

RUSHEY GREEN PRIMARY SCHOOL



REMOTE LEARNING POLICY

Approved by:

Chair of Governors –

Date:

Signed:

Last reviewed on:

September 2020

Next review due by:

September 2021

Guiding Principles

- Children self-isolating or shielding must have access to their entitled education
- Online learning must be safe and secure
- Provision is of a high-quality, contains a challenging programme of learning in core and wider curriculum subjects
- Enables easy, direct communication between child and teacher for questions, clarification and feedback
- Responsive to children's learning needs including children with SEND
- Equality of access for all children including those without devices
- Manageable for children given potential need for independence

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1. Aims

This remote learning policy for staff aims to:

- Meet the school's statutory duty to provide immediate remote learning for children unable to attend school due to COVID 19 self-isolation.
- Ensure consistency in the approach to remote learning for pupils who will not be attending school as a result of government guidance or the closure of a class bubble
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- To outline our expectations for staff that will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting the teaching, assessing and planning for pupils.

1. 2 Who is the plan applicable to?

Every child is expected to attend school from September 1st 2020. In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, dry cough
- A high temperature above 37.8°C
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for Covid-19

1. 3 Overview of Remote Learning offer for pupils

The immediate provision of remote learning for all children in the event of a child being unable to attend school due to COVID 19, is statutory. Rushey Green Primary School will provide appropriate, challenging remote learning in line with the curriculum sequence, for pupils who are not able to attend school so that all

children have access to their entitled education. In the following policy, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents.

The remote learning offer at Rushey Green Primary school has three phases:

Remote Learning Plan:

PHASE 1

Individual/ small number of children self-isolating

PHASE 2

Whole class/ year group bubble collapses for self-isolation

PHASE 3

Lockdown where key worker and vulnerable pupils are in school (more than 30 pupils)

Rushey Green Primary School has used research from the Educational Endowment Foundation as a basis for our approach to remote learning. [Click here](#) to read the research from EEF.

When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

1.4 Curriculum

Rushey Green Primary School knows that there has been much disruption to children's education; therefore, is committed to ensuring that all children continue to receive a quality education should the need for remote learning arise.

Our approach to remote learning includes a blend of paper resources, online learning including some virtual face-to-face sessions through Google Meet, pre-recorded lessons and resources available through online learning platforms such as:

- Oak National Academy
- BBC Bitesize
- Purple Mash
- White Rose Maths
- Floppy Phonics for Phonics
- Times Tables Rockstars

The remote learning set for children will, where practicable, be in line with the learning that would take place in the classroom so the teachers will provide resources that deliver the main aspects of the curriculum plan, including Relationship and Health Education. Rushey Green Primary School values community spirit and ethos, therefore whole school curriculum projects will continue to be included in the remote learning delivery.

The remote learning set by the teachers will follow the long-term curriculum plan (September 2020 – July 2021) for their class so that children can continue to access the relevant curriculum for their year and keep up. Teachers will provide adapted learning resources for children with additional learning needs, i.e. SEND or where English is an additional language.

The governors and senior leadership team at Rushey Green Primary School are fully aware that these are exceptional times and each family is unique, because of this will approach remote learning in a way which suits their individual needs and age and stage of development. We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides: parents may be trying to work from home so access to technology as a family may be limited; parents may have two or more children trying to access technology and families may be unwell with COVID 19 or be suffering family bereavement or loss.

2. Roles and responsibilities

2.1 Teachers

When a year group bubble is collapsed, SLT will liaise with Public Health England and where necessary direct staff to self-isolate and work from home providing remote learning. Teachers must be available between 9.00am and 3:30pm each day and until 4:30pm on a Wednesday.

If teachers are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

Training on the use of the Rushey Green Virtual Classroom (Google Meet) will be provided in year group staff groups during the start of term by the IT Manager. Follow up support and guidance will be available from the Deputy Head Teacher. SLT mobile phone numbers will be shared with staff.

Teachers will plan lessons that link directly to the curriculum plan for their year group and will provide resources to support tasks for home learners.

Should remote learning need to be set for a class or year group bubble, the work for the week in English, Maths and other subjects will be posted on the PURPLE MASH by 9.00am on a Monday morning.

Where Teachers are able to/continuing to work in school, individual responsibilities will be agreed upon with the year group team, overseen by the phase leader/SLT.

When providing remote learning, teachers are responsible for:

- Ensuring that they have up-to-date information about children including those who are vulnerable including children with SEND/ EHC or who are unwell with COVID symptoms.
- Ensuring all children and parents have access to logins by recording them in children's Remote Learning books.
- Ensuring children have and understand the Home Learning home-school agreement, that they have had recent online safety lessons and behave in a safe and respectful way when using the PURPLE MASH. Staff should follow the Behaviour Policy for procedures where there are online bullying concerns.
- Coordinating with their year group partner teacher, including those teaching in school, to ensure consistency across the year/subject and sharing of workload.
- Raise any Child Protection/Safeguarding concerns, including children who are non-contactable after two different attempts, to SLT following school procedures. Ensuring home learning website recommendations and links are safe and age appropriate – this includes ensuring websites are reputable, child friendly and free from unsolicited advertisements. Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher. Flag any complaints or concerns shared by parents and pupils using CPOMS and following this with a phone call to SLT
- Creating and uploading onto the google drive a weekly schedule of lessons providing 3 hours of quality learning each day and including home learning for each subject including:
 - Daily English lessons – Phonics, Reading and Writing;

- o Daily Maths lessons including fluency opportunities and including White Rose resources (videos and worksheets) in line with the Mastery approach;
- o Daily PSHE and well-being activities;
- o at least one Science lesson per week;
- o at least one PE/Get Active lesson per week;
- o other non-core subjects lessons in line with the school curriculum overview.
- Adding Home Learning resources to their class **Remote Learning Schedule and resources** page on the **Rushey Green Virtual Classroom** electronically and it will be the responsibility of families to print/use these resources at home with children recording learning in their English/Maths books (or contact the school to ask for a 'paper pack')
- Using teaching strategies that enable children to learn effectively and secure their understanding when learning online including the use of Rosenshine's principles e.g. mini, daily reviews, new content in small steps etc.
- Schedule at least **one live-streamed lesson per day** in the core subjects using google classrooms— see appendix 2.
- Create at **least two pre-recorded lessons per week** in the core subjects and upload onto Google Classrooms.
- Review chat streams on purple mash daily and use it to communicate with children between 9am and 3.30pm daily. Respond promptly, within reason, during the school working day and within one working day, to requests for support from parents/carers at home. This should be done via the class email address.
- Work to ensure children without access to technology are not disadvantaged in their learning.
- Work alongside SENDCO to differentiate/scaffold work where necessary for children with SEND/EHCs.
- Monitor learning completed and alter planning in response to needs, misconceptions and gaps identified. Children can submit work using the PURPLE MASH or parents can support their child by helping them to email images of their completed work via the child's google email. Feedback can be given to children directly on the PURPLE MASH or emailed to parents. Monitor and work to increase engagement and completion of work set using online platforms including Purplemash, Timetable Rockstars and Google classrooms etc.
- Work with the year group team including teaching assistant to ensure all families are contacted for a welfare call at least once every two weeks. Any child not engaging with home learning without a valid reason must be flagged up to phase leaders. Phase leaders will try and engage children and families and if unsuccessful, this will be escalated to SLT.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8:30am and 3:30pm each day.

If they're unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.

When teaching assistants are working in school, they will be expected to fulfil their role and responsibilities prioritising pastoral and learning support for children in their year group.

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

- Making welfare calls for children self-isolating due to COVID 19 and updating 'Pupils Self-isolating' record, including making referrals for FSM support to the pastoral team.
- Supporting pupils who are not able to come into school to access their learning remotely.
- Attending virtual staff meetings.
- Engaging with live lessons via Google Meet and offering support to the class teachers in their year group.

- Work under the direction of class teachers to create scaffolds and differentiated learning materials for children in their year group.

2.3 Staff who are self-isolating

All staff are required to self-isolate in line with Government guidance, if they or family members show symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this.

If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for absence.
- It is expected that staff get tested as soon as possible. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.

Teachers

If self-isolating teachers are well and able to do so, the expectation is that they are able to work from home. Where their class bubble is self-isolating, school expects teachers to fulfil the responsibilities listed in section 2.1. Where their class bubble is in school, teachers are expected to liaise with their phase leader and year group partner to offer remote teaching support – this can include delivering lessons live via Google Meet. Other tasks can include:

- Making welfare calls for children self-isolating due to COVID 19 and updating 'Pupils Self-isolating' record, including making referrals for FSM support to the pastoral team.
- Creating pre-recorded lessons for children to review taught content, or to cover future curriculum content. These can be uploaded onto the PURPLE MASH as appropriate.
- Monitor the PURPLE MASH and maintain communication with their class.
- Complete other agreed duties in line with a teacher's general role.

If unwell themselves, teachers will be covered by another staff member for the sharing of activities; Communication (other than welfare calls) and planning during this time will not be undertaken until the teacher is fit to work.

Teaching Assistants

Self-isolating teaching Assistants, who are well and able to do so, will be expected to offer support to their year group team. Duties can include:

- Making welfare calls for children self-isolating due to COVID 19 and updating 'Pupils Self-isolating' record, including making referrals for FSM support to the pastoral team.
- Supporting with the online learning provision for their year group
- Working on an individual project which is in line with whole school improvement priorities. These projects will be communicated by their phase leader, or the Deputy Headteacher or Headteacher and will be allocated on a case-by-case basis.

Pastoral Manager & Learning Mentor

The Learning Mentor, if are well and able to do so, will be expected to offer support to the Pastoral Team and SENDCO. Duties can include:

- Making welfare calls for children self-isolating due to COVID 19 and updating 'Pupils Self-isolating' record, including making referrals for FSM support to the pastoral team.
- Working on an individual project which is in line with whole school improvement priorities. These projects will be communicated by the Pastoral manager and SENDCO.
- Creating supportive well-being or learning resources as directed by the Pastoral manager, and SENDCO.

Non-teaching staff

Non-teaching staff, who are well and able to do so, will be expected to fulfil their roles and responsibilities as practicably possible at home.

Staff will be expected to communicate to their line manager or Head Teacher their priorities and where a responsibility is unable to be completed at home, highlight this so that it can be redistributed for completion by another member of staff as appropriate.

2.4 AHT/Phase leaders, Subject leaders and SENDCO

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.
- Working with other subject leads 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 – through regular meetings with teachers or by reviewing work set.
- Alerting teachers to resources they can use to teach their subject remotely.
- Offering support and training to staff as needed.

Phase leaders

Alongside any teaching responsibilities, Phase Leaders are responsible for:

- Supporting teachers in their phases to monitor pupil absence in relation to COVID 19.
- Monitoring and directing staff in their phase to conduct welfare calls home for children self-isolating.
- Monitoring pupil engagement in home-learning across the phase and being the first line of escalation to address non-engagement, offering children and parents support in addition to the class teacher.
- Supporting staff well-being and ensuring shared ownership and responsibility of staff workload; raise concerns with SLT as necessary.
- Considering whether any aspects of the curriculum in the phase need to change to accommodate remote learning.
- Monitoring the use of the PURPLE MASH – ensuring weekly schedules, lessons and resources are uploaded by 9am each Monday morning.
- Working with teachers in their phase; teaching remotely to make sure all work set is appropriate and consistent.
- Working with other subject leads and senior leaders to make sure work set remotely across the phase 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 phase and offering constructive feedback and discussion in relation to this – through regular meetings with teachers.
- Alerting teachers to resources they can use to teach remotely.
- Offering support to staff in their phase as needed.
- Feeding back concerns, suggestions, staff CPD needs to SLT regularly.

SENDCO

Alongside any teaching responsibilities, the SENDCO is responsible for:

- Contacting parents/carers of children with SEND who are unable to access whole-class learning at their year group level and who need individualised schedule, lessons and resources, to discuss and agree provision.
- SENDCO will support class teachers to provide appropriate provision for children with SEND who are unable to access whole-class learning at their year group level.
- Where children would normally receive additional support from SEND agencies, the SENDCO will plan for those to continue via Google Meet where appropriate and possible.
- SENDCO or Teaching assistants under the direction of the SENDCO will deliver in school support for children attending with EHCs.
- In the event that children with significant SEND who are unable to access whole-class learning at their year group level, are self-isolating, the SENDCO will schedule one lesson per day via Google Meet for children self-isolating at home – details of times to be shared with parents.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely and monitoring the remote work set by teachers for children with SEND – through regular meetings with teachers or by reviewing work set.
- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely and liaising with other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.

2.5 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Updating the dynamic COVID 19 school risk assessment and disseminating new information effectively with all staff and stakeholders.
- Completing individual staff risk assessments.
- Co-ordinating the remote learning approach across the school.
- Ensuring staff have comprehensive training on the use of remote learning platforms and arranging any additional training staff may require to support pupils during the period of remote learning
- Monitoring the effectiveness of remote learning – through regular meetings with teachers, phase leaders, SENDCO and subject leaders; reviewing set work or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Ensuring that staff, parents and pupils 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. Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes. Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR. Raising any data protection concerns following school policy.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

2.6 Designated safeguarding lead

See the school's Safeguarding and Child Protection Policy for the COVID 19 safeguarding addendum.

The DSL is responsible for:

- Monitoring the implementation of the school's Child Protection Policy in relation to COVID 19.
- Training all staff and new staff/supply teachers to enable the fulfilment of their Safeguarding and Child protection duties in relation to COVID 19.
- Monitoring pupil absence in relation to COVID 19. Carrying out risk assessments for home visits and directing staff as appropriate in completing 'Safe and Well' home visits.
- Responding to /and escalating Safeguarding and Child Protection concerns in line with Government guidance and the school's policy.
- Being contactable by staff to discuss/raise concerns.
- Referring Home Education requests to the Local Authority Home Education Team.
- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the ICT technician to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils 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 other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of pastoral support or intervention required while pupils learn remotely and ensuring appropriate measures are in place – liaising and directing Pastoral Manager/ Learning mentor in this.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working. Ensuring all safeguarding incidents are adequately recorded and reported.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely and liaising with other organisations to make any alternate arrangements for pupils with EHC plans and IEPs.

2.7 IT Manager

IT Manager is responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents 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 DHT and Head Teacher.
- Assisting pupils and parents with accessing the internet or devices.
- Managing staff and pupil logins for online platforms and the school network.
- Providing staff training in use of online platforms.
- Producing 'How To' guides, Gifs and FAQ documents for parents, children and staff.
- 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.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

2.8 Pupils and parents

- Children with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.
- Children who are unwell are not expected to be present for remote working until they are well enough to do so.
- Parents are requested to inform the school office if their child is unwell.
- School will monitor absence and lateness in line with the Attendance Policy.
- Parents are expected to share the Acceptable use protocol and code of conduct with their child and monitor their child's online behaviour – **Appendix 1**

Staff expects pupils learning remotely to:

- Demonstrate a good learner attitude when working at home.
- Follow the schedule of lessons daily.
- Use Google Classroom, Google Meets and PURPLE MASH safely, sensibly and respectfully.
- Talk to their teacher about their learning at home.
- Ask their family or teacher if they need help.
- Share their learning with their teacher.

School requests parent/carers to:

- Follow Government self-isolation advice with their family.
- Support their child with their learning at home and encourage their child to read daily.
- Help their child to follow the weekly schedule suggested by class teachers.
- Encourage their child to have some time away from their device regularly throughout the day.
- Communicate with their child's class teacher for help or to share concerns using the class email address or by calling the school office.
- Tell the school if they, their child or someone in the family becomes unwell with COVID 19 symptoms, has a positive test result or is unable to complete work set.

If a class/year group bubble is instructed to self-isolate, the children will be sent home with their home reading book in addition to English and Maths books; this is so that work that children complete at home can be kept safe, ideally in their exercise books, and can be brought back to school when safe to do so.

We encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include finding a place to work and, to the best of their ability, supporting pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions will be made available (e.g. paper copies of work, loan of a device etc.). These will be discussed on a case-by-case basis.

To establish which families may need further support or access to IT equipment, school leaders will survey parents so that any potential barriers to children accessing online learning can be addressed as soon as possible.

So that parents feel confident when helping their child to access remote learning, the teachers and leaders will continue to upload 'how to' guides and videos on to the school website.

2.9 Governing board

The governing board is responsible for:

- Ensuring school procedures for safeguarding and child protection during the remote learning period are rigorous.
- Ensuring the school's dynamic COVID 19 school risk assessment is in line with government guidance and staff training is robust.
- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.
- Ensuring that schools remote learning policy and procedures are comprehensive.

3. 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 or SENCO
- Issues with behaviour – talk to the relevant phase leader/pastoral manager/ Pastoral AHT
- Issues with IT – talk to IT Manager
- Issues with their own workload or well-being – talk to phase leader/ SLT
- Concerns about data protection – talk to the data protection officer/ DHT
- Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

Parents' and children's up-to-date contact details will be collected prior to the period of remote learning. All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.

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

- Access the data, on the secure school server or from SIMS. The school will not permit paper copies of contact details to be taken off the school premises.
- Use school provided devices, such as laptops, rather than your own personal device.
- Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

- Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning. All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.
- Any breach of confidentiality will be dealt with in accordance with the school's Data and E-Security Breach Prevention Management Plan.
- Follow 7 GDPR principles:



4.2 Processing personal data

Staff members may need to collect and/or share personal data such as parent email 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.

Collected children/family personal data must only be stored in a password protected file on the shared staff area on the school network.

If it is necessary to share personal data with other members of staff, this must be done securely using encrypted emails, password protected documents and the school CPOMS system; however, staff are reminded to collect and/or share as little personal data as possible.

Further Guidance can be found in:

<https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>

4.3 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)
- Making sure the device is locked 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

5. Safeguarding

See the school's Child Protection Policy (appendix 3) for the COVID 19 safeguarding addendum.

6. Health and safety

This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.

Teaching staff and ICT technicians will ensure children are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

If using electronic devices during remote learning, children will be encouraged to take regular screen breaks every hour.

7. Monitoring arrangements

This policy will be reviewed yearly by the Deputy Head Teacher. At every review, it will be approved by the Head Teacher and full governing board.

8. Legal framework and links with other policies

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
- Accessibility Policy
- Marking and Feedback Policy
- Curriculum Policy
- Assessment Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance and Truancy Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- Data and E-Security Breach Prevention and Management Plan
- Children Missing Education Policy
- Rules for Responsible Internet Use by children – Distance Learning – Code of conduct – Appendix 1

Appendix 1

A Rushey Green Primary School Rules for Responsible Internet Use by children – Distance Learning

The school set up remote learning for all children and will provide online activities to support learning while the children are not in school. These rules will safeguard children who are accessing their learning online.

- I will ask permission from my parent/carer before using the Internet.
- I will complete the work that is set by my teacher.
- I will not access other people's folders without permission.
- I will only use IT programmes which the school has directed me too in order to carry out school tasks.
- I will not download or install software without my parent/carer's permission.
- I will **only** send and receive messages to and from my teacher through the appropriate software provided by the school.
- I will only log on to the school approved learning platforms e.g. Purple Mash with my own username and password.
- I will follow the schools IT security system and not reveal my passwords to anyone and change them regularly.
- I will make sure that all IT communications with children, teachers or others are responsible and sensible; e.g. there must be no inappropriate language or use of emoji.
- I will always use appropriate profile names.
- I will be responsible for my behaviour when using the Internet. This includes resources I access and the language I use.
- I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material I will report it immediately to my parent/carer.
- I will not give out any personal information such as name, phone number or address.
- I will not arrange to meet someone on the internet.
- I will not share any images, video of myself or others online.
- I will ensure that my online activity at home will not cause my school, the staff, pupils or others distress or bring into disrepute.
- I will support the school approach to online safety and not deliberately upload or add any images, video, sounds or text that could upset or offend any member of the school community.
- I will respect the privacy and ownership of others' work on-line at all times.
- I understand that all my use of the Internet programmes provided by school can be monitored and logged and can be made available to my teachers.
- I understand that these rules are designed to keep me safe and that if they are not followed, my parent/ carer may be contacted.
- I understand that the school may check and mark my computer files.
- I understand that it is my responsibility to complete the tasks given by my teacher by the set deadline.
- I will not access social media or games that have age restrictions and get distracted from my learning.

**The school cannot accept any responsibility for access to the internet outside of school
even if children are researching a topic related to school.**

**The school recommends that parents/carers use parental controls to restrict the internet content to
safeguard their children.**

B Distance Learning – Code of Conduct

All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted.
- 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 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 school 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 SENCO.