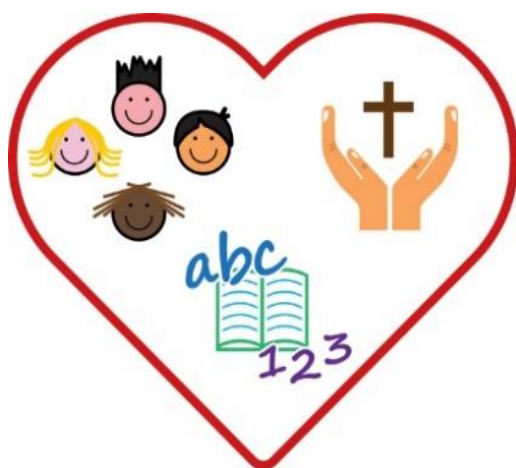


**ST. MATTHEW'S C.E.
PRIMARY SCHOOL & NURSERY**



**REMOTE EDUCATION
POLICY**

Reviewed: January 2021
By: Lindsay Walton (DHT)

Date of next termly review: April 2021

St Matthew’s Church of England Primary School and Nursery

Remote Education Policy

Mission Statement:

St. Matthew’s C.E. Primary School and Nursery is dedicated to providing an education which enables every child to fulfil their best potential. It seeks to promote academic, emotional and spiritual growth in a Christian environment, welcoming children drawn from diverse cultures.

Vision Statement:

Inspired by Jesus’ words (Matthew 5: 1-12), we strive to promote academic, emotional and spiritual growth in a Christian environment for all members of our school family.

We can all **‘Be blessed by God, be happy and aspire to be...’**

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1. Aims

Where a class, group or small number of pupils need to self-isolate, or there is a local or national lockdown requiring pupils to remain at home, we aim to provide immediate high quality provision, following our school’s carefully planned curriculum. This remote education policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be usually available during their normal directed hours.

If they 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 detailed in the staff handbook.

Remote education will be provided on the next working day following the child being sent home or in the case of a family following the sickness absence procedure and reporting the necessity for self-isolation.

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When providing remote learning, teachers are responsible for:

➤ Setting work –

- For children usually registered in their own class
- The amount of work will be closely matched, where possible, to the amount of work being shared with children who are having face-to-face education.
- Work needs to be available for any children accessing remote education by 9.30 at the latest each day. However work may be uploaded after 8pm the evening before to enable easier upload times for staff.
- Work should follow our school's curriculum sequence, wherever practicable
- Paper work packs will be distributed to children if a class is in isolation. These will contain a learning grid which sets out the learning and activities for the 5 day period, an exercise book and 2 CGP books based on English & Maths learning for the year group. EYFS children may have practical resources supplied such as playdough, counters, crayons etc.
- Teaching input which matches the Learning Grid will be uploaded on Class Dojo each morning, using personalised videos with the teaching input for the sessions, and messages may also include links to websites or videos to support learning such as: Purple Mash, TT Rockstars, Numbots and Rising Stars (reading books), IDL, Oak Academy which support and develop learning.
- A pastoral 'catch up session' may be provided, where possible, using Zoom. Safeguarding arrangements around this will be rigorous and will be listed further in this document. Further information around accessing virtual sessions will be laid out below in this document
- It is the family's responsibility to inform the school of any ICT concerns or lack of devices, school will then work with the family to resolve this – there may be the need to access DfE funding for a device or router and we would always strive to provide paper based resources, with the same work set on the school website, unless there was a full school closure.

➤ Providing feedback on work –

- Work may be returned electronically by children, this may take the form of uploads, photos or scans to the Class Dojo portfolio.
- Teachers and teaching assistants will comment on work directly through Dojo messaging, providing encouragement and some constructive comments for the ways to improve where appropriate, as we would in school. Each piece of work or upload will have feedback from a member of them team, within the working day.
- Parents may be asked to indicate to teachers how much of the work completed was independent and how much was supported, this information will be used to support assessment and planning.
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➤ Keeping in touch with pupils who aren't in school and their parents -

- Teachers will keep in contact with their pupils via work communication listed above
- One communication each day may be responded to per child and this must be sent within directed school hours.
- Teachers are not expected to respond to outside of their working hours – this is discouraged strongly for both the mental wellness of children and staff. Staff have been instructed to turn the 'quiet hours' function on in Class Dojo and parents have been made aware of the limits on staff availability to enable staff to have their time away from work.
- If a complaint is raised by a parent/carer and cannot be simply resolved with a written reply or telephone call from the class teacher, please refer the comments to the SLT in school
- If a child fails to upload or complete work then gentle encouragement via Dojo message or phone call is the first step. The behaviour policy is applicable to children receiving remote education. Parents will be informed via school text system that the child has not completed their tasks and a reason established. If the

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child is unable to do this due to lack of adult support (parents working/childcare/grandparents etc) a mutually agreeable solution will be found. Families will be informed of the statutory nature of education.

- If the child or carer is ill and this negates work being completed, regular communication will be held to monitor the improvement of the situation and regular welfare checks will be undertaken.
- Teacher or TAs will keep in regular contact with children and families during isolation periods to check on the wellbeing of the child and family. Support identified as required will be actioned in line with school's policy for safeguarding, well-being and parental agreement forms.
- Systems are set up in school to monitor engagement and contact with children in isolation periods. The office staff, DHT, SENDCO and Inclusion team are informed if a child is not completing work and if the teachers and TAs have a concern about the child or family.
- The SENDCO and Inclusion team will be in regular contact with any children identified by staff, our vulnerable children and their families.

Attending virtual meetings with staff, parents and pupils

We have a set of documents which lay out the expectations and safeguards put in place when using Zoom for sessions with parents and children.

See Appendix 1 and 2.

2.3 Subject/Aspect leads

Subject and aspect Leaders have been involved in the design of the recovery curriculum. They are not required to address individual learning needs with children outside of their own class but may give advice or support to colleagues if requested e.g. regarding coverage of areas and skills whilst on remote teaching.

Subject and aspect leaders will monitor the provision for their subject in remote learning provision. They will establish whether the coverage at home matches the school curriculum planning as far as is practicable. They will establish whether the planned provision is meeting the needs of learners and age appropriate expectations.

Aspect leaders (EAL, EYFS, Behaviour, Pupil Premium, SEND) will monitor the provision for the children under their aspect and may give advice or support other staff in planning provision and ways forward for particular children. They will monitor engagement and will support and encourage children and families to engage in remote education.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Supporting the remote learning approach across the school
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Ordering and distribution of any DfE devices on loan to support vulnerable children and families with remote education.
- Monitoring the work of the Inclusion team and any concerns re: safeguarding and wellbeing
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring staff and families are up-to-date with the latest information for keeping children safe online through regular online safety updates

2.6 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants using Class Dojo as the means of contact
- Alert teachers if they are not able to complete work

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- Communicate at least once daily, if there is a problem with a learning area or lesson content this will be addressed in a timely fashion and ready for the next day's lesson

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

2.8 Governing board

The governing board is responsible for:

- 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 the wellbeing of the staff, the HT and DHT and that the additional work-load of supporting remote education does not exceed their directed time allocation or time in which they can effectively execute their role

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/aspect lead, EAL lead or SENCO
- Issues with behaviour – talk to the Key stage leader, DHT or HT
- Issues with their own workload or wellbeing – talk to their line manager (Key stage leader, DHT then HT)
- Concerns about data protection – talk to the GDPR officer: Mrs Jordan, DSL: Miss Young, or online safety lead: Mr Ward
- Concerns about safeguarding – talk to a DSL (Miss Young, Miss Parkinson, Mr Mackley or Mrs Walton).

4. Data protection

4.1 Accessing personal data

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

- Use SIMS and staff email accounts
- Information must not be sent to families through any personal social media platform. However general information may be shared using Class Dojo and the school website.

4.2 Processing personal data

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

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

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)
- 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

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- Not sharing a school device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates
- Use school phones to contact parents whenever possible. If contact has to be made from outside the school premises, contact details must be withheld by using 141.

5. Safeguarding

5.1 Designated safeguarding lead

This policy is closely linked with our safeguarding policy which is available in the staff shared area and on the website.

6. Monitoring arrangements

This policy will be reviewed termly in the first instance. At every review, it will be approved by the curriculum committee.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Teaching and Learning policy

Appendix 1

Zoom Acceptable Use & Parent's Consent Agreement
For Zoom remote lessons or sessions delivered to pupils' homes:

Rules for parents and others in the household

- No videoing, screen shots, photographing or any recording of the lesson.
- Only pupils invited can access the lesson – no other children or adults. Do not share the meeting ID and passcode to others.
- Parents to provide an appropriate quiet place for the zoom session to take place.
- All children should be fully and appropriately dressed for the zoom session; pyjamas or nightwear is not acceptable.
- When joining the session, it is preferred if you can use your child's name on the device, so that teachers can see who is in the waiting room before allowing your child to join their meeting.
- When joining the meeting or when asked by the teacher, the parent/carer must make their presence known thus acknowledging their consent for the child to be on e.g. wave at the screen.

Rules for pupils

- Follow the instructions and rules of the teacher during the zoom sessions. These will include whether you have permission to speak to others and the teachers during the lesson or whether you must be 'muted'. Your teacher will explain how it will work at the beginning of your session, with reminders.
- Pupils who do not follow teacher instructions will leave the zoom session, as their connection will be ended by the teacher.
- We expect respectful language and appropriate behaviour at all times.
- So that we can see who is accessing the session, all children must keep their video on at all times, unless you are directly asked by the teacher to turn the camera off.

CONSENT - Please read the following statements carefully.

For additional security and safeguarding, passcodes will be sent to parents/carers by text message, rather than on DOJO. By giving your child the meeting ID and passcode you confirm your agreement with these statements.

- I give consent for my child to take part in remote lessons provided by the school.
- I confirm that I am happy to use Zoom as the online platform.
- I understand that the session will be delivered from a suitable location
- I confirm that I will organise a suitable location at home for my child to access the session.
- I agree to follow the rules for parents and I will support my child to follow the rules for pupils during the remote sessions.
- I understand that if the rules for parents or pupils are broken, the session for my child could be ended immediately.
- I understand that the session may be recorded by the staff and if so, it will be stored in line with the school GDPR procedures.

Appendix 2

Protocol for staff using Zoom for sessions with children.

The aim of the catch up sessions are to enable the children at home to 'touch base' visually with their teacher and support staff and classmates.

You may wish to do some PSHE work / general catch-up with the children; it's not intended to be for helping with any work that they are doing although if you feel it appropriate to deal with an issue which might be common for all the children then feel free to do so but please avoid dealing with individual issues.

The session is intended to be around 20 minutes long.

- The meetings will be hosted in school – whole year group together.
- Children in the class at school who **do not** have permission to take part, must be sat out of line of sight of the camera at all times.
- The meeting is recorded – recording begins **before** the first child is admitted and ends **after** the last child has left.
- When a child joins from home, the responsible adult with them is expected to make their presence known so that we know that the child is not accessing the meeting without parental permission.
- *IF* a child's behaviour is such that they need to be removed from the meeting, as host you can do that and they will not be able to get back in. If you have to do this, please actually say on screen that you are removing them because of their poor behaviour. After the session, inform a member of SLT and record on CPOMS.

Zoom have a video and help page on meeting controls which can be accessed here <https://support.zoom.us/hc/en-us/articles/115005759423-Managing-participants-in-a-meeting> under the video there is a list of controls and features which also describes how to remove someone from a meeting – hopefully you will not need to do this!