



Remote teaching and learning strategy

Date: September 2020

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This policy has been written with respect to the school's vision: 'Discovering life in all its fullness' and values: Hesed, Hamdah, Honesty and Horizons.

Additionally, it is to be read in conjunction with: Annex 1 - Covid-19 school arrangements for safeguarding and Child Protection at Lindridge St Lawrence CE (VA) Primary School (Referred to as Annex 1 throughout this policy)

Rationale for remote learning:

During the COVID - 19 pandemic schools are currently open to provide education for all children who are able to access it as part of a social bubble, on the school site.

However, due to the current testing and isolation guidelines issued children and adults face the situation of being exposed to prolonged periods of remote learning.

Children may:

- Have to self-isolate whilst waiting for/ the results of a test.
- Access remote learning in the event of a social bubble having to be closed.
- Have remote learning delivered in the school environment if their teacher is isolating.

In England, the Department for Education (DfE) has no expectation that teachers should livestream or pre-record lessons. Schools should consider the approaches that best suit the needs of their pupils and staff (DfE, 2020)

At Lindridge St Lawrence CE (VA) Primary School, the decision has been made that all pupils will be provided with a range of age appropriate topic and weekly reading tasks/activities along with daily maths and writing tasks/ activities, during any period of remote learning. These will be uploaded via the school's chosen and existing portal: Class Dojo. All online home learning is voluntary, although all pupils will be encouraged to participate.



Aims of this policy are:

- To facilitate learning remotely during the pandemic while schools face a time of unpredictable attendance.
- To set guidance around expectations for learning remotely.
- To make children responsible and independent for their own learning.
- To give children the opportunity to broaden and consolidate their learning.
- To give the children the opportunity to practice basic skills and learn essential knowledge.
- To create a partnership with parents, carers and guardians in the learning process and the school team via Class Dojo.

Guiding principles of the provision of remote learning are:

Remote learning should be a meaningful time for a child, contributing positively to their overall learning, academically and otherwise.

To ensure this, staff are expected to follow these guiding principles:

- Children should have access to the resources to complete their home learning.
- All children should have equal opportunities and equal access to resources required to complete the activities.
- Where children do not have access to online learning/devices the teacher will ensure there are hard copies sent home for the child to complete. This will be accompanied with a covering letter, advising the parent/ carer to isolate the work parcel for 48 hours (see appendix 1)
- Teachers should work with and support parents, carers and guardians in enabling children to complete their remote learning, through messages via Class Dojo or school email accounts.
- Teachers should keep parents, carers and guardians informed if there are any concerns about the standard of remote learning activities or the lack of completion through messages via Class Dojo. This will also be reported to the DSL.

In addition, all teachers providing remote teaching should adhere to the same expectations, as laid out in Lindridge St Lawrence CE (VA) Primary School's code of conduct.

Parents, carers and guardians will be expected to follow these guiding principles too, by:

- Supporting their children in accessing the remote learning.
- Communicating with the class teacher, who will be able to support, if their children are finding the remote learning difficult to complete for differing reasons.
- Ensuring that their children are completing the remote learning on a daily basis and



uploading evidence of remote learning, at least once a week onto their child's portfolio.

The current home learning expectation includes reading and practising number work such as tables and number bonds on a daily basis. This is expected to be continued at home, along with the variety of learning activities set for children over the period of time that they are away from school.

Each child's responsible adult has been provided a unique log in code (for their child), for Class Dojo. This will ensure pupils are able to access, upload to and view their own portfolio of evidence and learning accordingly. These are unique as such, no child or adult can access any other child's portfolio.

All staff have received briefings with respect to using Class Dojo for the provision of remote online learning in the event of self-isolation of child, bubble or teacher.

Learning activities set each day/week will vary by class. However, all will comprise: Maths, Reading, Writing and Humanity subjects/Topic tasks, activities and challenges. The teaching team will ensure this is progressive based on what had been taught already in the school year together with the future needs of the cohort.

All online learning will be made available to pupils on Class Dojo, before 9 am each morning, at the very latest. Staff will provide feedback for every piece of work or evidence submitted on a daily basis, via the pupils' Class Dojo Portfolio.

Pupils will also have access to the school's account on Espresso Coding - parents and pupils will be provided with the school account's log on details through the whole school Class Dojo class story. Additionally, they will be able to access their individual accounts on Nessy, if they are registered to use this in school, and on Education City.

It is vital that in ensuring our children are learning safely online we are very careful about the sites we use and recommend. It has been agreed that staff will not be teaching live streamed lessons. Staff have permission to provide links, for their class's online learning, to the DfE's approved teaching resources: BBC Bitesize and The Oak Academy's daily lessons.

Staff are permitted to upload recordings of themselves reading a story, modelling or explaining something, but must ensure that their backgrounds are suitable, they are dressed appropriately and they maintain the levels of professionalism expected - as per the school's code of conduct.

September 2020 scenarios and school response.

The school now faces the following scenarios due to the self-isolation guidance provided:



1. A child is isolating

In the event of a child isolating contact will be made with the child's home via class dojo the child will be sent a word document via class dojo messaging service containing a brief paragraph per subject about what the rest of the class will be doing that day. It will be emphasised that this work is only to be done if the child/ carer is in a physically appropriate condition to do so. Evidence for this will then be uploaded by the parent/ carer to class dojo portfolio. The teacher will then respond accordingly to these portfolio posts.

2. A bubble is isolating

In the event of a whole bubble isolating the class will revert to the lock down arrangements for remote learning as detailed in this policy. Children will be set 3 daily tasks on class dojo to complete at home (Maths, writing and topic). The teacher will upload supporting documents/ videos/ homemade tutorials to their class dojo story to ensure quality of learning. These lessons will be a continuation of what the class were doing whilst on site and will continue the effective sequencing of learning.

3. A teacher is isolating

The class teacher, in this scenario, will remain responsible for the planning of their classes' education. It is expected that the class teacher will plan, resource and support (where possible) the learning materials for their class. The children will complete these on the school site under the supervision of familiar adults.

In the event of a teacher isolating through ill health, the rest of the teaching team will use their expertise to ensure high quality learning opportunities are still created for the children. To aid the rest of the teaching team to provide a sequence of lessons, they will use the pre completed long term and medium term plans previously completed by the class teacher.

4. The whole school is isolating - with VL and Key worker children being in

In the event of the whole school isolating the class will revert to the lock down arrangements for remote learning as detailed in this policy. Children will be set 3 daily tasks on class dojo to complete at home (Maths, writing and topic). The teacher will upload supporting documents/ videos/ homemade recordings to their class dojo story to ensure quality of learning.

Teachers and teaching assistants will be placed on a rota which will allow both the Key worker/ VL groups to be supported in school by familiar adults and children at home to have access to the class teacher on a more regular basis. Key worker and VL children will complete the class dojo remote learning tasks in school.



Communications:

Where education is now having to take place remotely, it is important for schools and teachers to maintain professional practice as much as possible, as laid out in the school's code of conduct and as per *Annex 1*. When communicating online with parents, carers, guardians and pupils, schools should:

- communicate within school hours as much as possible (or hours agreed with the school to suit the needs of staff).
- communicate through Class Dojo and Email.
- use school email accounts (not personal ones).
- use school devices over personal devices wherever possible
- not share personal information

Staff will use TEAMS to communicate with each other and with pupils, parents, carers or guardians.

Monitoring of the remote learning policy:

It is important that all the children at Lindridge St Lawrence CE (VA) Primary School are accessing learning throughout this period of time. Through families and staff working together, we will do our very best to limit the long-term impact on children's learning and progress during this Pandemic.

The Head Teacher will check that there is a consistent approach to the delivery of the remote learning policy. Staff are required to submit their remote learning planning, to the Head Teacher, prior to the week it is made available to families.

Staff will monitor access by the pupils and provide weekly 'check-in' data (pupils who have accessed the on-line learning, uploaded evidence or any time their parents, carers or guardians have had contact with staff) to the Head Teacher/DSL in order that contact with all families and pupils accessing the learning is monitored.

If the school staff do not receive any uploads from the pupils, or have communication with families, via Class Dojo, initial contact will be made by the class teacher. Should the learning activities continue to not be accessed, uploads not received or communications not be made, the DSL/Head Teacher or SENDCo will then make contact.



Monitoring the accessibility of online learning.

Not all pupils' home environments will support their education. And some may not have access to a device or have an internet connection at home which allows them to learn online, or join in at scheduled lesson times.

To help address this issue, schools with specific groups of disadvantaged pupils can get technology support for children and schools during coronavirus. If this situation occurs at Lindridge St Lawrence CE (VA) Primary an application can be made below for funding, or a tablet PC can be made available for those who are, or have been advised to, shield because they are clinically extremely vulnerable.

<https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19>

Safeguarding pupils and teacher's online when remote learning and teaching:

During the reduced school opening, during the coronavirus (COVID-19) Pandemic, Lindridge St Lawrence CE (VA) Primary School continues to follow the statutory guidance: *Keeping Children Safe in Education (KCSIE)*. All staff are aware of the school's safeguarding and child protection policy and procedures.

In addition, we have been supported by the following guidance: *Coronavirus (COVID-19): safeguarding in schools, colleges and other providers* and *Annex 1*.

Keeping teachers safe, as well as the pupils, when providing remote education is also essential. Remote education is a new experience for both staff and pupils, so it is important that schools understand how to approach safeguarding procedures remotely.

Every member of staff is able to contact the DSL and both DDSLs either face to face in school, via email or via telephone (all staff have contact numbers for AGL, KH & SS) should they have any concerns about a child, at any time during school's reduced opening. This may be because:

- A member of staff becomes aware of something worrying they see or hear about during the reduced school opening.
- A child or adult makes a disclosure.

The DSL will have contact numbers for Family Front Door and the local police, on their person at all times, should any safeguarding concerns or referrals need raising at any time.



No 1:1 sessions will take place between pupils and class teachers. However, the DSL and SENDCo will be in regular telephone and email communication, along with visits if required, with all vulnerable or SEND children and their families from school.

Online safety:

Parents, carers and guardians will be communicated with regarding their child's online safety via the whole school Class Dojo class page, especially as children and young people are likely to spend more time online due to social distancing and general school closures.

It is extremely important for parents, carers and guardians to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who, from the school, their child is going to be interacting with online.

Parents, carers and guardians are encouraged to ensure age-appropriate parental controls are used on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

There will also be signposting to the following resources to support parents, carers and guardians to keep their children safe online:

- *Thinkuknow* provides advice from the National Crime Agency (NCA) on staying safe online
- *Parent info* is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- *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
- *Internet matters* provides 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
- *London Grid for Learning* has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- *Net-aware* has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- *Let's Talk About It* has advice for parents and carers to keep children safe from online radicalisation
- *UK Safer Internet Centre* has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services



Harmful or upsetting content

Should a child or parent, carer or guardian have exposure to harmful or upsetting content the following are recommended:

- reporting harmful online content to the *UK Safer Internet Centre*
- getting government advice and trusted resources from *Educate Against Hate* on safeguarding from radicalisation, building resilience to extremism, and promoting shared values

Bullying or abuse online

Should a child or parent, carer or guardian experience bullying or abuse online, they are expected to inform the class teacher, or Head Teacher. The school will follow its existing anti-bullying policy and measures.

In addition, parents, carers and guardians can:

- get advice on reporting online abuse from the *National Crime Agency's Child Exploitation and Online Protection command*
- get advice and support from *Anti-Bullying Alliance for children who are being bullied*

GDPR

Staff from Lindridge St Lawrence CE (VA) Primary School will ensure any use of online learning tools and systems is in line with privacy, data protection and GDPR requirements.