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## **Statement of intent**

At Cockfield CEVC Primary School, we understand the need to continually deliver high quality education, including during periods of remote learning - whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

## 1. Legal framework

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 Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- Children Missing Education Policy

## 2. Roles and responsibilities

The governing body is responsible for:

- Ensuring that the school has robust risk management procedures in place. Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

The headteacher, Trudie Harkin, is responsible for:

- 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.

The Designated Safeguarding Lead (DSL), Trudie Harkin and Alternative Safeguarding Lead, Amy Perkins are responsible for:

- 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 the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- 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.

The SENCO is responsible for:

- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents and asking for guidance as appropriate.

- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
- Reporting any defects on school-owned equipment used for remote learning
- Adhering to the Staff Code of Conduct at all times.

Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material so that they can carry out learning tasks
- Reporting any absence in line with the terms set out in paragraph 9.6.
- Ensuring their child uses the equipment and technology used for remote learning as intended.

Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely, and that their schoolwork is completed on time and to the best of their ability.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behaviour Policy at all times.

### **3. Expectations from Remote Teaching**

When teaching remotely, the DfE will expect Cockfield CEVC Primary to:

- Plan a programme that's of equivalent length to the core teaching pupils would receive in school, ideally including some regular contact with teachers
- Set tasks so that pupils have work each day in a number of different subjects, and monitor pupils' engagement with this work

- Teach a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what's intended to be taught and practised in each subject
- Provide frequent explanations of new content, delivered by the school or through curriculum resources and/or videos
- Gauge how well pupils are progressing through the curriculum, using suitable tasks, and set a clear expectation on how regularly work will be checked
- Adjust pace or difficulty of what's being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Avoid an over-reliance on long-term projects or internet research activities

#### **4. Ensuring teaching and learning continues as effectively as possible during the school closure**

In the event of a full closure, of either a bubble or whole school:

- Our aim is to keep our core purpose of teaching and learning continuing as effectively as possible.
- We will expect children to complete all work set.
- We would ask all parents and carers to take the time to familiarise themselves with the information below so that our whole community can support our children and ensure minimal disruption to their learning if we should be forced to close again for any reason.

#### **5. Learning materials**

The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

- Workbooks - Head start and /or CGP (Coordination Group Publications) Booklets which will link to learning planned or being covered in class
- Work Packs
- Communications via email
- PowerPoints
- Worksheets
- Mathematic Apps - Times Table Rock Stars,
- Educational websites - BBC Bitesize
- Reading tasks
- Pre-recorded video or audio lessons from National Oak Academy

Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

Teachers will ensure the programmes chosen for online learning have a range of accessibility features to support pupils with SEND.

Plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.

The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.

Work packs will be made available on request for pupils who do not have access to a printer - these packs can be collected from school.

Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.

For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA or Government initiated schemes

Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on relevant tasks.

## **6. Individual class plans for remote learning:**

### **Lime Class (EYFS/Y1):**

In the event of a child having to quarantine:

Miss Fairless would send a list of suggested activities for a week at a time via their individual Tapestry journal and/or hard copies of learning activities plus Y1 math booklets in the post/or for collection.

If the bubble closed:

Miss Fairless would do the above. Parents would be encouraged to email/post photos so that she can make comments. Learning Packs and Learning Grids will be provided. Copies of Learning Grids will be posted on the school website under Home Learning.

### **Oak Class**

In the event of a child having to quarantine:

A Learning Pack and math booklet would be sent via email/post. Links to Foundation subjects, PowerPoints used in class would be provided too.

If the bubble closed:

A learning grid and learning timetable would be sent home along with a math booklet. Copies of Learning Grids will be posted on the school website under Home Learning.

Daily lessons may direct parents and pupils to the National Oak Academy lessons or other suitable resources and then follow up work directed in the workbooks. There will also be a daily lesson linked to a Foundation Subject or Science.

There will be an expectation for the children to learn spellings and number facts during the week.

### **Willow and Birch Classes**

In the event of a child having to quarantine:

Class Teachers would send home a pack of English activities and a Head Start math booklet. Other resources maybe referred to. School will contact the family home to ensure that the child has received the resources and to provide support where necessary. Children will be expected to do daily reading, spelling and times table practise using TT Rockstars. Links to Foundation subjects, PowerPoints used in class etc would be provided too.

If the bubble closed:

A learning grid and learning timetable would be sent home along with a math booklet. Copies will be posted on the school website under Home Learning. Daily lessons may direct parents and pupils to the National Oak Academy lessons or other suitable resources and then follow up work directed in the workbooks. There will also be a daily lesson linked to a Foundation Subject or Science.

An example of a timetable can be found in the appendix.

## **7. Teachers**

Teachers must be available remotely between 08.50 and 15.30 on their usual working day. If they're 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 and an alternative teacher will be asked to provide support for that class remotely. If the teacher is working in school on that day, then they will not be expected to check work or answer comments by email on that day.

Teachers are responsible for:

Setting work:

- Teachers will be expected to set work for the classes they normally teach and covering the subjects they normally teach.



- Teachers will be expected to pitch the lesson to meet the majority of learners with an extension activity if appropriate.
- These plans will follow the usual class topic (long-term plans can be found on the school website)
- All lessons will follow the sequence that would normally have taken place in school, wherever possible. Where this is not possible, teachers will adapt their planning to make time for that unit of work to be completed upon return to school.
- Teachers will also signpost to learning platforms such as TT Rockstars as well as other useful websites such as parents and children wish additional work.
- If families request a paper-based pack, then teachers should arrange for this to be printed and for parents to collect from the school office (by appointment only), or for the work to be posted home.

Providing feedback on work:

- Pupils can share their work with teachers by taking a photograph and emailing this to the admin email address.
- Teachers are expected to provide regular feedback. Where applicable an area for improvement or additional challenge question may be given e.g. "next time remember to use inverted commas".
- Teachers may re-set work for children if they feel they have not completed the work to the expected standard.
- Teachers do not have to comment on every single piece of work set as this could lead to excessive workloads of 30 x 5 comments (or more) per day!

➤ Keeping in touch with pupils and parents:

- If parents have any questions for teachers then they should be asked by emailing the school.
- Teachers should not be expected to answer emails outside of working hours.
- Any complaints or concerns shared by parents and pupils must be shared with Mrs Harkin (Headteacher) or Miss Perkins (Senior Teacher). For any safeguarding concerns, see the section below.
- Any children who fail to complete work set, or for those who we have had no contact with within a 2-week period, will be directed to Mrs Harkin, who will contact home to discuss any issues and provide support where appropriate.

➤ Attending virtual meetings with staff, parents and pupils:

- Dress code will follow the usual expectations for normal school dress. Staff will follow the staff dress code, children and parents are expected to wear appropriate casual dress.
- Please consider the location of your laptop - ensure that there is nothing inappropriate on display in the background of your video
- Teachers are not expected to attend meetings online if it is not their usual working day, or if they have a responsibility on that day in school.

**8. Teaching assistants**

Teaching assistants must be available during their usual working hours. If they're 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.

Teaching assistants are responsible for supporting pupils with learning remotely:

- Class teachers may ask teaching assistants to prepare activities or tasks for groups or individuals, which could include setting remote learning, or photocopying home learning paper-based tasks.
- Teaching assistants will be expected to support school-based learning and remote learning following reasonable request and guidance from teachers.
- Teaching assistants, if being asked to isolate but experiencing no symptoms, will be provided with directed task from the class teacher or headteacher.

## **9. Food provision**

The school will signpost parents via email towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

Where applicable, the school may provide the following provision for pupils who receive FSM:

- Making food hampers available for delivery or collection
- Providing vouchers to families

## **10. Costs and expenses**

The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.

The school will not reimburse any costs for travel between pupils' homes and the school premises.

The school will not reimburse any costs for childcare.

If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

## **11. Online safety**

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

Where possible, all interactions will be textual and public.

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 Headteacher in collaboration with the SENCO.

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

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

The school will consult with parents prior to the period of remote learning about what methods of delivering remote teaching are most suitable - alternate arrangements will be made where necessary.

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

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

## **12. Safeguarding**

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.

The DSL, Mrs Harkin, will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

Phone calls made to vulnerable pupils will be made using school phones where possible.

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the DSL immediately.

Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

## **13. Data protection**

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

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.

The school will not permit paper copies of contact details to be taken off the school premises.

Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedure.

#### **14. Marking and feedback**

All schoolwork completed through remote learning must be:

- Finished when returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Returned to the pupil, once marked, by an agreed date.

The school expects pupils and staff to maintain a good work ethic during the period of remote learning.

Pupils are accountable for the completion of their own schoolwork - teaching staff will contact parents if their child is not completing their schoolwork or their standard of work has noticeably decreased.

Teaching staff will monitor the academic progress of pupils and discuss additional support or provision with the headteacher as soon as possible.

Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

#### **15. Health and safety**

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

If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every two hours.

Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.

#### **16. Communication**

The school will ensure adequate channels of communication are arranged in the event of an emergency.

The school will communicate with parents via email and the school website about remote learning arrangements as soon as possible.

The Headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.

Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives - communication is only permitted during school hours.

As much as possible, all communication with pupils and their parents will take place within school hours.

Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.

The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

The headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

#### **17. Monitoring and review**

This policy will be reviewed on an annual basis by the headteacher.

Any changes to this policy will be communicated to all members of staff and other stakeholders.

The next scheduled review date for this policy is March 2021, or if there is a need to amend earlier.

Example of a Year 1 timetable for the week.

Day	Maths	English	Foundation Subject, RE or Science
Monday	To be able to use a part part whole model to find a whole number. National Oak Academy: Maths/Key Stage 1/Units Addition and Subtraction to 10 Lesson 1 Maths Workbook	To listen to and respond to a story National Oak Academy: English/Key Stage 1/ Awongalema: description Lesson 1 English tasks	Geography - Houses and Homes Go on a walk around your local area and name the types of houses. Complete activity set
Tuesday	To be able to use a part part whole model to solve addition calculation National Oak Academy: Maths/Key Stage 1/Units Addition and Subtraction to 10 Lesson 3 Maths Workbook	To tell a story from memory National Oak Academy: English/Key Stage 1/ Awongalema: description Lesson 2 English tasks	Science - What materials are waterproof? (see powerpoint) Complete task set
Wednesday	To be able to solve a maths investigation White Rose PowerPoint Maths Workbook	To describe using the senses National Oak Academy: English/Key Stage 1/ Awongalema: description Lesson 3 English tasks	RE & Music or Computing tasks to be set
Thursday	To be able to solve addition calculations using practical apparatus National Oak Academy: Maths/Key Stage 1/Units Addition and Subtraction to 10 Lesson 3 Maths Workbook	To add -es for plural nouns National Oak Academy: English/Key Stage 1/ Awongalema: description Lesson 4 English tasks	DT/Art - To investigate the best materials to build a house model from.
Friday	To be able to solve addition problems. White Rose PowerPoint Maths Workbook	To recognise capital letters and full stops in text National Oak Academy: English/Key Stage 1/ Awongalema: description Lesson 5 English tasks	PE - I can pass and move using a ball.