsibilities**

### The Head Teacher will:

- Have a strategic overview of teaching and learning, specifically when teaching is delivered remotely, including monitoring quality of teaching
- Keep the Governing Body informed about the developments in remote learning across both schools
- Ensure that remote learning remains a high profile in the school's development work
- Ensure that the school's statutory duties regarding the teaching of remote learning are met

### Senior leaders will be responsible for:

- Co-ordinating the remote learning approaches across the schools
- Monitoring the effectiveness of remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- If the class teacher is unwell and unable to lead remote learning, then the Senior Leadership team will ensure this is covered. If this is the case, home learning provision and systems may need to be adapted.

### The Designated Committee will:

- Review and ratify policy
- Meet with curriculum leaders and discuss areas for development either virtually or face to face
- Stay up to date with whole school outcomes in order to track attainment and progress
- Act as a 'critical friend' and support and challenge the schools' development of remote learning

### Curriculum Leaders will:

- Research quality remote learning practices as they unfold and support staff in facilitating its use
- Lead, manage and monitor the teaching and learning of remote learning across the school in their curriculum area
- Liaise with other leaders to ensure coherence across subjects
- Develop and regularly update a curriculum and progression of skills map for the whole school
- Regularly analyse strength and weakness in relation to the implementation of remote learning and formulate an effective action plan to address areas for development
- Co-ordinate assessment procedures to facilitate progression and development
- Be aware of and act upon research and national and local developments
- Establish and maintain contacts beyond school, such as the local authority and community organisations
- Facilitate parental involvement by organising workshops, support pamphlets, blogs etc.
- Keep the Governing Body informed about the progress of the scheme of work
- Work to achieve equality of opportunity throughout the curriculum with our remote offer
- Be enthusiastic about the concept of remote learning and demonstrate good practice
- Ensure that remote learning remains a high profile in the school's development work
- Organise and review all remote learning software and online resources, ensuring they are readily available and well maintained

### Teachers are responsible for:

#### Setting work:

- Adding a daily timetable of the lessons for the day on line by 8am (this can be scheduled in advance by the teacher to appear on the platform at the time required)
- Teachers from each year group must set the same work (unless a teacher or the SEND team are providing individualised work for a specific child)

- Every day should include: an English lesson, a Maths lesson, a foundation subject lesson and a wellbeing activity or extra independent learning activity e.g. reading for pleasure, Times Tables Rockstars, Votes For Schools, Accelerated Reader
- Each lesson/activity should be timed to replicate a day at school, including independent activities away from the screen
- Pupils should only be working in school hours, with breaks included and physical activity a part of the weekly offer
- Teachers upload pre-recorded instructional videos to support pupils in being able to review these as and when necessary
- A teacher, along with an additional school adult present, will provide live wellbeing sessions via Zoom
- Live contact with pupils who are identified as vulnerable or who have SEND will be arranged via the Inclusion Team
- Teachers upload either a video or voice message every day on the platform so that the pupils hear/see their teacher at least once a day

Teaching Assistants and LSAs are responsible for:

- Working under the direction of the Class teacher and Deputy Head Teachers who will direct TAs and LSAs in how best to support pupils remotely

#### Pupils and Parents and Carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day – 9am-3.30pm
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if pupils are not able to complete work
- Make the school aware if their child is sick or otherwise can't complete work
- Be respectful when sharing concerns

Designated Safeguarding Lead and Deputies will be responsible for:

- safeguarding concerns, including those related to Remote Learning

**Please refer to Child Protection and Safeguarding Policy.**

IT Staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

#### **Inclusion [including Equal Opportunities, SEN, Gifted, Talented, and Race Equality]**

We aim to ensure our remote learning offer replicates the opportunities that a child would have whilst in school. Teachers are expected to provide equal opportunities to all children in their class and if barriers arise due to the nature of remote learning, these must be identified to SLT so that they can be problem solved effectively. Pupils with SEND or an EHCP will continue to receive extra support and scaffolded work (if necessary) to ensure they are best supported by both their teacher and any additional adults that may work with them in school.

Despite learning being offered remotely, every pupil will have an equal entitlement to all aspects of the curriculum. We believe that it is important for all pupils to experience the range of activities throughout their day and is mindful that it is not ideal for pupils to spend all of their time in front of a screen. Teachers and additional adults will

ensure their work will be explained via the chosen app but many of the tasks will not require pupils to be online all of the time, for example, PE tasks, Science experiments, mindfulness, art lessons.

## **Accessible Learning**

Accessibility will be achieved by expectation of outcomes, individualised lessons, small group and 1:1 sessions, setting individualised work to one pupil or a group of pupils via the remote app (if this is appropriate) by either the class teacher, class TA or a member of the Inclusion Team.

It is important to note that on the chosen platform, pupils and parents can only see their own work and not others unless the teacher chooses to allow sharing of work as part of a lesson or as a celebration of work.

## **Learning and Teaching Strategies**

Whilst remote teaching, the school will still follow The National Curriculum programmes of study. These can be found on the GOV.UK website:

<https://www.gov.uk/government/publications/national-curriculum-in-england->

The programmes of study describe a sequence of knowledge and concepts which pupils are expected to gain secure understanding of before they move on to the next stage. We will also ensure they engage with the Rights Respecting agenda and the Wellbeing curriculum we have developed.

Teachers have remote access to a range of planning documents, including detailed Long and Medium Term planning stored on the school T Drive, which they can use and adapt to suit their class's needs. In addition to subject knowledge objectives, every lesson should also be engaging, challenging and sequenced.

We use a variety of teaching and learning strategies. Our principle aim is to develop children's knowledge, skills, and understanding. When planning and delivering remote learning, we will do this through pre-recorded teaching explanation videos, timed activity posts, while at other times we will engage with and let pupils lead an enquiry-based research activity. We encourage pupils to ask, as well as answer questions. They have the opportunity to use a variety of data, such as statistics, graphs, pictures, and photographs. We will ensure they engage in a wide variety of problem-solving activities across the curriculum. Wherever possible, we involve the pupils in 'real' research and investigation activities, for example, researching a local environmental problem or carrying out a practical activity at home that would be accessible for all and wouldn't require the use of specialised resources.

## **Assessment and Feedback in A Remote Form**

- Provide answers for pupils to mark their own work where possible
- Use school marking policy symbols where appropriate on work
- Teachers and additional adults will give written or verbal feedback as they would face to face to address any misconceptions, raise challenge, make connections with prior or future learning and ensure the pupil knows their next steps for learning. If a pupil has made no mistakes, set a further challenge or direct them to one
- Teacher to set a further purple pen challenge question or ask for pupils to re do some questions and resubmit their work in order to assess whether the pupil has grasped a concept fully or not. Pupils may be asked to re write, edit and improve their work and re upload it onto the chosen platform.
- Once a week pupils to be asked to read aloud via a voice recording and upload (no more than a few pages from a book). TA can listen and comment on every pupil's recording once a week

On the remote platform, pupils will be asked to submit their work either via a photo, a voice message or work added directly to the platform depending on the nature of the task.

At the end of a unit of work, teachers will assess whether pupils are working at emerging, developing, secure or mastered level for their age based on their understanding and application of the content of the National Curriculum.

Progress and attainment is reported to parents through parents' evenings, termly reports and end of year reports.

## **Presentation of Work:**

When using their books at home, the pupils must continue to lay out their work in the same way as in school:

1. *All work will have a title and be dated: -*
  - *All subjects except Mathematics – long date*
  - *Mathematics- short date*
2. *Date and title will be underlined*
3. *Lines will always be drawn with a ruler*
4. *One horizontal pencil line will be drawn through errors. ( ————— )*
5. *No felt tips or biro to be used in books*
6. *Pencil until the pen licence is obtained*
7. *Leave the top margin blank and number the pages in the bottom margin*
8. *Purple pen used for self or peer marking*

### *Mathematics*

1. *All calculations done in pencil*
2. *One digit per square*
3. *Incorrect work should never be rubbed out.*
4. *All working out should be shown. Working out should be underneath calculation/problem*
5. *Minimum use of photocopied sheets*
6. *Purple pen to be used when self or peer marking*

## **Links with Related Curriculum Areas**

We believe that pupils should make connections between areas of their learning and therefore we encourage this by making cross curricular links. We are careful to ensure that we do cover a range of skills explicitly, by making our teaching approach investigative and enquiry based where possible, and using secondary sources with carefully planned objectives in mind. Teachers may decide to deliver the unit in blocks or spread out in weekly lessons over the term.

## **Resourcing**

Teachers have remote access to the T drive whilst at home where all our planning documents and resources are saved.

Teachers may ask pupils to find resources at home for a science experiment for example, but this will only ever be a basic item, nothing specialised.

Pupils will take their books home from school in event of lockdown (where possible) and new books and basic stationary equipment will be available for parents and carers to collect if needed.

Following a technology survey, any pupil with no access to the internet or a device will be supported by the school. iPads can be loaned and a small number of laptops are available for identified pupils.

## **Online Safety and Risk Assessment**

Teachers will explicitly teach online safety lessons in line with the National Curriculum objectives prior to the use of the chosen platform. Children are taught the SMART rules for staying safe online. Whilst using the remote platform, teachers will continuously monitor the safe use of the app and continue to have online safety at the forefront of their minds when teaching remotely. We are also offering whole class wellbeing sessions via Zoom. Live lessons are not compulsory.

To take part in the sessions Parents/Carers and pupils must read and sign the updated AUP forms as well as granting consent.

A comprehensive Risk Assessment has been carried out on live lessons and is available from the school.

The safety of both pupils and staff when using this technology is paramount and we will be following relevant advice from Zoom, the Children's Commissioner and the NSPCC.

-  A free Zoom account is needed so that we can ensure only registered users can access meetings.
-  An appropriate adult must remain nearby during video or conference calls to support with behaviour and engagement and ensure children are safe and using it appropriately.
-  Two staff members will be present for all online live sessions.
-  All meetings are recorded and stored securely.

We will ensure that:

-  appropriate security settings are in place for the meeting
-  access is only granted to the expected registered users invited with a password or direct link. Screen sharing, file-sharing, annotation and chat will be restricted.
-  Participants will be held in a virtual waiting room while their identity is confirmed. The Zoom account must clearly identify you by name and renaming during the meeting will not be allowed.
-  Participants' audio or video may be muted until appropriate.
-  Staff will monitor appropriate use and users will be removed from the lesson if rules are not being followed. Staff will feedback to Senior Leaders and parents if there are any concerns.
-  Staff will stay in the meeting until everyone has 'logged off'.
-  Staff and any other adults on the call (or in the background) will use appropriate language / behaviour throughout the call.
-  Parents and carers have access to advice on how to ensure their child is safe whilst working at home. SEE POSTER in Appendix 1.

This section of the policy will be enacted in conjunction with the school's **E Safety Policy**

All staff and pupils using video communication must:

-  Wear suitable clothing – this includes others in their household
-  Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication
-  Use appropriate language – this includes others in their household
-  Maintain the standard of behaviour expected in school
-  Use the necessary equipment and computer programs as intended
-  Not record, store, or distribute video material without permission
-  Ensure they have a stable connection to avoid disruption to lessons
-  Always remain aware that they are visible

All staff and pupils using audio communication (verbal feedback recording option on the platform) must:

-  Use appropriate language – this includes others in their household
-  Maintain the standard of behaviour expected in school
-  Use the necessary equipment and computer programs as intended
-  Not record, store, or distribute audio material without permission
-  Ensure they have a stable connection to avoid disruption to lessons
-  Always remain aware that they can be heard

The schools will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the **SLT**, in collaboration with the **Inclusion Team**.

Pupils not using devices or software as intended will be disciplined in line with the **Behaviour Policy**.

The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use

The school will:

-  ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required
-  communicate to parents via the school newsletter about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.
-  maintain regular contact with parents to:
  - reinforce the importance of children staying safe online
  - Ensure they are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with
  - Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites
  - Direct them to useful resources to help them keep their children safe online

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

Risk assessments - The proforma is saved on the T drive and it is the responsibility of the class teacher to complete these.

## **Monitoring and Evaluation**

Monitoring of the standards of children's work and learning remotely is the responsibility of the curriculum leaders for their curriculum area, whilst the Senior Leadership Team ensure overall consistency and high standards as well as the Health and Safety of both children and staff on the chosen platform. Both the Curriculum and Pupil Welfare Committees will have oversight of the policy and it will be reviewed on an annual basis. If the use of remote learning is more frequent Committees will receive regular updates.

## **GDPR Statement**

All information collected in relation to this policy will be stored in accordance with our Privacy Policy and will be shared with third parties.

**LGfL**

**DigiSafe**

*keeping children safe*

**SIX TOP TIPS**

To Keep Primary Kids Safe Online During School Closure

Children are bound to spend lots more time on devices during school closure. **DON'T FEEL BAD ABOUT IT** – lots will be schoolwork or catching up with friends. But there are ways to keep them safe, healthy and happy.

## Don't worry about screen time; aim for screen quality

Scrolling through social media isn't the same as making a film or story, or Skyping Grandma. Use the Children's Commissioner's 'Digital Five A Day' to plan or review each day together.



## Check the safety settings are turned on

Whether it's your home internet, mobile devices, consoles, apps or games, there are lots of settings to make them safer. The key ones are - can they chat to strangers, can they video chat or go live; are their posts public? **Internet Matters** has hundreds of guides to parental controls.



## Get your children to show you their apps and games

You don't need to know all about the latest app or game, but if your child shows you what they are doing and with whom, you'll probably see if it's appropriate or not. Remember 18 games are not more advanced – they are harmful to children! For parent guides to apps, including recommendations for kidsafe apps and video platforms, search for **Common Sense Media** or **NSPCC's NetAware**. And why not download the **BBC Own It** app?



## Don't try to hide the news about coronavirus

If you don't talk about it, your children might read inappropriate pages, believe scare stories or simply catastrophise in their heads. Why not watch **Newsround** together and talk about how they feel – there is guidance from **Childline** to help you.



## Remind them of key online safety principles

There are too many to list, but remember human behaviour is the same online and offline. Remind your children to be a good friend, to ask for help if they are worried or if someone is mean, not to get undressed on camera and most important of all... if somebody tells them not to tell or ask for help because it's too late or they will get in trouble, **THAT'S A LIE!**

## If you aren't sure, ASK!

Your school may be able to give you advice, but there are plenty of other places to ask for help as a parent or a child, whether it is advice or help to fix something. Lots of sites are listed at **reporting.lgfl.net**, including ones to tell your kids about (they might not want to talk to you in the first instance).



You can find anything above by just googling it, or follow us @LGfLDigiSafe on Twitter or Facebook where we regularly share these resources