



REMOTE LEARNING POLICY

Statement of School Philosophy

Mellor Community Primary School has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through the use of quality online and offline resources and teaching videos.
- Provide clear expectations to members of the school community with regards to delivery of high quality interactive remote learning.
- Include continuous delivery of the school curriculum, as well as support of motivation, health and well-being and parent support.
- Support effective communication between the school and families and support attendance.

Who is this policy applicable to?

- A child is absent because they or a member of their household are displaying symptoms and are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child is absent because they are required to self-isolate because they or a member of their household have tested positive or they have come into contact with a confirmed case. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- A child is absent due to other Covid-19 related reasons e.g. are required to remain in quarantine after a trip abroad to a country which is NOT on the exempt list of countries or they are subject to shielding restrictions.

Note: Where a child is unwell they are not expected to complete remote learning until they are well enough to do so.

Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include, but are not restricted to:

- *Online tools for EYFS, KS1 and KS2 as well as for staff CPD and parents' sessions include: Db Primary, Microsoft Teams, 2Build and Microsoft 365.*
- Use of Recorded video and Live Events for start of day registration, instructional videos and assemblies
- Phone calls home
- Printed learning packs where appropriate
- Physical materials such as story books and writing tools and home learning resources
- Use of Digital Content including; *BBC Bitesize, Oak Academy, White Rose, Mathletics, Espresso and Bug Club*

Home and School Partnership

- Mellor Community Primary School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.
- Mellor Community Primary School will provide a live online training session and induction for parents on how to use Db Primary as appropriate, including a range of paper based support guides which can also be found on our school website.
- Where possible, it is beneficial for young people to maintain a regular and familiar routine. Mellor Community Primary School would recommend that each 'school day' maintains structure and will provide a clear timetable for children working from home remotely.
- We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support 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. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-by-case basis.

Digital Devices

- Where children are unable to access remote learning due to a lack of technology at home, Mellor Community Primary School will do all it can to aid access via the loan of school laptops. Where digital devices are made available on a loan basis it is expected that parents will sign and abide by the terms in the school's digital device loan agreement (see Appendix 2).
- Where digital devices are loaned, a copy of the school's 'Acceptable Use Policy' which includes school e-safety rules, will be provided and also applies when children are working on computers at home.

Safeguarding Considerations

- All work for pupils is posted via the online platform to ensure an appropriate level of security (DB Primary).
- Staff should use school devices and when contacting pupils via online means should only use school email/learning platform forums/blogs.
- The SLT will regularly provide information to parents regarding safe online use at home via newsletters and the school website.
- Any staff filming themselves must do so in advance ensuring they are appropriate in dress and appearance, all backgrounds should be plain or blurred with no identifying features and all videos should be checked thoroughly before posting.
- Where Teams Live Events are utilised, staff should take the same precautions noted for making pre-recorded videos. They should also double check that any other tabs they have open in their browser would be appropriate for a child to see, if they're sharing their screen and use professional language at all times. Where events are recorded these should be checked before making available on Db Primary. Live Events should be deleted after broadcasts have concluded.
- General code of conduct of ICT use should be observed (please refer to the Staff Code of Conduct and Acceptable Use Policy).
- Consideration should be given to data protection issues particularly where videos etc are being posted. Teachers to utilise the 'moderation tool' in Db Primary to ensure all videos uploaded by pupils are appropriate prior to sharing.
- When staff contact pupils or parents via phone call and they do not have access to a work phone they should always use 'caller withheld' to ensure pupil/parent is not able to identify the staff member's personal contact details.

First Day Response

Mellor Community Primary School will utilise 'First Day Focus' pages across all year groups to ensure a swift response in providing remote learning to pupils. These pages will be updated periodically and will provide pupils with opportunities to practice essential skills appropriate to their year group. A timetable will be included on all First Day Focus pages to direct the work of children and provide structure for their first day of remote learning. Teachers will then email parents by 4pm on the first day of absence with details of remote learning for the remainder of the week.

Teacher Expectations

To note: the suggested expectations below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school. For detailed information of the school's tiered offer see Appendix 1.

Mellor Community Primary School will provide a refresher training session and induction for new staff on how to use Db Primary. Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders will ensure that support is given promptly.

When providing remote learning, teachers must be available to pupils between 9am - 3pm (except when teachers are undertaking PPA/Lunch/Breaks). 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.

When providing remote learning, teachers are responsible for the following;

Planning & Setting work:

- Plan lessons that are relevant to the curriculum focus for that year group and endeavor to replicate this through video clips and tasks for home learners. This should be equivalent to the teaching time in school.
- The work set should follow the usual timetable for the class had they been in school, wherever possible.
- Provide pupils with a daily register function which will allow them to register their attendance and where appropriate a welcome message/video (normally when the whole class is isolating – offer A)
- Teachers to set clear deadlines and expectations for work to be completed
- Provide resources and activities to support pupil wellbeing whilst working from home e.g. wellbeing blogs/check ins
- Make use of live lessons where appropriate
- Db Primary will be used to share work for all year groups.

Providing feedback on work:

- Provide daily contact with pupils as and when needed between the hours of 9am and 3pm (except when teachers are undertaking PPA/Lunch/Breaks).
- Provide a Work of the Week page where work can be celebrated and pupils can share their work with their teachers and peers (offer A).
- Individual submissions of work to be made via Microsoft 365, Db primary 'My work' or Db Primary email
- Focus individual feedback on where there are clear misconceptions that need to be addressed by Db primary email.
- Provide end of the week feedback for the class/year group.

Keeping in touch with pupils & parents who aren't in school:

- If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to assess whether school intervention can assist engagement.
- To respond, within reason, promptly to requests for support from families at home. This should be done via email or by signposting to further written guidance for families. Staff and parents should communicate via the class teacher's Db Primary email address.
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL.

Pupil & Parent Expectations

Staff can expect pupils learning remotely to:

- Register daily on Db Primary
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers via forums/blogs or emails
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Contact the school 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

Links with other policies and development plans

This policy is linked to our:

- Safeguarding and Child Protection Policy
- Behaviour and Anti-Bullying Policy
- Data Protection Policy and Privacy Notices
- Acceptable use policy
- E-Safety Policy
- Staff Code of Conduct
- Digital Device Registers

- Digital Device Loan Agreements
- End User Agreements for Db Primary, Microsoft Teams, Mathletics, Bug Club, Espresso and 2Build

Monitoring and review

This policy is monitored by the governing body, and will be reviewed annually, or as and when needed, should government guidance relating to remote learning change.

Appendix 1: Remote Learning Plan – School Offer

The plan below makes clear the school's tiered offer for Remote Learning.

Offer	What it means for our school	Expectations
A	Year group/Class bubble have been sent home to self-isolate	<ul style="list-style-type: none"> • Lessons are relevant to the curriculum focus for that year group. • Lesson content will be delivered through a combination of commercial and school created resources. • The work set should follow the usual timetable for the class had they been in school, wherever possible, (inc equivalent teaching time). • Provide pupils with a welcome message/video and daily register function which will allow them to register their attendance • Teachers to set clear deadlines and expectations for work to be completed • Provide resources and activities to support pupil wellbeing whilst working from home e.g. wellbeing blogs/check ins • Db Primary will be used to share work for all year groups. • Provide pupils will opportunities to access live phase assemblies • Provide daily contact with pupils as and when needed between the hours of 9am and 3pm (except where teachers are undertaking PPA/Lunch/Breaks) • Provide a Work of the Week page where work can be celebrated and pupils can share their work with their teachers and peers. • Individual submissions of work to be made via Microsoft 365, Db primary 'My work' or Db Primary email • Focus individual feedback on where there are clear misconceptions that need to be addressed by Db primary email • Utilise live lessons as and when appropriate • Provide end of the week feedback for the class/year group. • If there is concern around the level of engagement of a pupil/s, parents should be contacted via phone to access whether school intervention can assist engagement.
B	Half a class bubble (or large group of pupils) have been sent home to self-isolate	<p>This will be a reduced offer due to the fact that the teacher will need to fulfil their full-time duties providing within class teaching. Group feedback will be provided but will be proportionate to the time teachers have during the week for normal marking/feedback</p> <ul style="list-style-type: none"> • Lessons are relevant to the curriculum focus for that year group. • Lesson content will be delivered through a combination of commercial and school created resources. • The work set should follow the usual timetable for the class had they been in school, wherever possible, (inc equivalent teaching time). • Provide pupils with a welcome message/video and daily register function which will allow them to register their attendance • Individual submissions of work to be made via Microsoft 365, Db Primary 'My Work' or Db primary email • Teachers will reply to work submitted online, identifying any areas of misconception and addressing through group feedback on a weekly basis • Provide pupils will opportunities to access live phase assemblies • Provide pupils with daily well-being check ins to access via the survey option. • Teachers to set clear deadlines and expectations for work to be completed • If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to access whether school intervention can assist engagement.

C	An individual child or small number of individuals are sent home to self-isolate	<p>This will be a reduced offer due to the fact that the teacher will need to fulfil their full-time duties providing within class teaching. Individual feedback will be provided but will be proportionate to the time teachers have during the week for normal marking/feedback</p> <ul style="list-style-type: none"> • Lessons are relevant to the curriculum focus for that year group. • Lesson content will be delivered through a combination of commercial and school created resources. • The work set should follow the usual timetable for the class had they been in school, wherever possible, (inc equivalent teaching time). • Provide pupils with a daily register function which will allow them to register their attendance • Individual submissions of work to be made via Microsoft 365, Db Primary 'My Work' or Db primary email • Teachers to reply to work submitted online prioritising areas of misconception and providing individual feedback • Provide pupils will opportunities to access live phase assemblies • Provide pupils with daily well-being check ins to access via the survey option. • Teachers to set clear deadlines and expectations for work to be completed • If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to access whether school intervention can assist engagement.
D	Whole school is in lockdown, the majority of children are working from home, the school is providing face to face provision for Key Worker and Vulnerable children only	<ul style="list-style-type: none"> • As offer A, however where staff are providing face to face provision for Key worker/Vulnerable children, year group colleagues will take the lead on the delivery of remote learning. This may mean that whilst daily teacher contact will be available, for some children this may not be with their own class teacher. • All Key worker/vulnerable children will have opportunities during the school day to access year group remote learning with the support of school staff. • Teachers will have flexibility to take their allocated PPA within their working week around the above tasks, where teachers are supporting the face to face provision for KW/VG, Team leaders will make sure that PPA is provided
E	Teacher has been sent to self-isolate but class is still in school	<ul style="list-style-type: none"> • Teacher to provide cover/supply teacher with planning and support to deliver lessons within school, this may involve remote meetings to discuss/clarify planning and children's progress. Delivery of some sessions may be conducted remotely to the class where appropriate and may include pre-recorded resources e.g. morning message, story time, voice over PowerPoints etc. • Teachers to take responsibility for the remote learning of any children in that year group who are also self-isolating (Offer C). • Teacher will have the flexibility to take their allocated PPA time within their working week around the above tasks <p>Note: Where the teacher is unwell they should follow the normal sickness absence procedure, there will be no expectation for them to work from home under these circumstances.</p>

Summary of Use agreement for Digital Devices provided by the school

This agreement is between:

This agreement is between **Mellor Community Primary School** and the parent/carer of **[Child's Name]** for the following device allocated below:

Device type	Device ID
MS Laptop	

All issued equipment shall remain the sole property of Mellor Community Primary School and will be offered to **[Child's Name]** on a short term basis as required to meet **his/her** needs during the period that **he/she** is not in school. If the equipment ceases to be used then the school should be notified and the equipment should be returned to Mellor Community Primary School.

Mellor Community Primary School will provide an Acceptable Use Policy to all pupils receiving a laptop through the School's loan scheme.

Mellor Community Primary School has made all of the appropriate and required checks and inspections to confirm the equipment is suitable and safe for pupil use.

Should the pupil transfer to another school the equipment must be returned to Mellor Community Primary School.

Damage/loss

It is the responsibility of the parents/carers of **[Child's Name]** to ensure that their child keeps the equipments in good condition and they take the following measures to protect the device:

- Keep the device in a secure place when not in use
- Don't leave the device in a car or on show at home
- Don't eat or drink around the device
- Don't lend the device to friends or family
- Don't leave the equipment unsupervised in unsecured areas

Safety and Maintenance

Filtering software is installed on the device to stop users accessing illegal and inappropriate content. It blocks a range of inappropriate content and limits searching to the 'Safe Search' provided by popular search engines. If you are blocked from viewing something that your child thinks they need for their work please get in touch with the school.

Training

Mellor Community Primary School will provide support and training to **[Child's Name]** in the use of the device as and when required. All requests for support should be directed towards the ICT Manager.

Device Use

The Equipment is being provided to support the learning of **[Child's Name]**, the following conditions should be observed;

- The equipment is used for school work only.

- No additional software may be installed without prior written agreement from Mellor Community Primary School
- Parents/carers take responsibility for the choice of websites being accessed by the pupil.
- Use of the equipment for anything other than educational purposes is not permitted, such as installing or use of non-educational software and damage or destruction of equipment or software.
- Parents/carers take responsibility for the use of the equipment in accordance with the School's Acceptable Use Policy

Return date

Parents/Carers will return the device in its original condition to Mellor Community Primary School when the child is able to attend school as normal.

On occasion, Mellor Community may require parents/carers to periodically return the device to school in order that routine maintenance checks and software updates can be made.

Parent/Carers will ensure the return of the equipment to Mellor Community Primary School if the pupil no longer attends the school.

Consent

By signing this form, I confirm that I have read and agree to the terms and conditions set out above.

PUPIL'S FULL NAME	
PARENT'S FULL NAME	
PARENT'S SIGNATURE	
DATE	