REMOTE LEARNING POLICY

Learning Academies Trust
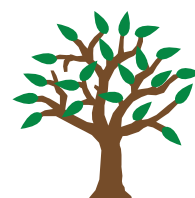
CONTENTS

CHANGES

Policy date	Summary of change	Author	Version	Review date
19/11/2020	Policy has been created.	Luke Pollard, Network Manager	1.0	19/11/2021
05/01/2021	Amended following latest updates	Duncan Baldie, Estates Manager	1.1	05/01/2022
07/01/2021	Amended following further discussions with LAT SLT and the latest DFE updates	Simon Spry, CEO and Ciara Moran EHT	1.2	07/01/2022
07/01/2021	Minor amendments for use of Zoom.	Luke Pollard, Network Manager	1.3	07/01/2022

1. INTRODUCTION

1.1 Aims

This remote learning policy aims to:

- Ensure consistency in the LAT's approach to supporting remote learning.

- Set out expectations for all members of the LAT community with regards to remote learning.

- Provide appropriate guidelines for data protection and online security.

- Continuously review and improve the quality of remote learning provision in LAT schools

EACH LAT SCHOOL WILL OUTLINE THEIR OWN PRACTICE AND DETAILED BESPOKE REMOTE LEARNING PLAN ON THEIR RESPECTIVE WEBSITES

1.2 Scope

This policy has been written to ensure each school with our Trust responds effectively where a class, group or small number of pupils need to self-isolate, or if there is a local lockdown requiring pupils to remain at home. It is important to note that remote learning is not intended to provide a home education alternative for pupils who are medically well and fit to be in school; full time attendance is always our goal. Conversely, if pupils at home are unwell, they need time to recover and recuperate and therefore are not expected to complete schoolwork.

1.3 Legal requirements

This policy is drawn up in line with DFE guidelines for the full reopening of schools, published September 2020 and to comply with the temporary continuity direction requiring all schools to provide remote education.

Schools are required to:

- have a strong contingency plan in place for remote education provision, and

- consider how to continue to improve the quality of their existing curriculum.

Further guidance is available in **Appendix 1**.

1.4 Levels of response

Each school will have a two-level response to providing remote education:

- **Level 1:** Where a pupil or sibling are isolating awaiting a test.

- **Level 2:** Where a contract-tracing group, whole class, bubble, or the school are required to enter isolation; or in response to any local lockdown. In this scenario roles and responsibilities of the staff affected are outlined below. Work set will be in line with expectations outlined in Guidance for full opening: Schools.

The school's procedure and approach to meeting these expectations is detailed in **Appendix 2**.

2. ROLES AND RESPONSIBILITIES

2.0 Activating remote learning

Phone call received:

- The member of staff who receives the phone call containing information about a case or possible case of coronavirus, will need to talk through the questions on the 'Coronavirus Screening Questionnaire' attached in **Appendix 3**.

- The information received will trigger the next series of actions and the completed questionnaire will be passed to the class teacher to inform them of which strategy they use to support remote learning.

- If the information presented is confirming a positive coronavirus test, then a bubble may be burst following consultation with DfE Risk Assessment team. This is subject to multiple factors including exposure duration and time frames prior to testing and/or symptoms. The DfE team will advise on numbers of children/staff to be sent home and for what duration.

   This call must be made by the Head Teacher or delegated Senior Leadership prior to any children being send home.

DfE coronavirus helpline
Telephone: 0800 046 8687
Monday to Friday, 8am to 6pm
Saturday to Sunday, 10am to 6pm

- It is possible anyone who has been in close contact with the person testing positive, will be advised to self-isolate for 10 days from their last date of contact.

- The parent letter in the **Appendix 4** must then be sent home.

2.1 Teachers

Teachers are available Monday to Friday during their working hours. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

Teachers are responsible for:

Complying with the school's working arrangements:

- It is anticipated that teachers' work base will be their school unless they are having to self-isolate or are unwell or the school have agreed they can work from home.

- This means that for the majority of the time, teachers are able to use school's IT facilities and other resources to provide children's learning and will adhere to the Trust's IT Acceptable Use Policy.

Children's learning:

- Integrating any technology into face-to-face teaching practice to enable pupil familiarity with the operating tools of the technology being used, namely Microsoft Teams or Zoom.

- When working from home providing remote learning, teachers should be available during their normal working hours each day and should adhere to their breaks as they would if they were in school. These timings are intended to allow for appropriate breaks and time away from display screens but still give children consistency of contact and adequate feedback on their home learning.

- Teachers should avoid setting or responding to online work before 8am and after 5pm.

- Setting a clear body of work for children of self-isolating households. With work identified to be available from day one of COVID related school absence (some schools are sharing with parents in advance). This to fit in with current learning where possible.

- Setting work which is well sequenced and matches the planned curriculum, so that knowledge and skills are built up incrementally, with clarity about learning objectives and tasks to be completed. Open-ended projects or internet research is kept to a minimum.

- Teachers are expected to provide work for their class by publishing online resources, live sessions, or pre-recorded lessons. These resources should be made available through either the school website, through the classroom and assignment features within Microsoft Teams, Zoom, or printed copied (where applicable).

- Where a child does not have access to the internet or an appropriate device from which to learn. The teacher should create a learning pack for the week which can be collected by a parent or carer. Learning packs should contain a printed version of the session's flipchart/presentation to support understanding.

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

Self-isolation periods:

- Teachers are expected to make appropriate adaptations for SEND or focus groups as would take place in the classroom.

- Staff are required to minimise the period of self-isolation required by actively engaging with NHS testing as soon as possible. Staff should return to work in accordance with the latest guidance published in the Trust's Contingency plan for the control of Coronavirus document that is available on the Learning Academies Trust website. During these periods, the member of staff must not come into school for any reason and is expected to follow the Government requirements for self-isolation.

Providing feedback on work:

- Teachers provide regular feedback on children's progress and/or oversee support staff doing so.

- Teachers must assess how well children are moving through the curriculum and provide regular support and challenge.

- It is not the expectation that every piece of work uploaded will have a response. However, teachers will be checking work and supporting pupils daily.

- Teachers must communicate clearly with their class about how regularly they will be providing feedback and in what format.

Keeping in touch with pupils and parents:

- Regular contact with pupil will be managed through Microsoft Teams or Zoom.

- Regular contact with parents or guardians will be managed through Microsoft Teams, Arbor, or any other approved platform the school is already using to facilitate communication, e.g. Class Dojo. If using a phone to call, staff will ensure their number is blocked. You can withhold your number by dialing 141 before the contact number e.g. **141**01752XXXXXX or **141**07XXXXXXXXX.

- Regular staff communication ensures that the school's role as a protective factor for vulnerable pupils is maintained.

- Where a pupil is not completing work or interacting with Microsoft Teams or Zoom, staff will work with the headteacher to formulate a plan. This will often involve a phone call and discussion with parents and pupils.

- Any complaints or concerns raised by parents will be shared with senior staff and a response formulated.

- Staff must at all times consider their professional conduct to include being appropriately dressed.

- Staff must also NOT engage with or rpely 1-1 to ay pupils on private newsfeeds that are not in the wider community

- Attending virtual meetings with staff, parents, and pupils:
  - When attending virtual meetings, staff need to ensure they are in a place with the minimum of background noise and with nothing inappropriate in the background.
  - IT queries or issues from parents or pupils should be collected by the class teacher and raised with the technical support team as detailed in section 2.6.
  - See **Appendix 5** for video lesson protocols.

2.2 Teaching assistants

Teaching assistants are available Monday to Friday during their working hours. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

Teaching assistants are responsible for:

- Supporting class teachers in curriculum delivery:
    - o Providing feedback and support to pupils through Microsoft Teams or Zoom where directed.
    - o Assisting the teacher in responding to enquiries supporting parents.
- Managing their own Career Professional Development during remote learning and undertake remote training as directed by their Headteacher or line manager.

2.3 Subject leads / SENCO

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Reviewing the subject curriculum / SEN provision regularly.
- Consider whether any aspects of this provision needs to change to accommodate remote learning.
- Ensuring that the online curriculum reflects the in-school curriculum.
- SENCO to ensure that online provision is well matched to pupil individual needs, providing additional support and guidance where required.
- The SENCO to liaise with the ICT support team to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- The SENCO to ensure that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the head teacher and other organisations to make any alternate arrangements for pupils with EHC plans.
- Working with other teachers, subject leads, and senior leaders to make sure work set across subjects is appropriate, consistent, and manageable for families.
- Alerting teachers to resources they can use to teach their subject.
- Working with teachers to support catch up programs put in place.

2.4 Headteacher

The Headteacher is responsible for:

- Coordinating the remote learning approach across the school.
- Ensuring staff are well supported in order to deliver remote learning effectively by providing sufficient training to develop confidence and skills in the effective use of IT and online learning platforms.
- Monitoring staff well-being whilst working from home.
- Monitoring the effectiveness of remote learning through:
    - o regular meetings with teachers.
    - o monitoring engagement and success of pupils through Microsoft Team.
    - o gathering feedback from parents and governors and making adaptations to approach to engage reluctant and vulnerable pupils and families.

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

- Ensuring the school is aware of pupils who are unable to access online learning (**Appendix 6 is available if this hasn't already been done**) and provide appropriate solutions.

- Managing and recording the prioritization of who receives loaned IT hardware where it is available, by using the model loan agreement (**Appendix 7**).

2.5 Designated safeguarding lead

Each school has a Designated Safeguarding Lead (DSL) and a Deputy DSL (DDSL). The DSL's full responsibilities are identified within each school's Child Protection Policy.

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection records and recording systems and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all school staff and volunteers have access to a trained DSL (or deputy). If a trained DSL is not available on site and a senior leader is co-ordinating the safeguarding whilst on site, staff will be made aware of who that person is and how to speak to them. This will be published on the staff noticeboard, and through an email sent to the staff distribution list for that school.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

2.6 IT staff

Staff should refer to the self-help guidance available in the Knowledge Base at https://portal.learningat.uk/kb to resolve basic issues. Where they cannot find an answer to resolve their issue, the Trust's technical support team must be contacted.

The Trust's Network Manager and IT Technicians are responsible for:

- Monitoring and maintaining the Trust's computing infrastructure to ensure continuous operation.

- Responding to tickets and fixing any problems or incidents with our user accounts, infrastructure, or devices.

- Prioritising any issues that are preventing staff from teaching and delivering remote education.

- Helping staff support parents with any technical issues they are experiencing.

- Reviewing the security of systems and flagging any data protection breaches to the data protection officer.

- Ensuring relevant technical safeguarding policies, protocols, and services are operating effectively.

- Providing training or guidance materials to assist pupils and parents with accessing the internet or devices.

The process for initiating IT support is by contacting the Trust helpdesk using any of the methods below:

- Calling 01752 938035 between 8am and 4pm.

- Emailing support@learningat.uk with a brief overview of this issue and further description or details you feel relevant to assist with the query.

- Clicking the **IT Support** tile within the Trust's dashboard (https://portal.learningat.uk) and completing the online ticket form.

The technical support team will not deal with direct emails or telephone calls from parent/guardian as there is no validation of who that person is, and whether they have the correct authority to request details about a pupil.

Instead, class teachers or teaching assistants should make a note of the issue and raise the ticket on behalf of the parent/guardian. Staff should **not** redirect parents/guardians to the helpdesk as the support team will not respond to external requests due to data and child protection purposes.

2.7 Pupils and parents

Staff can expect pupils to:

- Be contactable during the normal hours of the school day – whilst remaining aware they may not always be in front of a device or engaged in home schooling.

- Engage with work set by teachers completing tasks to the best of their ability.

- Upload records of their work through the Microsoft Teams assignments portal, other platforms approved by the school, or through a specific email address is shared by the school for the purpose of submitting work.

- Seek help, if they need it, from teachers.

- Alert teachers if they are not able to complete work.

Staff can expect parents to:

- Support their children to complete work set by teachers so that they remain with the teaching sequence being delivered.

- Make the school aware if their child is sick or otherwise cannot complete work.

- Seek help from the school if they need it - for example with using Microsoft Teams or Zoom effectively or hardware issues preventing home learning.

- Adhere to remote learning protocols e.g loan agreement for school IT equipment.

- Be respectful when making any complaints or concerns known to staff.

2.8 Local Governing board

The local governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.

- Ensure that the school's approach to remote learning is meeting the needs of vulnerable pupils.

- Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons.

- Monitoring staff well-being and workload to ensure it is appropriate.

3. WHO TO CONTACT

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

- Issues with behaviour – *Headteacher.*

- Issues with their own workload or wellbeing – *Line manager or Headteacher.*

- Concerns about data protection – *Data protection officer (dpo@learningat.uk).*

- Concerns about safeguarding – *Designated Safeguarding Lead or Deputy DSL.*

- Issues in setting work, with ICT or using Microsoft Teams or Zoom – *Technical support team*

- Support with setting appropriate work in individual subjects – *Subject leads.*

4. DATA PROTECTION

4.1 Accessing personal data

When accessing personal data, all staff members will only use their official school email account and never use personal accounts or messaging systems. Parent and pupil contact data (from Arbor) can be accessed through the school's office staff.

Staff should use hardware that meets the requirements of the schools GDPR policy, and the security requirements listed in point 4.3 of this policy.

4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as parents email addresses or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online and use the encryption systems provided.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers, and special characters.

- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device.

- Making sure the device locks if left inactive for a period of time.

- Not sharing the device among family or friends.

- Installing antivirus and anti-spyware software.

- Keeping operating systems up to date – always install the latest updates.

- Staff must use school devices for school work

5. SAFEGUARDING

(To be read in conjunction with Section 2.5) 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 and head teacher 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. Where this is not possible, staff will ensure their number is blocked. You can withhold your number by dialing 141 before the contact number e.g. **141**01752XXXXXX or **141**07XXXXXXXXX.

- The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.

- All contact with vulnerable pupils will be recorded and suitably stored within the school's online system (paper based at Mayflower) in line with the Child Protection Policy.

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

- All home visits must:

  o Have at least one suitably trained individual present.

  o Be undertaken by no fewer than two members of staff.

  o Be suitably recorded.

  o Actively involve the pupil.

- 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.

6. MONITORING ARRANGEMENTS

6.1 Regular review

The school's tools, resources and approach to remote learning will be reviewed regularly through the school's scheduled communications e.g staff meetings, management meetings.

The school regularly audits its provision and actions against the national expectations and legal requirements set out in the Temporary Continuity Direction – see **Appendix 8**.

We will regularly survey the pupils about their experiences of home learning and use this to influence forward planning.

Teachers' feedback will also be collated and reviewed regularly.

6.2 Formal review

This policy will be reviewed biannually, or sooner if the conditions of lockdown change. At every review, it will be approved by the Curriculum Committee within the Board of Directors.

7. APPLICATION OF THIS POLICY

7.1 Staff engagement

The content of this policy will be shared with all teaching staff and reviewed regularly.

7.2 Parental and pupil engagement

Parents and carers will be made aware of the content of this policy and all relevant protocols through the school website, social media, and regular newsletters.

The school will liaise with parents regarding home access to IT. Where needed and available, IT equipment will be loaned to the parent for their child's sole use during the period of self-isolation; a loan agreement must be obtained from the parent in advance of this. See **Appendix 7**.

Paper based resources are made available where preferred.

We provide guidance to parents and guardians with clear advice regarding what to do when a pupil needs to self-isolate and what remote learning will be provided. **Appendix 9** – an example.

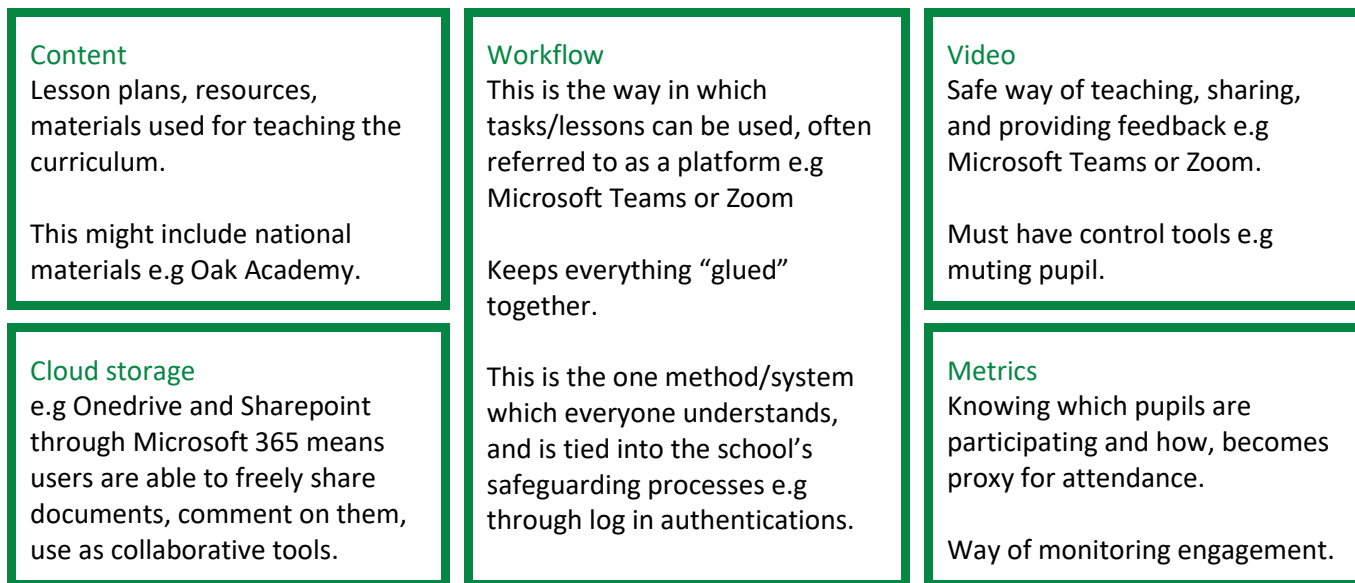## 8. LINKS WITH OTHER POLICIES

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy

APPENDIX 1: GUIDANCE OF SCHOOL CONTINGENCY

Stage 1

Schools are required to have a strong contingency plan in place for remote education provision. The following diagram illustrates what this needs to take account of:

Content
Lesson plans, resources, materials used for teaching the curriculum.

This might include national materials e.g Oak Academy.

Workflow
This is the way in which tasks/lessons can be used, often referred to as a platform e.g Microsoft Teams or Zoom

Keeps everything "glued" together.

This is the one method/system which everyone understands, and is tied into the school's safeguarding processes e.g through log in authentications.

Video
Safe way of teaching, sharing, and providing feedback e.g Microsoft Teams or Zoom.

Must have control tools e.g muting pupil.

Cloud storage
e.g Onedrive and Sharepoint through Microsoft 365 means users are able to freely share documents, comment on them, use as collaborative tools.

Metrics
Knowing which pupils are participating and how, becomes proxy for attendance.

Way of monitoring engagement.

Stage 2

Schools are required to consider how to continue to **improve** the quality of their existing curriculum, so that their online learning offer matches the in-school curriculum and pedagogy offer. The following diagram illustrates what this might take account of:
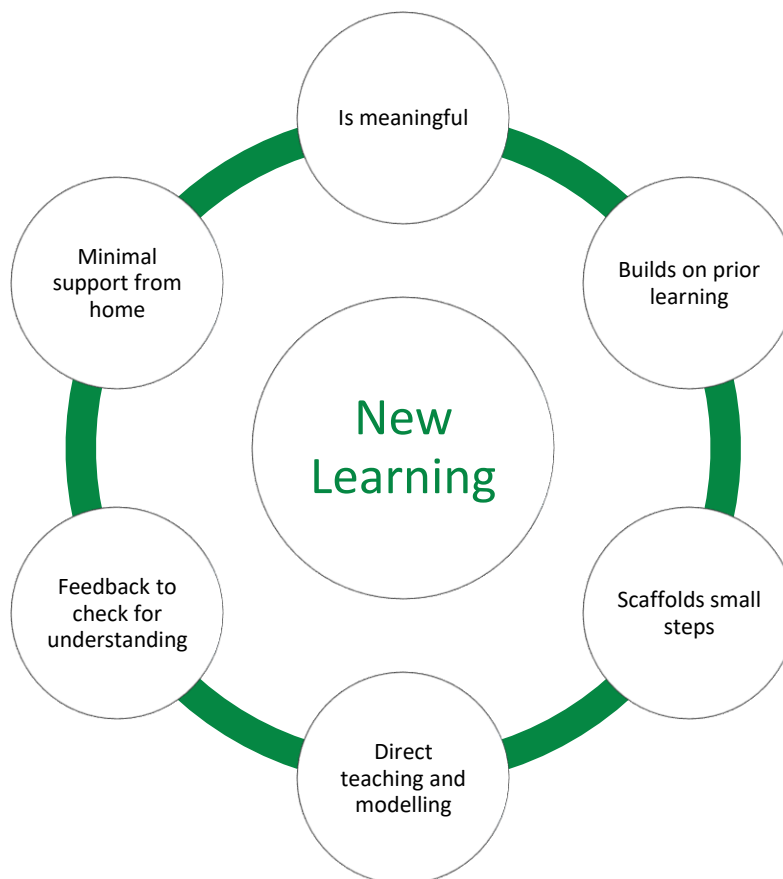
APPENDIX 2: EXAMPLE OF PROVISION DETAIL (THIS IS JUST AN EXAMPLE – EACH LAT SCHOOL HAS THEIR OWN VERION OF THIS)

Example 1 - Level 1 and Level 2 provision
Add additional classes as required

CLASS: [INSERT NAME]

Subject	Level 1 Work from day 1 of self-isolation	Level 2 Lockdown provision	Resources
Phonics	e.g. Referred to practice video on website. Trick words to practice.		
Maths	e.g. White Rose Maths sessions to be followed.		
Reading	e.g. New reading book to be sent home each week.		
Writing	e.g. Story making activity per week.		
Foundation subjects	e.g. 1x project per week from various areas.		
Health and Well Being			

Example 2 - Part of Level 1 provision
Blended learning – At the beginning of term each child in the school is provided with a "Remote learning" pack containing work to last 3 - 4 days. The pack contains core basic skill practice e.g learning activities such as letter formation, number formation, sight vocabulary, and foundation subjects revision work.

It is explained to parents and pupils that these packs were to be kept at home and only used in the event that pupils were needing to self-isolate.

Example 3 - Level 1 and Level 2 provision
When an individual, group or entire class need to self-isolate for a period of time, our remote learning offer is established.

Level 1 - Class teachers use parent communication tools (Arbor, Class Dojo, etc.) to send out an overview of the work streams that will be established:

- Maths units from the White Rose scheme will be set with accompanying textbook/workbook pages, interactive games, and linked resources. Class teachers will indicate which units/sessions to work on.

- English sessions will make use of resources and worksheets sent home in the remote learning pack. These packs will link to the work currently covered in class.

- Reading books will be allocated for children to access and comprehension questions can be completed.

- Assignments will be set within the Microsoft Teams Platform for the period of self-isolation with due dates for children to complete and submit. Class teachers will provide individual feedback on work submitted.

- At least one daily session will be scheduled within Microsoft Teams or Zoom and will appear within the child's calendar so parents are clear on when live sessions are taking place.

Level 2 - Physical learning packs will be created for individual pupils with specific needs or for an entire class. These packs will include worksheets and exercise books for recording. These packs should be collected from school following a notification message from the school office. Where families are unable to collect packs due to their circumstances, packs will be delivered.

Class teachers will monitor the submission of work through Microsoft Teams. In addition, they will keep a record of attendance at virtual sessions. This will be reported to the Head teacher and contact will be made with families to "check in" where we have not had engagement with the remote learning tasks that have been set.

Following a period of self-isolation or lockdown, a simple survey or questionnaire will be provided to parents to reflect on the remote learning provision provided to enable the school to further shape and develop the offer for pupils.

Example 4 - Information displayed on school website

Remote Learning at school:
Remote learning will be available for when individual children are in isolation due to members of their family being tested and awaiting results, when whole bubbles are in isolation due to their being a positive case, or if instructed by Public Health England, the whole school to be closed.

None of these situations are ideal, as the best place for children to have access to the National curriculum is in school, with the required resources, with adults who have chosen their career and have had the necessary training! Although children learn many things at home, no one is expecting parents/carers to take on the teaching role as it would be done in the classroom, especially when juggling their own family circumstances which may or may not, be conducive to supporting children with the national curriculum. Any support which therefore can be given, is valued and appreciated.

No family must feel any pressure during these periods away from school as all family circumstances differ tremendously. However, we have a responsibility to provide learning opportunities for the children. All we ask, in order for us to work together, is to have open conversations about support and their learning. We would hope that in any of these situations, learning at home would not be for more than 2 weeks – 10 school days.

We also are aware that if multiple bubbles are not able to come into school, or if a family are isolating, access to technology is limited. There are not many options to support you in this, apart from our understanding that siblings will not all be able access as much information, or attend Microsoft Teams sessions, as you may want them to, and we can only do what we can do. The school can provide photocopied learning materials if this helps you, for you to pick up.

If your child is off school, because they are poorly:
Your child is poorly and must rest!

On the year group page of the website:
If your child is isolating due to waiting for a test result in your household there are options of activities which your child can get involved in. Your child has access to these resources:

- White Rose Maths Learning (Maths)

- My Mini Maths (Maths)

- Times Table Rock Stars (Maths)

- Pobble (Reading)

- Once upon a picture (Writing & discussion)

- Top marks (Reading)

- Spag.com (Spelling)

- Spell Zone (Spelling)

- Oxford Owl (Books)

- Storyline (Books read out loud)

- Children's digital library (Books)

- Primary homework help (Science)

- BBC Bitesize (Various)

- Oak National Academy (Various)

If your child is off school due to the bubble being sent home:
In EYFS, there will be daily learning clips available on the school website by 9.30am.

In Years 1-6, there will be daily learning posted on Microsoft Teams or online before 9.30am. This will likely be a maths lesson, as well as a phonics / spelling / English and a learning activity based on their STAR learning.

Microsoft Teams sessions:
If the school's technology allows, there will be a Teams session every day in classes (invite available through your child's calendar in Teams) where the class teacher will be present:

The purpose of this Teams session will be to introduce the learning of the day. This cannot obviously be 'teaching' but will give enough guidance.

Schools may opt to provide additional optional Teams sessions scheduled throughout the day. The purpose of these would be to have additional communication with their teachers, specific catch up or they may have missed the earlier sessions.

Online learning:
As well as the daily learning, your child also has access to these all found on the school website on your year group page:

- White Rose Maths Learning (Maths)

- My Mini Maths (Maths)

- Times Table Rock Stars (Maths)

- Pobble (Reading)

- Once upon a picture (Writing & discussion)

- Top marks (Reading)

- Spag.com (Spelling)

- Spell Zone (Spelling)

- Oxford Owl (Books)

- Storyline (Books read out loud)

- Children's digital library (Books)

- Primary homework help (Science)

- BBC Bitesize (Various)

- Oak National Academy (Various)

If your class teacher has not had contact with the child for 2 consecutive days, they will give you a ring to check you are OK and you are able to access anything you need to.

If you would like the school to print out any sheets required for the day's learning, please email the office and we will print out anything which can then be collected.

In preparation for this eventuality, please ensure that:

- The school office has your email address.

- Your child has their username and password for their account (Trust portal, Microsoft Teams).

If your child's teacher is off work due to being ill, the parallel teacher will take the lead in the delivery of the learning.

If your child has additional needs and you would like to speak to …. during this period, please do not hesitate to contact the school on … or email address …

Remote Learning Security and Protocols

We will be using Microsoft Teams or Zoom as our platform for the delivery of any online lessons. Schools may continue to deliver lessons using Zoom as a temporary measure, but they should plan to migrate to Microsoft Teams as soon as possible to utilise the educational tools available.

To ensure that these sessions run smoothly and safely we will use the following protocols:

- Meeting details will never be shared publicly or posted on social media. The meeting is available by the pupil logging in to our Trust portal and pressing the Join button through the events calendar in Microsoft Teams.

  For schools using Zoom, the private invitation will be shared using the various parent communication channels e.g. Arbor or Class Dojo.

- At least two members of staff will be in the session where possible - this will normally be the class teacher and teaching assistant.

- Participants will join a waiting room and be admitted to the session from there.

- Settings will be set so that participants join the session with sounds and video off. The host can then request that these are turned on.

- The host will be able to remove anyone from a session immediately.

- Chat should only be used by children to discuss learning. Teachers will monitor the chat function and delete any comments that are not about learning. Should the chat function be misused by pupils, it will be disabled.

- During sessions the host will know how to 'mute all' which will stop participants from unmuting themselves.

- Screen share will only be available for the host.

APPENDIX 3: PHONE CALL QUESTIONNAIRE

Name of child: _____   **Class:** _____

Which of these options applies to the child in question?

Cause	Isolation Period	Please Tick (✓)
They have symptoms of coronavirus and are awaiting a test.	10 days from start of symptoms	☐
They have tested positive for coronavirus.	10 days from start of symptoms of 10 days from testing date if asymptomatic	☐
They live with someone who has symptoms or tested positive.	10 days days from start of symptoms	☐
They have been told to self-isolate by NHS Test and Trace or the NHS COVID-19 app.	10 days start date as dictated by App	☐

Date: _____   **Date due back in school:** _____

Have they been in school 48 hours prior to testing/symptoms?

Yes   No
☐   ☐

Is your child well enough to access remote learning?

Yes   No
☐   ☐

How would you like to access the remote learning?

☐   Collect learning pack from the office tomorrow morning

☐   Access lessons remotely online. Timetable emailed tomorrow with Microsoft Teams invite.

Next steps

- Record information using the correct code on Arbor.
- Send this document to class teacher, phase leader and Headteacher.

- Headteacher to inform Estates Manager.

- If necessary, send COVID-19 letter to the parents of the children in that class confirming a positive Coronavirus case. (Headteacher or SLT member).

APPENDIX 4: LETTER HOME TO PARENTS

Date: DD/MM/YYYY

FOR PARENTS OF CLOSE CONTACTS OF COVID 19 at XXXXX

Advice for Child to Self-Isolate for 10 Days

Dear Parent,

We have been advised by Public Health England that there has been a confirmed case of COVID-19 within the school

We have been advised by the national Test and Trace programme and have identified that your child has been in close contact with the individual who has tested positive for COVID19. In line with the national guidance we request that your child now stays at home and self-isolates until ADD DATE (10 days after contact, day 1 being the day following the contact).

We are asking you to do this to reduce the further spread of COVID 19 to others in the community.

During this period of isolation we will provide remote learning for (name of child) via (add details of remote learning provision i.e. weblink).

If your child is well at the end of the 10 day period of self-isolation, then they can return to usual activities, including returning to school.

Other members of your household can continue normal activities provided your child does not develop symptoms within the 10 day self-isolation period.

Further guidance for those who have been identified as a close contact of someone with confirmed coronavirus (COVID-19), but do not live with that person, can be found here:
https://www.gov.uk/government/publications/guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person

What to do if your child develops symptoms of COVID 19

If your child develops symptoms of COVID-19, they should remain at home for at least 10 days from the day after their symptoms appeared. Anyone with symptoms will be eligible for testing and this can be arranged via https://www.nhs.uk/ask-for-a-coronavirus-test or by calling 119 .

All other household members who remain well must stay at home and not leave the house for 10 days. This includes anyone in your 'Support Bubble'.

The 10-day period starts from the day after the first person in the house became ill.

Household members should not go to work, school/college or public areas and exercise should be taken within the home. If you require help with buying groceries, other shopping or picking up medication, or walking a dog, you should ask friends or family. Alternatively, you can order your shopping online and medication by phone or online.

Household members staying at home for 10 days will greatly reduce the overall amount of infection the household could pass on to others in the community

If you are able can, move any vulnerable individuals (such as the elderly and those with underlying health conditions) out of your home, to stay with friends or family for the duration of the home isolation period

Please see the link to the PHE 'Stay at Home' Guidance:

https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection

Symptoms of COVID 19

The most common symptoms of coronavirus (COVID-19) are recent onset of:

- new continuous cough and/or
- high temperature and/or
- a loss of, or change in, normal sense of taste or smell (anosmia)

For most people, coronavirus (COVID-19) will be a mild illness.

If your child does develop symptoms, you can seek advice from NHS 111 at https://www.nhs.uk/conditions/coronavirus-covid-19/check-if-you-have-coronavirus-symptoms/ or by phoning 111.

How to stop COVID-19 spreading

There are things you can do to help reduce the risk of you and anyone you live with getting ill with COVID-19

Do

- wash your hands with soap and water often – do this for at least 20 seconds
- use hand sanitiser gel if soap and water are not available
- wash your hands as soon as you get home
- cover your mouth and nose with a tissue or your sleeve (not your hands) when you cough or sneeze
- put used tissues in the bin immediately and wash your hands afterwards

Further Information

Further information is available at https://www.nhs.uk/conditions/coronavirus-covid-19/

Yours sincerely

Headteacher

APPENDIX 5: GUIDELINES FOR REMOTE DIGITAL MEETINGS AND LESSONS

Scheduling with Teams

- Lessons must be created through the Teams 'meeting' section and assigned to your class/group channel.

- Scheduling lessons will automatically send an email with a calendar invite to your pupil's school account. This will be available in their calendar and allow them to click join when the meeting/lesson is live.

- The meeting/lesson will only be available when the pupil authenticates with their school username and password in Microsoft Teams. The calendar invite is specific to their account and staff must not invite external users to the lesson. Any guest or external users attempting to join the lobby will be denied access.

- The message sent to pupils automatically states that the meeting is recorded for safeguarding purposes.

Scheduling with Zoom

- Lessons must be created through the Zoom online portal and the invitation link must be kept secure.

- The scheduled lesson invitation link should be shared to the appropriate parent/guardian using authorised school communication systems to allow them to join when the meeting/lesson is live.

- Staff, parents, and pupils must not invite external users to the lesson. Any guest or external users attempting to join the lobby will be denied access.

- For each meeting the pupils should be informed that the meeting is recorded for safeguarding purposes.

Size of group

- Must be at least 2 members of staff present where possible, or 1 if the session is recorded.

Settings

- Meetings are configured by default to require the host to admit the participants. Teachers should not change this default setting for lessons (but can for meetings with colleagues).

- Pupils can join a meeting prior to the start time but will be required to wait in a lobby until the teacher arrives. Once the teacher has joined the meeting, they will need to admit pupils into the session.

- Pupils waiting in the lobby should appear with their full name, as displayed in the Teams page for their class. If a name is not recognisable, the user should be denied from joining the meeting.

- Chat must only be used for conversations about learning and must not distract from live sessions. If it is used inappropriately, it will be disabled.

- Presentation mode (screen sharing) is automatically set to host (teacher) only.

- Teachers should start recording the lesson as soon as they enter the meeting. Pupils do not have permission to record the lesson.

- Teachers should use the mute all button to ensure all pupil microphones are muted at the start of the lesson. The teacher also has the 'Don't allow participants to unmute' option if they wish to keep the pupils muted. A pupil can use the 'raise hand' feature and the teacher and can allow the pupil to unmute their microphone.

- Teachers should enable 'spotlight me' to focus pupils on the teacher and hide pupils from seeing each other. If a teacher is having a group discussion, they should consider using 'together mode' to remove background distractions and display all pupils in a single virtual room.

Conduct

- Staff and children must wear suitable clothing, as should anyone else in the household.

- Any computers used should be in appropriate areas, for example, not in bedrooms. Staff and pupils should enable 'background blur' on their camera to hide any background content in their room.

- Staff should record, the length, time, date and attendance of any sessions held.

- Language must be professional and appropriate, including any family members in the background.

APPENDIX 6: RECORD OF PUPILS UNABLE TO ACCESS ONLINE LEARNING (EXAMPLE)

In order for us to provide effective remote learning, should such an occasion arise, please complete the survey below:

CHILD
Name of child:

_____

Year Group:
Please select your child's year group.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
☐	☐	☐	☐	☐	☐	☐

DEVICE
Does your child have a working device they can use at home?

Yes ☐   No ☐

If yes, what type of device?

☐ Windows Desktop   ☐ Windows Laptop

☐ Tablet (e.g. iPad, ThinkPad, Surface)   ☐ Apple Mac

☐ Chromebook   ☐ Smartphone

☐ Other, please specify: _____

How old is the device they use?
Please select one option.

1-3 years old	4-5 years old	7+ years old
☐	☐	☐

Does the device have:
Please tick all that apply.

A webcam	A microphone	Speakers/Headphones	None of the above
☐	☐	☐	☐

Number of siblings the device is shared with?
Please select one option

0	1	2	3	4+
☐	☐	☐	☐	☐

CONNECTIVITY

Do you have any access to the internet at home?

Yes   No

☐   ☐

Are you using a cabled network (e.g. Virgin, Sky, BT) or a mobile data SIM for internet access?

Cabled access (e.g. Virgin, Sky, BT)   SIM card / mobile internet

☐   ☐

Do you have any data caps on your connectivity?
For example, are is your internet package limited to 1GB, 2GB, 10GB, etc.

☐   No, unlimited data.

☐   Yes, please specify: _____ GB

PARENTS

Are you (parent or guardian) classed as a 'Critical Worker'?

Yes   No

☐   ☐

If yes, which sectors?

☐   Health & social care   ☐   Food & other necessary goods

☐   Education & child care   ☐   Transport

☐   Key public services   ☐   Utilities, communications & financial services

☐   Local & national government

Thank you for completing this survey. It will help us to plan in the most effective manner for the pupils of our Trust in the event that remote learning becomes necessary.

APPENDIX 7: DEVICE LOAN AGREEMENT FOR PUPILS

1. Agreement

This agreement is between **Learning Academies Trust** ("the Trust" and "the school") and the **parent or guardian listed in the signature box below** ("the parent" and "I") and governs the use and care of devices assigned to the **parent/guardian's child** (the "Pupil"). This agreement covers the period from the date the device is issued through to the return date of the device to the school.

All issued equipment shall remain the sole property of the Trust and is governed by the Trust policies.

- The Trust is lending the Pupil a laptop ("the equipment") for the purpose of doing schoolwork during the COVID19 Lockdown, from home.

- This agreement sets the conditions for taking a Learning Academies Trust laptop ("the equipment") home.

I confirm that I have read the terms and conditions set out in the agreement and my signature at the end of this agreement confirms that I and the Pupil will adhere to the terms of loan.

2. Damage/loss

By signing this agreement, I agree to take full responsibility for the loan equipment issued to the Pupil and I have read or heard this agreement read aloud and understand the conditions of the agreement.

I understand that the Pupil and I are responsible for the equipment at all times, whether on the Trust's property or not.

If the equipment is damaged, lost or stolen, I will immediately inform the Headteacher at School and I acknowledge that I am responsible for the reasonable costs requested by the School to repair or replace the equipment. If the equipment is stolen, I will also immediately inform the police.

I agree to keep the equipment in good condition and to return it to the School when requested from the School in the same condition.

I will not leave the equipment unsupervised in unsecured areas.

If the equipment is damaged, lost or stolen, and your child is eligible for pupil premium, please contact the school office.

I will make sure my child takes 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 siblings or friends.

- Don't leave the equipment unsupervised in unsecured areas.

3. Unacceptable use

I am aware that the Trust monitors the pupil's activity on this device.

I agree that my child will not carry out any activity that constitutes 'unacceptable use'.

This includes, but is not limited to the following:

- Using ICT or the internet to bully or harass someone else, or to promote unlawful discrimination

- Any illegal conduct, or statements which are deemed to be advocating illegal activity

- Activity which defames or disparages the Trust, or risks bringing the Trust into disrepute

- Causing intentional damage to ICT facilities or materials

- Making any hardware or software changes to the equipment without authorisation from the Trust's IT Department

- Using inappropriate or offensive language

I accept that the Trust will sanction the Pupil, in line with the local school behaviour/discipline policy, if the pupil engages in any of the above at any time.

If a device is taken home and has not been used to engage with any of the online learning resources, the school will request the device is returned immediately so that it can be reallocated to a pupil that will utilise it for learning.

4. Personal use

I agree that the pupil will only use this device for educational purposes and not for personal use and will not loan the equipment to any other person.

5. Data protection

I agree to take the following measures to keep the data on the device protected.

- Do not share the equipment among family or friends

- Ensure the password to access school resources is kept secure.

If I need help doing any of the above, I will contact my teacher who in turn will raise a support request with the Trust's IT support team.

6. Return date

I will return the device in its original condition to the school within 7 days of being requested to do so.

I will ensure the return of the equipment to the school if the Pupil no longer attends the School.

7. Consent

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

DEVICE ASSET TAG NUMBER	e.g. LAT000123
PUPIL'S FULL NAME	
PARENT/GUARDIAN'S FULL NAME	
PARENT'S SIGNATURE	
DATE OF LOAN	

APPENDIX 8: AUDIT OF REMOTE EDUCATION PROVISION

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we offer immediate remote education. We have a strong contingency plan in place for remote education provision. Our planning is particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home. Our plans are summarised below:

	Aspect	We have achieved this by	Next steps
Developing contingency plans	Use a curriculum sequence that is linked to the school's curriculum expectations	☐	☐
	Provides a curriculum which is supported by high quality online and offline resources and teaching videos	☐	☐
	Selectively uses online tools which are used consistently across the school to allow interaction, assessment, and feedback	☐	☐
	Ensured all teaching staff and pupil facing staff are trained in the use of our online learning tools	☐	☐
	Provide suitable printed material such as textbooks and workbooks for pupils who do not have online access	☐	☐
	Promote supported access to our curriculum for pupils with SEND and other vulnerable learners	☐	☐
Remote teaching expectations	Set assignments for pupils which are meaningful and ambitious and provide work each day in a range of different subjects, avoiding an overreliance on long term projects or internet research activities	☐	☐
	Provide a well-planned and well-sequenced curriculum so that knowledge and skills are built incrementally, and pupils clearly understand what they should be learning/practising	☐	☐
	Provide frequent, clear explanations of new content, delivered by a teacher or through high quality curriculum resources or videos	☐	☐
	Provide clear feedback from pupils on how well there are progressing through the curriculum e.g. by using questions or other suitable tasks	☐	☐
	Clarified for teachers the expectations for checking, assessing, and feeding back to pupils on progress	☐	☐
	Ensured teachers can adjust the pace or difficulty of what is being taught in response to questions or assessments including revising material or simplifying explanations to ensure pupils' understanding	☐	☐
	Planned to provide a programme which is equivalent in length to the core teaching pupils would receive in school	☐	☐
	Includes daily contact with a member of staff and additional support for pupils where appropriate	☐	☐
	Avoided placing significant demands on parents' help or support	☐	☐

APPENDIX 9: A PARENT GUIDE TO SUPPORTING PUPILS WHO ARE SELF ISOLATING

The key symptoms of possible infection with COVID-19 are:

- A high temperature

- A new, persistent cough

- A change or loss of taste or smell

If you or someone in your household has COVID-19 symptoms - What happens next?

- Your child and all members of the household must now self-isolate and need to take a COVID-19 test as soon as possible. Whilst you are waiting for the test results, your child and their siblings must self-isolate and must not attend school.

- You will need to phone the NHS testing service the same day as symptoms arise to arrange for a test at the first possible opportunity. The phone number to call is 119 or you can book online at https://www.gov.uk/get-coronavirus-test. The aim is to have tests available within 24 hours although, at the moment, there may be a short delay.

- You will need to inform the school of the date of your child's test.

- When you receive the results of the test (usually within 48 hours and often within 24 hours), please inform the school immediately.

- If your child's test result is negative, your child may immediately return to school, providing they are well enough to do so.

- If your child's test result is positive they must remain at home for a minimum period of 10 days and may only return to school at the end of this period providing their temperature has returned to normal. Pupils must continue to self-isolate until this time.

- Pupils who continue to experience a loss of taste or smell and/or a cough do not need to continue to self-isolate beyond the 10 day period providing their temperature is normal.

- It is essential that the school is informed of any positive test result as a matter of urgency in order that we can minimise the risk of infection to other pupils and staff.

What school work will be provided during self-isolation?

- When you contact the school to tell us your child is self-isolating, please make sure you also confirm that you have IT facilities at home to give access to our online learning provision. If your child won't be able to work online we can send you printed resources.

- On the first day of self-isolation, your child will be given work by the school in a 'Day 1 pack'. Other work will be available within 24 hours.

- Work will be set using Microsoft Teams, and is available through the https://portal.learningat.uk site. Your child will need to logon using the email address and password issued to them by the school.

- During the self-isolation period, you can contact their class teachers directly through a specific class email address, or through a message via the main reception. Each school will provide you with relevant contact details dependent on their individual procedures for contacting teachers.

What additional support can my child access if they have special educational needs?

If your child has special educational needs then our SEND team will be in contact to make sure that your child can access the work and has the support they need whilst they are self-isolating. Parents with questions can contact our SEND teams by calling or emailing our school's reception.

What other support can the school provide?

If you have concerns about your child's welfare or well-being whilst they are self-isolating then parents should contact either their class teacher for advice or the school's Safeguarding lead

We hope that this guide helps to answer parents' questions and that your child is soon recovered and well enough to attend school. Please don't hesitate to contact us if we can be of any further help or provide any additional support.