Collaboration
Remote Learning Policy
Spring Term 2021

At the schools within our collaboration, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. All staff are expected to uphold and promote the fundamental principles of British values, and as such, the schools within our collaboration are fully committed to safeguarding and promoting the welfare of all our pupils including protection against radicalisation. We therefore aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our core purpose, values and ethos is embodied in our mission that everyone takes:

P= personal

R= responsibility

I = in

D= delivering

E= excellence

Frequency of Review: Yearly

Reviewed and Approved by: The Combined Committee of the Governing Body

Date: Spring 2021

Date of Next Review: Spring 2022

Reviewer: Emily Davies and Jim Wakeland

Signed: ---------------------------------- (Chair of Governing Body)   Date: 08/03/2021

In our collaboration, Holgate Primary School and Sutton Road Primary School ensure we serve the pupils within our communities and continuously strive to deliver the best possible educational opportunities no matter what barriers are placed in our path. We aim to ensure that all pupils continue to receive not only a broad and balanced curriculum, but their full educational entitlement. Regardless of any lockdown measures put in place and physical barriers that challenge the normal delivery of education, we aim to ensure that solutions are found during this ongoing pandemic.

1. Aims

This remote learning policy for staff aims to:

> Ensure consistency in the approach to remote learning for pupils who aren't in school;

> Set out expectations for all members of the school community with regards to remote learning;

> Provide appropriate guidelines for data protection;

> Ensured continued development of and embedding of best practice.

2. Roles and responsibilities

It is vitally important to recognise that the school has outlined 3 Stages of Remote Learning which will require staff, pupils and parents to adopt different approaches for each situation, should they arise. A definition of each Stage is given below.

Stage 1	Stage 2	Stage 3
Pupil self-isolating or waiting for test results (up to 10 days)	Full or Partial Bubble Closure	Local or National Lockdown Whole School Closed to majority of pupils

The Executive Headteacher, Head of School and Assistant-Headteacher are the overriding leads in ensuring that the Remote Learning Strategy is implemented fully and reviewed in a timely fashion.

Alongside this they, alongside all senior leaders, will take overall responsibility for the welfare and safety of pupils through their DSL role. Additionally, our SENCo and Executive Inclusion Leader will continue to support SEND pupils who require a bespoke package of support.

2.1 Teachers

Each of our Stages (1-3) have different requirements of the class teacher and therefore their interactions and support giving may vary. In Stage 1, class teachers are required to carry out their normal teaching responsibilities, as well as provide individual pupils with remote learning. As a school, we need to be mindful and supportive of teacher workload, hence the reason they will provide minimal feedback in Stage 1 cases.

All remote learning will take place in line with the requirements set out in our main school policies.

We as a school, will do our utmost to support staff in delivering effective remote learning opportunities to pupils. We will also recognise that all family situations are unique and to that end so are our pupils' ages and abilities; needs and circumstances, as well as access to online resources either due to lack of hardware or lack of internet access.

The school will urge teaching staff to consider:

- Making remote learning manageable: not overwhelming parents with lots of activities; pages of tasks or things to print.
- Remembering parents are not teachers; so not to set exactly the same activity / resources you would in school – as in most cases pupils will not have the same level of access to adult support therefore teachers will need to consider how to adapt in school work

- Adapting your usual timetable and curriculum, but keep some routines the same to help structure the day for those working remotely e.g. suggesting that pupils do core activities first as we would do these in the morning in school
- Setting work that pupils can do independently as much as possible, with materials they're likely to have at home: ensure that these activities aren't always dependent on technology.
- Flexibility: Make it clear to parents that although work is set daily there is flexibility regarding hand-in times and deadlines.
- The class' context and the needs of pupils in their class
- Specific requirements of each remote learning stage
- Any live intervention, or pastoral sessions, need to be timetabled in advance, under the guidance of SLT, to give families suitable notice and accommodate the needs across the whole school
- Live sessions need to occur only within the scheduled slots

Please note - Pupils and staff should not be expected to 'work/learn' when they are too ill to do so.

When providing remote learning for Stages 2 and 3, teachers must be available between 8:30 – 4:00 on the weekdays they are working.

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. In this instance, where possible other members of the Year Group Team will support with facilitating a thorough remote learning experience for pupils working at home.

When providing remote learning, teachers are expected to:

- Ensure that all school policies are followed throughout any interactions with pupils/parents and record any concerns using CPOMS.

- Remain vigilant to the safety and welfare of all pupils including those who are not in school and who are part of remote learning and inform a DSL of any concerns in line with normal procedures

- Ensure that they flag any data protection breaches to the data protection officer, Head of School and IT Staff in line with the Security Incidents policy

- Set an appropriate amount of sessions in line with the DfE guidelines. This should include core subjects (Maths, English, Reading and/or Phonics). The remaining sessions should be from non-core subjects and should offer a breadth of learning experiences across the foundation subject curriculum.

- Co-ordinate with other members of their Year Group Team, including those teaching in class if applicable, to ensure consistency across the year/subject and to make sure pupils with limited access to devices or those working in school can still complete the work.

- Provide feedback on work that they receive – all work should be shared with the class teacher on TEAMS for feedback. Feedback will vary depending on the circumstances in which remote learning is occurring. Work handed in outside of this window may not have feedback until the following working day

- - Keeping in touch with pupils who aren't in school and their parents

- Contact should be made through Microsoft Teams, phone calls and through email using the class email

- Contact and response should only be made within working hours – staff should not be answering emails/Microsoft Teams messages outside of working hours 8:30-4:00pm Monday to Friday.

- Feedback for assignments completed on Microsoft Teams can occur between the hours of 7am to 7pm

- Concerns regarding engagement with learning or lack of contact should be shared with senior leaders

- Share best practice

- When recording teaching videos or taking part in a live teaching sessions or interactions, staff should consider:
    - Dress code – should be professional and in line with Staff Code of Conduct.
    - Locations – bedrooms should not be used and other members of the household should not be present. A neutral backdrop if possible. If this is taking place from school from school, then no identifying data e.g. pupil's names should be visible.
    - Ensure to not record, store or distribute video material without permission.
    - Promoting positive behaviour from the pupils accessing any live sessions.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal working hours.

All teaching assistants are highly valued in our collaboration. They are essential to our team and are treated equally to all teachers. It is recognised that they have in some cases less responsibility however, their value to the school is immense and as such their full presence during any lockdown is vital. 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.

When assisting with remote learning, teaching assistants are responsible for:
- Working alongside Year Group Teams to ensure that all pupils have full access to remote learning
- Contacting parents and pupils as appropriate
- Monitoring and providing feedback to remote learning completed
- Collating learning materials to support remote learning
- Share best practice
- Where appropriate, supporting Year Group Teams in creating bespoke packages of support for individual learners
- Flagging any suspected data protection breaches to the data protection officer, Head of School and IT Staff in line with the Security Incidents policy
- When recording teaching videos or taking part in a live teaching session, including intervention, staff should consider:
    - Dress code – should be professional and in line with Staff Code of Conduct.
    - Locations – bedrooms should not be used and other members of the household should not be present. A neutral backdrop if possible. If this is taking place from school from school, then no identifying data e.g. pupil's names should be visible.
    - Ensure to not record, store or distribute video material without permission.

Teaching assistants may be required to assist with any other reasonable deployment in the event of lockdown measures, including supporting pupils who are working within school.

2.3 Subject leads

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, sequential and consistent
- Subject leaders to research and share good practice in terms of remote learning for their subject.
- Alerting teachers to resources they can use to teach their subject remotely.
- Ensuring that any data protection breaches are flagged to the data protection officer, Head of School and IT Staff in line with the Security Incidents policy
- Share best practice

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:
- Co-ordinating the remote learning approach across the school
- Supporting in ensuring all pupils are engaging with sessions
- Monitoring the effectiveness of remote learning
    o Regularly meetings with staff teams and subject leaders
    o Analysing all aspects of assignments set for pupils on Microsoft Teams
    o Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring all pupils with SEND or additional needs have appropriate support
- Communicating with parents / agencies
- Researching and sharing best practice
- Co-ordinate the sharing of best practice, ensuring it is appropriate and not excessively burdensome on staff and pupils.

2.5 Designated safeguarding lead

The DSL is responsible for all elements outlined in the Whole School Child Protection Policy to ensure the welfare of all pupils is paramount at all time. This will include:
- Identifying '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.
- Arranging for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- Arranging for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.
- Ensuring all contact with vulnerable pupils is recorded on CPOMS and stored in line with the Records Management Policy.
- Supporting staff in keeping in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- Home visits will take place when remote contact cannot be made with any vulnerable pupils or pupil on role. All home visits must:
    ➢ Have at least one suitably trained individual present.
    ➢ Be undertaken by no fewer than two members of staff.
    ➢ Only be undertaken once a home visit risk assessment has been undertaken.
    ➢ Be suitably recorded on the home visit form and CPOMS so that the DSL has access to them.
    ➢ Actively involve the child.

In addition to these responsibilities, pupils and their parents will be encouraged to contact the school 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.

DSLs will monitor engagement alongside class teachers and will review the need for pupil with no engagement, following ongoing guidance and support, to be offered a place in school where possible.

- Ensuring all staff follow the Acceptable Use Policy and Online Safety Policy

- Researching and sharing best practice

- Monitor attendance of pupils who are expected in school and ensure attendance leads follow up on unexpected absences

2.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work

- Continuing development of and research into the systems used for remote learning

- Helping staff and parents with any technical issues they're experiencing

- Supporting staff with any technical issues that arise

- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer & Head of School in line with the Security Incidents policy

- Assisting pupils and parents with accessing the internet or devices

- Researching and sharing best practice

2.8 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable via parents during the school day

- Complete work to the deadline set by teachers

- Seek help if they need it, from adults working in their Year Group Team

- Alert teachers if they're not able to complete work

- Use the systems in line with the School's Acceptable Usage policies

- Report on abuse they receive from other pupils

Staff can expect parents with pupils learning remotely to:

- Be contactable during the school day – however we are aware that parents may have additional commitments within the timings of the school day

- Make the school aware if their child is ill or otherwise can't complete work

- Seek help from the school if they need it via the Microsoft Teams chat function, class emails or through ringing school

- Inform staff if their child will struggle to access work through the online platforms and actively work with staff to seek solutions

- Support pupils with their learning

- Ensure that their child(ren) use the systems in line with the relevant Acceptable Use Policies of the school

2.9 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
- Providing a positive voice in the community, supporting effective communication of the systems put in place by the school
- To provide on-going support for staffs own wellbeing and mental health

3.0 Remote Learning Offer at each Stage

Stage	Remote Learning Offer
Stage 1 – Pupil self-isolating or waiting for test results (up to 10 days) **The rest of the child's class bubble is attending school and being taught as normal**	**What Remote Learning will be set on the first day of isolating?** On their first day of isolating a Topic page of tasks will be sent out. During this time a member of staff from the child's Year Group Team will be in contact to ascertain levels of digital access available. If needed work may be provided as a physical copy or support with loaning digital devices may be explored. **What will Remote Learning be like <u>after the first day</u> of isolating?** - **Maths Lessons –** Uploaded to Microsoft Teams following on/mirroring the maths being covered in the classroom at the time. This may include videos from websites such as BBC Bitesize or the use of the Government's 'Oak Academy' lessons. Lessons will include an anchor task (a starter activity, guided practices (short tasks) and a main task using Challenge by Choice (Chili Challenges). Answers may be provided for some of these tasks to allow for self-marking at home. - **English Lessons –** Uploaded to Microsoft Teams following on/mirroring the sequence of learning happening in the classroom. This may include videos from websites such as BBC Bitesize or the use of the Government's 'Oak Academy' lessons. Sessions may include reading, grammar and/or writing elements. Tasks may be set using Challenge by Choice (Chili Challenges). Answers may be provided for some tasks to allow for self-marking at home. - **Reading Lessons –** Uploaded to Microsoft Teams following on/mirroring the sequence of learning happening in the classroom. Answers may be provided for some tasks to allow for self-marking at home. - **Phonics Lessons –** For EYFS and KS1 there will be daily phonics tasks for your child to work on the sounds and/or Tricky Words they will be missing - **Foundation Subjects –** Uploaded to Microsoft Teams. This will follow the same subject area as being delivered in class, however, where lessons taught in school are not able to be delivered remotely (e.g. if it requires a lot of additional resources such as art resources e.g. clay) then alternative tasks or sessions will be set, which may make use of the Government's 'Oak Academy' Lessons. PE videos which can be utilised at home will also be uploaded, these will be a mix of sessions created by Sports Coaches who work in school and local/nationally available resources. **What will EYFS remote learning include?**

	In EYFS remote learning reflects (where possible) what is being taught in class. Pupils will have access to a range of activities that form part of the Early Years' curriculum.
	What will remote learning include for pupils with SEN? For identified SEN pupils, remote learning delivered using Microsoft Sway, which is accessed through their Microsoft Teams account. This reflects (where possible) what is being taught in class and will be in response to their data gaps in assessments. Pupils will have access to a range of activities from across the curriculum and may also include activities of a sensory and well-being focus. **What will class teacher's availability be?** Class teachers and Year Group Teams will be performing their normal duties around school and therefore would not be as readily available to support pupils working from home. However, they would be still be contactable via the 'Chat' function and through emailing the class email. **How will work be marked?** Teachers are able to see when assignments have been viewed and completed by pupils working remotely. Once work is handed in, Teachers will be able to provide feedback in line with our Teaching and Learning Policy and then 'return' this feedback. Pupils are able to further submit work once feedback has been given should they need to.
Stage 2 - Full or Partial Bubble Closure **The rest of school is open.**	**What Remote Learning will be set on the first day of isolating?** If a bubble has had to close during a school day or at short notice there may be limited work set for the first day of a bubble closure. A member of staff from the child's Year Group Team will be in contact to ascertain levels of digital access available. If needed work may be provided as a physical copy or support with loaning digital devices may be explored. **What will Remote Learning be like <u>after their first day</u> of isolating?** - **Maths Lessons –** Uploaded to Microsoft Teams. Sessions will include slides and activities and may include videos and audio created by staff from your child's Year Group Team. Lessons will include an anchor task (a starter activity, guided practices (short tasks) and a main task using Challenge by Choice (Chili Challenges). Sessions may also include tasks which can be completed on Microsoft Forms. Answers may be provided for some of these tasks to allow for self-marking at home. - **English Lessons –** Uploaded to Microsoft Teams. Sessions will include slides and activities and may include videos and audio created by staff from the isolating Year Group Team. Sessions may include reading, grammar and/or writing elements. Answers may be provided for some tasks to allow for self-marking at home. - **Reading Lessons –** Uploaded to Microsoft Teams. Sessions will include slides and activities and may include videos and audio created by staff from the isolating Year Group Team. Answers may be provided for some tasks to allow for self-marking at home. - **Phonics Lessons –** For EYFS and KS1 there will be a daily phonics session which will mirror an in-school phonics session

	which a review, teach, practise and apply session. This will include a mix of videos and flash-cards created by staff from the isolating Year Group Team.
	- **Foundation Subjects –** Uploaded to Microsoft Teams. These will be lessons that would have where lessons taught in school.
	PE videos which can be utilised at home will also be uploaded, these will be a mix of sessions created by Sports Coaches who work in school and local/nationally available resources.
	What will EYFS remote learning include?
	The EYFS provision is created on Microsoft Sways, this included all the daily learning and activities for the pupils. The learning included, Phonics, Maths, English or Communication and Vehicle work.
	What will remote learning include for pupils with SEN?
	For identified SEN pupils, remote learning delivered using Microsoft Sway, which is accessed through their Microsoft Teams account. This reflects (where possible) what is being taught in class and will be in response to their data gaps in assessments. Pupils will have access to a range of activities from across the curriculum and may also include activities of a sensory and well-being focus.
	What will class teacher's availability be?
	Class teachers and potentially some members of Year Group Teams will be available to support with remote learning. Pupils and parents can contact them via the 'Chat' function and through emailing the class email as well as through the feedback function on assignments. Staff may also be able to ring households to provide further support.
	How will work be marked?
	Teachers are able to see when assignments have been viewed and completed by pupils working remotely. Once work is handed in, Teachers will be able to provide feedback in line with our Teaching and Learning Policy and then 'return' this feedback. Pupils are able to further submit work once feedback has been given should they need to. Teachers will keep a log sheet to have an overview of each child's engagement and work completed.
Stage 3 - Local or National Lockdown **Whole School Closed to majority of pupils**	**What Remote Learning will be set on the first day of isolating?**
	If a school closure has occurred at short notice there may be limited work set for the first day of a bubble closure. A member of staff from the child's Year Group Team will be in contact to ascertain levels of digital access available. If needed work may be provided initially as a physical copy or support with loaning digital devices may be explored.
	What will Remote Learning be like <u>after their first day</u> of isolating?
	- **Maths Lessons –** Uploaded to Microsoft Teams. Sessions will include slides and activities and may include videos and audio created by staff from your child's Year Group Team. Lessons will include an anchor task (a starter activity, guided practices (short tasks) and a main task using Challenge by Choice (Chili Challenges). Sessions may also include tasks which can be completed on Microsoft Forms. Answers may be provided for some of these tasks to allow for self-marking at home.

- **English Lessons –** Uploaded to Microsoft Teams. Sessions will include slides and activities and may include videos and audio created by staff from the isolating Year Group Team. Sessions may include reading, grammar and/or writing elements. Answers may be provided for some tasks to allow for self-marking at home.

- **Reading Lessons –** Uploaded to Microsoft Teams. Sessions will include slides and activities and may include videos and audio created by staff from the isolating Year Group Team. Answers may be provided for some tasks to allow for self-marking at home.

- **Phonics Lessons –** For EYFS and KS1 there will be a daily phonics session which will mirror an in-school phonics session which a review, teach, practise and apply session. This will include a mix of videos and flash-cards created by staff from the isolating Year Group Team.

- **Foundation Subjects –** Uploaded to Microsoft Teams. These will be lessons that would have where lessons taught in school.

   PE videos which can be utilised at home will also be uploaded, these will be a mix of sessions created by Sports Coaches who work in school and local/nationally available resources.

What will EYFS remote learning include?

The EYFS provision is created on Microsoft Sways, this included all the daily learning and activities for the pupils. The learning included, Phonics, Maths, English or Communication and Vehicle work.

What will remote learning include for pupils with SEN?

For identified SEN pupils, remote learning delivered using Microsoft Sway, which is accessed through their Microsoft Teams account. This reflects (where possible) what is being taught in class and will be in response to their data gaps in assessments. Pupils will have access to a range of activities from across the curriculum and may also include activities of a sensory and well-being focus.

What will class teacher's availability be?

Class teachers and potentially some members of Year Group Teams will be available to support with remote learning. Pupils and parents can contact them via the 'Chat' function and through emailing the class email as well as through the feedback function on assignments. Staff may also be able to ring households to provide further support.

How will work be marked?

Teachers are able to see when assignments have been viewed and completed by pupils working remotely. Once work is handed in, Teachers will be able to provide feedback in line with our Teaching and Learning Policy and then 'return' this feedback. Pupils are able to further submit work once feedback has been given should they need to. Teachers will keep a log sheet to have an overview of each child's engagement and work completed.

4.0 Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in planning work – talk to the relevant subject lead or Inclusion Team
- Issues with behaviour or engagement to learning – talk to SLT
- Issues with IT – talk to IT staff, SLT, Computing subject leads
- Issues with their own workload or wellbeing – talk to SLT
- Concerns about data protection – talk to the DPO or SLT
- Concerns about safeguarding – talk to the DSL and/or Deputy DSLs

5. Data protection

5.1 Accessing personal data

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

- Use school supplied devices
- Use school software and online facilities

5.2 Processing personal data

- Staff may need to collect and/or share personal data such as email address, login details etc. as part of remote learning. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.
- Staff are reminded to collect and/or share as little personal data as possible.

5.3 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 locks if left inactive for a period of time. Not sharing the device among family or friends
- Keeping operating systems up to date – always install the latest updates

5.4 Pupil devices provided by School

Parents and Pupils are reminded that these devices are provided for the named pupils to use only and are monitored for in appropriate usage by the school inline with the documentation signed by both the parent and pupil at the time of collecting the device.

5.5 Further information

Our Privacy Notices are available on our Website: -

Holgate Primary School: - Holgate Primary and Nursery - Data Protection

Sutton Road Primary School: - Sutton Road Primary and Nursery - Data Protection

6. Safeguarding

Staff should adhere to the full requirements of the Whole School Child Protection. Safeguarding, Online, Acceptable Use and Staff Conduct Policies.

Staff should remain vigilant during periods of remote learning, communication with pupils or communication with parents and report in the usual way using CPOMs.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Whole School Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Acceptable Personal Use – Staff
- Data Handling Security Policy
- Security Incidents Policy
- Home-school agreement
- Online and Acceptable use policy
- Online Safety policy
- Pupil Portable Device Loan Agreement

Remote Learning Tips for Staff

General	Live Lessons and Videoing
Always follow school policies, including those relating to Remote Learning, Safeguarding & GDPR.	Dress appropriately and ensure there is nothing inappropriate or confidential in view.
When contacting parents/pupils only use the school's Teams, Parentmail, email, phone/app or block your Number.	Have a clear objective in mind, keep video content brief and only do live lessons in the scheduled slots.
Do not use new software or websites that require logon details without first checking with SLT and the DPO.	Ensure you will not be interrupted by letting other people know you are going live or recording.
When setting work, remember they are not in school and think about their access to materials.	Use Teams, record them, remind pupils of expectations of behaviour and learning.

If you have any concerns re Safeguarding or GDPR, please report them immediately

Appendix 2

Microsoft Teams Code of Conduct

• I will be responsible for my behaviour and actions when using technology, this includes the resources I access and the language I use.

• I will make sure that all my communication with students, teachers or others using technology is responsible and sensible, and is solely work related.

• 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 teacher or my parent.

• I will not share resources or videos created by my teachers with anyone who is not a pupil or member of staff.

• I will not share any school content on social media platforms.

• I understand that when using Microsoft Teams and other applications provided by the school that my use can be monitored and logged by the Senior Leadership Team and can be made available to my teachers.

When participating in live sessions:

• I will only take part in 'live' sessions if a responsible adult knows that I am doing it and is at home to supervise.

• I will not record or take photos of my peers or teachers during a live session.

• When participating in a live session on Microsoft Teams, I will ensure that there is no confidential information in the background (e.g. letters with addresses or personal family photographs).

• When participating in a live session on Microsoft Teams, remember that this is an extension of the classroom and you and other members of your household should conduct yourself as you would when on your best behaviour in school.

This includes:

> ➢ Be on time for your interactive session
> ➢ Be fully dressed appropriately for learning
> ➢ Remain attentive during sessions
> ➢ Interact patiently and respectfully with your teachers and peers using appropriate language
> ➢ If you are disruptive during a live session, you may be asked to leave
> ➢ Live sessions should take place from an environment that is quiet, safe, public and free from distractions. Try to avoid using a bedroom for video conferencing
> ➢ You MUST NOT record each other's online interactions.
> ➢ Make sure you end the session as soon as the teacher indicates to do so and do not stay in the session after the teacher has left.

Children's Live Session Code

Make sure you have a place to work, try to make sure it is quiet so you won't get distracted.	Make sure you are dressed appropriately
Make sure the place you're working in is not your bedroom.	Don't be disrespectful to anyone else working online, through the chat or in a call.
Have your resources ready and to hand so you are able to join in fully	Use the chat or raise hand function to talk to an adult.
Don't shout out, make sure to wait your turn	Don't try and do other things on your device at the same time, pay attention in the session
Make sure that the language you are using is kind and appropriate, the way we would speak in school	Tell an adult (either a school adult or someone at home) is something is upsetting or worrying you

Have fun!

Holgate Primary and Nursery School

SR SUTTON ROAD PRIMARY SCHOOL AND NURSERY

Top Tips for when you're working remotely

Make sure you have a place to work, try to make sure it is quiet so you won't get distracted.

If you can, try and stick to a routine e.g. do your Maths first everyday, this will help you stay organised

You can contact adults in your year group through the Chat function on Teams.

Make sure that the language you are using is kind and appropriate, the way we would speak in school

Have resources like a pen, pencil and paper ready so you can do any working out on them

Make sure you read the feedback when your work is returned to you and if it asks you to, respond to any feedback.

Don't shout out, make sure to wait your turn

Tell an adult (either a school adult or someone at home) is something is upsetting or worrying you
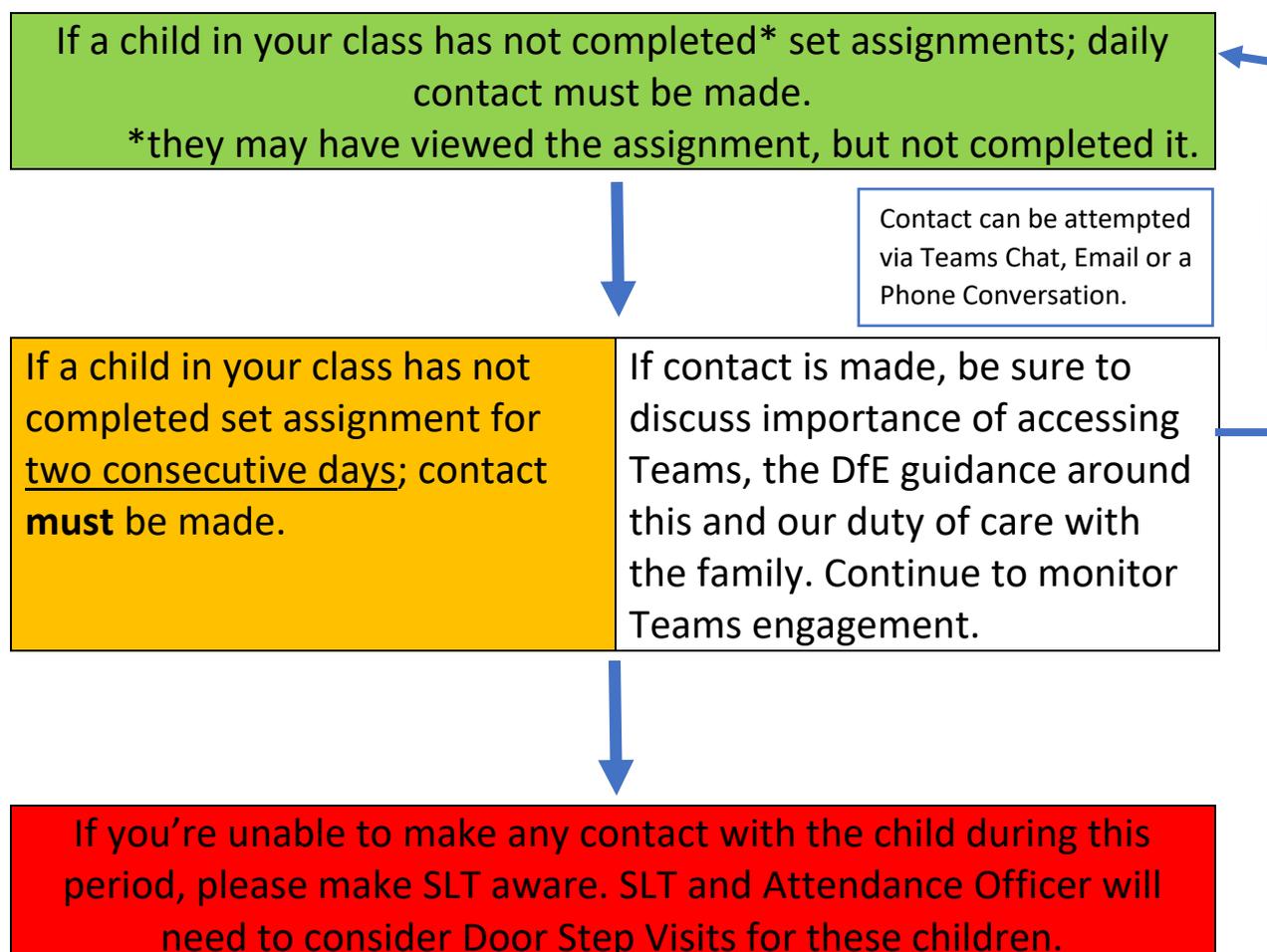
Make sure that the language you are using is kind and appropriate, the way we would speak in school

Have fun!

Primary and Nursery School

SUTTON ROAD PRIMARY
SCHOOL AND NURSERY

Appendix 4 – Contact Flow Chart

If a child in your class has not completed* set assignments; daily contact must be made.
*they may have viewed the assignment, but not completed it.

Contact can be attempted via Teams Chat, Email or a Phone Conversation.

If a child in your class has not completed set assignment for two consecutive days; contact **must** be made.

If contact is made, be sure to discuss importance of accessing Teams, the DfE guidance around this and our duty of care with the family. Continue to monitor Teams engagement.

If you're unable to make any contact with the child during this period, please make SLT aware. SLT and Attendance Officer will need to consider Door Step Visits for these children.

- Some families may complete work with their children around their working patterns. For example, evenings and weekends.
- Where children are viewing their work but not completing, we need to know why that is. When communicating with parents, try and dig deeper into *why* that is.
- In terms of contact, your responsibility is your class so contact need to be made with individuals. Keep having conversations with other staff members (e.g. teachers, office staff etc.) to share messages. (It might be best to message/call staff on the Teams chat as we're all on teams more than emails currently!)
- As we know, there are lots of different working patterns, devices, abilities etc. that present as barriers for our children and families. It'll be useful for us as SLT to be able to build up that picture up so we can support appropriately; please make SLT aware of any of these conversations.

Appendix 5 - Remote Learning: Information for Parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?
We know that children being unable to attend school can cause some anxiety. Therefore, our provision for the first day of a school, bubble or individual isolating will focus on wellbeing provision. This information will be sent out via our ParentMail system.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?
We teach the same curriculum remotely as we do in school wherever possible and appropriate. We have, however, had to make some adaptations in some subjects. For example, in practical subjects such as practical PE, or more resource heavy sessions, such as DT and Art, we again may offer alternative learning activities for your child/ren to access whilst they are learning at home.

Remote teaching and study time each day

When will remote work be set for my child?
Assignments will become live daily at 8:00am and will be 'due' to be handed in until the end of the day. We would encourage you to try to ensure that your child completes most of their work daily. However, we wish to be as supportive as possible for all of our families and whilst there is the requirement for daily learning, we are aware that this may not always be possible to be done during 'school hours' for all children. Therefore, work will be able to be handed in up until Sunday of the week it is set. E.g. Work set for Monday 11th January will go 'live' at 8:00am

Work Set For	Goes Live	Due Date	Close Date for any late hand ins
Monday 11th January	8:00am on Monday 11th January	By 23:59pm on Monday 11th January	23:59pm on Sunday 17th January

How long can I expect work set by the school to take my child each day?

We are following the Government guidance, therefore we expect that remote education (including remote teaching and independent work) will take children the following number of hours each day to complete appropriately:

F2 (Reception)	2-3 Hours
Key Stage 1	3 Hours
Key Stage 2	4 Hours

Accessing remote education

How will my child access any online remote education you are providing?

All resources will be uploaded as assignments via Microsoft Teams (which includes Microsoft Office programs such as PowerPoint, Forms, Sway and Stream)
Additional online resources may be used to completement our provision for individual year groups including (but not limited to):
- Purple Mash
- TTRS (Times Table Rock Stars)
- Numbots
- Oxford Owl
- Spag.com

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some children may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- We do not use live lessons but instead use pre-recorded videos so that learning can be accessed at a time that works for you particularly if you have more than one child requiring access.
- We have a small selection of devices that we are able to loan out for the duration of a closure or isolation period. We will work with individual families to allocate these accordingly. Please contact your child's class teacher or the school office and a member of staff can discuss this as an option for you.
- For any families who do not have enough data or a suitable internet connection, we are able to provide some support in applying for data increases or routers/dongles. Please

contact your child's class teacher or the school office and a member of staff can discuss how we can support.
- Where possible, we want to ensure that all our children have access to our online provision as this ensures they are able to access the high-quality resources that supplement any tasks there. If you feel you need support with an alternative approach, please contact your child's class teacher through email or ringing school and a member of staff can discuss that as an option for you.
- If you need any technical support, you can fill in this Form and a member of staff, who can support, will get back to you.

For Holgate Primary: -
https://forms.office.com/Pages/ResponsePage.aspx?id=M7w8_BQi9kiLhQMYPGPr2gkC2ZTq_YhKr8AZ_2_SNIBUMFgxOERTVk9XWVhQSDZOMVdCSjlKOEQyUi4u

For Sutton Road Primary: -
https://forms.office.com/Pages/ResponsePage.aspx?id=M7w8_BQi9kiLhQMYPGPr2gkC2ZTq_YhKr8AZ_2_SNIBUN0RKQUg2TlE3VDVJTzVSSFQ1S0dCNkNWRy4u

How will my child be taught remotely?

All online assignments will be posted via your child's Microsoft Teams account.
Lessons will include:
- PowerPoint slides which allow your child to work through sessions, mirroring their usual in-class work
- Tasks within sessions – this may include using the Challenge by Choice model we use in school where you child can pick their own challenge based on the level that suits them
- Recorded videos produced by teachers in your child's Year Group Team to support their understanding of the tasks set
- Additional links to commercially available websites (such as the BBC) which support the teaching of specific subjects or areas

For our younger children and some of our children with additional needs, we will use Sways to present your child's learning. This will include videos and follow-up tasks.

Engagement and Feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

It is expected that all children engage in remote learning to ensure that gaps in their learning are not created. To support your child, ensure that consistent routines are in place. For example, if possible begin working at a similar time each day and where possible, in a suitable space to work in.
You should also ensure that your child has regular breaks away from their learning/ devices including a lunch break.
All learning is set in line with children's abilities and age and has been created by your child's Year Group team so that it can be accessed by your child as independently as possible. Therefore, although your children may need support with their learning, try to encourage your child

(particularly older children) to work more independently and if they are struggling to understand a concept, remember that you can contact school.

Where children are finding engagement challenging, class teachers will be able to contact you and ascertain how school can support.

It is important to remember that all children learn differently and these differences may be heightened when learning from home. We do not expect parents to become teachers. Staff will be available to support as much as possible. Parents can contact school through the school office, the class emails or using the chat function on Teams. A member of staff will respond as quickly as possible, but please note that staff are working in school and therefore may not be able to respond immediately.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Year Group Teams will monitor pupil's engagement via Microsoft Teams. Teachers are able to see when each assignment has been viewed and handed-in.

If your child is unable to complete assignments for any reason, e.g. they are ill, please contact your class teacher or the school office.

Should staff become concerned with a lack of engagement they will endeavor to contact parents through a phone call or email where staff will look at ways school can support with enhancing engagement. If contact is unable to be made, Senior Leaders may carry out door-step visits. This is not only to ensure the children are engaging with learning, but also, as part of our safeguarding role.

How will you assess my child's work and progress?

All independent activities will receive feedback in line with the school's marking and feedback policy. Where possible, teachers will provide feedback on the same day the assignments are set if the work is handed in / submitted within the school day, if handed in after school hours (including at the weekend) then feedback will be provided on the following school day.

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, and will be utilised by our staff to support future planning and provision.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils through offering bespoke packages of learning in line with their needs.

If my child is not in school because they are self-isolating how will their remote education differ from the approaches described above?

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote education, will differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

We will however, still provide assignments set via Microsoft Teams. Children and parents will still be able to contact class teachers but it may take longer for staff to respond due to them teaching in class. As stated above, like our wider remote provision, we may provide alternative tasks for some areas of our school curriculum.

Assignments completed during this time will receive feedback in line with the school's feedback policy.