



## Remote Learning Policy

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<b>Lead Staff</b>	Headteacher
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<b>Chair of Governing Body</b>	Diarmuid Molloy
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## *Mission Statement*

We accept all students **as they are** and believe that every one of them is **entitled** to the very **best education**, delivered in an **environment** that is **supportive, caring** and **safe**.

Our goal is to develop our students to become:

- **Successful** Learners.
- As **independent** as possible.
- **Confident** individuals and self-advocates.
- **Effective** communicators and **contributors**.
- **Responsible** citizens.

We will do this by working to **ensure we get every aspect of their provision just right**, helping them to achieve academically, personally, socially and morally.

## *Rights Respecting Schools*

The Unicef UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted.

Stone Bay has achieved the Bronze Award and is recognised as a Rights Committed School.

This policy is written with reference to:

- **Article 23** (Children with a disability). A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.
- **Article 28** (Right to education). Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.
- **Article 31** (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. Article 32 (child labour) Governments must protect children.

## Remote Learning Policy

### Related School Policies and Guidance Documents

This policy should be read in conjunction with the following school policies:

- Child Protection Policy
- Anti-Bullying Policy
- Online Safety policy
- Parent, Pupil and Staff Acceptable Use Policies

### Related Guidance Documents

The following documents have been used, and should be referred to, in the writing of this policy:

- DfE: Guidance for Full Opening – Schools
- PHE - Stay at Home: Guidance for Households with Possible or Confirmed Coronavirus (COVID-19) Infection
- DfE - Safe Working in Education, Childcare and Children’s Social Care Settings, including the use of Personal Protective Equipment (PPE).

### Advice and Guidance

Advice on delivering remote education safely can be found in the following documents:

- safe remote learning, published by SWGfL
- [online safety and safeguarding](#), published by LGfL, which covers safe remote learning
- the National Cyber Security Centre, which includes [which video conference service is right for you](#) and [using video conferencing services securely](#)
- [safeguarding and remote education during coronavirus \(COVID-19\)](#)
- annex C of [keeping children safe in education](#)

### Online Safety

Stone Bay School believes that online safety (e-Safety) is an essential element of safeguarding children and adults in the digital world, when using technology such as computers, mobile phones or games consoles. Stone Bay School recognises that the needs of the pupils within its community make this group of young people especially vulnerable when they are online.

Stone Bay School also identifies that with this there is a clear duty to ensure that children are protected from potential harm online.

## **Rationale**

In the event of a school closure, Stone Bay School is committed to doing our very best to provide some continuity of education to its pupils and will do so through a process of resources sent home and where appropriate remote (online) learning. In some cases, and where it is safe to do so, home visits may also take place to provide resources and advice with specific activities. Increased remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of pupils and teachers are healthy, and able to work as normal from home.

This policy does not apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term pupil absence. Remote learning may also be appropriate in situations where pupils, in agreement with the school, have a period of absence but are able to work at home. This may apply in cases such as exclusion from school, long term illness or part-time attendance, assuming pupils are able to complete school work at home.

Another relevant instance would be if, following an infectious disease outbreak, pupils are self-isolating at home but are not suffering with relevant symptoms. There is no obligation for the school to provide continuity of education to pupils who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents/carers choose to take pupils on holiday during term time. Similarly, this would apply if parents/carers made the decision, without prior agreement with the school, to absent their son/daughter from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

## **Remote Learning for Individual Pupils**

Assuming an absence has been agreed with the school, and the pupil in question is healthy enough to work from home, the school will provide work/activities for pupils who are unable to attend in person. If this occurs for an individual pupil, the collation of work and communication with the parent/carer will be coordinated by the pupil's teacher or member of the Senior Leadership Team. Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent/carer would be once per week. Work will only be provided to pupils in this way if there is an agreed absence lasting more than three working days. If a significant number of pupils are absent from school, but the school remains open, the Headteacher will decide whether the method of remote learning operated will take the form outlined in this policy.

If a pupil is healthy and well enough to work, they should be encouraged to participate as fully as possible in the remote learning process. This may include, attending relevant live sessions, completing work/activities provided, and submitting any set tasks promptly and to the best of their ability. Pupils and/or their parents/carers will also be expected to read and respond to communication from the school, e.g. an email from a class teacher.

## Remote Learning in the Event of Extended School Closure

Stone Bay School is committed to working in close partnership with families and recognises each family is unique and because of this, remote learning will look different for different families in order to suit their individual needs and the needs of the young person. Because of the SEND needs of the individual children teaching staff will work with families to assess suitable home learning activities.

In the event of an extended school closure, the school will provide continuity of education in the following ways;

- Regular direct instruction from teachers with the ability of pupils and parents/carers to ask questions online via ClassDojo or by emailing teachers. Teachers will also contact all parents/carers weekly via pre-agreed phone call, ClassDojo or email.
- Pre-recorded learning sessions for example Attention Autism sessions.
- Pre-recorded activity instruction sessions.
- Learning packs and resources
- The setting of work that pupils complete, responses (if relevant) completed electronically or on prepared worksheets. All parents/carers will be asked if they have access to a printer and, if they have, whether they would prefer to have resources sent through the post or electronically. There will be no expectation on parents/carers to print materials.
  - Remote live sessions (see section below), the primary platforms the school will use to deliver remote live sessions and, thereby ensure the continuity of education are: Microsoft Teams: accessed via the relevant app or desktop application, or via the following URL: <https://teams.microsoft.com> or Google Meets: accessed via the relevant app or desktop application, or via the following URL: <https://meet.google.com/>

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both pupils and teachers to participate in remote learning. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

## Remote Live Sessions

Google Meets or Microsoft Teams will be utilised for 'live' sessions. There is no expectation on teachers to carry out all sessions in this way however for some groups it may be appropriate to host occasional live sessions. We recognise that the length and nature of these live sessions will vary widely to meet the wide range of SEN that pupils at Stone Bay School have.

Live sessions provide a platform that allows for resources to be shared, teachers to instruct the class in person, and pupils to ask questions in 'real-time'. Parents/carers and pupils will be provided with details of sessions, and will be expected to participate in them if they are asked and able to. Live sessions can be particularly helpful as they can help communication, with pupils able to respond to teachers' questions (and ask them) via the conversation

functionality in teams and meet. It also ensures that our pupils can keep in contact with their school friends and assists in ensuring that they feel less isolated.

### **Assessment and Feedback**

Providing feedback to pupils is an essential component of successful teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to pupils on their contribution during sessions and their general application to work tasks. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning. Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book.

Teachers are encouraged to ensure, when they set work, that it is designed in such a way that meaningful feedback may be provided. Possible methods may include;

- Direct feedback to pupils/pupils.
- Using the “Comments” function on Microsoft Teams
- Sending a direct email / ClassDojo message to pupils and their parents/carers.

If parents/carers, or the pupil themselves, are concerned about the overall workload or they are overwhelmed, concerns should be directed to the teacher via ClassDojo (private message) or email and the teacher will be in touch.

The school does not expect pupils to have access to any specialist equipment that would usually be provided by the school (e.g. science or art). Teachers will ensure they are able to scan or upload photos of important resources to be used in live sessions.

### **Expectations of Teachers**

When a whole class or bubble is isolating, teachers need to make themselves available for work in line with their directed time. The school understands that there may be a need for staff to adopt flexible working hours due to other family commitments in the event of a wider lockdown. 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.

For extended periods of time away from school, the class teachers will ensure the values and targets within the pupils EHCP are being included when planning work and monitoring progress.

Teachers should use their school provided laptops and ensure they have effective home internet connection. If this is not available for any reason, teachers should speak to their line manager (Assistant Headteacher). All teachers should pay due care to the nature of tasks set, so that pupils have a range of activities to complete at home and are not exclusively working on a screen. They should ensure that work is differentiated as required

for all pupils when setting online tasks. Teachers are responsible for providing constructive feedback to their pupils in a timely manner.

In the event that a teacher is unwell during a period of remote learning, it becomes the responsibility of the Assistant Headteacher to ensure work is set to her/his classes. Teachers should be available to contact parents/carers if needed, by email or phone (when phoning from personal devices, dialling 141 before the number will ensure the teacher's own number is kept anonymous). Should additional costs be incurred through making essential phone calls teachers will be reimbursed.

If teachers require support with any aspects of remote learning, they are encouraged to consult their Assistant Headteacher, the Deputy Headteacher or Headteacher.

Unless there are extenuating circumstances, teachers will be expected to be contactable by colleagues, pupils and parents/carers. All communication should take place during usual school hours, with no expectation for colleagues to read or respond to emails after 3.30pm, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Communication must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are;

- Google Meets
- Microsoft Teams
- ClassDojo (Personal Message)
- ClassDojo (Class Message)
- Telephone contact
- Email using school email addresses only.

Teachers should ensure that all of their pupils have the required consents (Acceptable use and use of image) for the remote learning activity. They also make sure that they have read and understood the Online Safety Policy and follow the guidance contained within it with regards to use of image.

### **Expectations of Parents/Carers**

Parents/carers are expected to support the school in ensuring that pupils are safe when online by:

- Reading, signing and returning the school Acceptable Use Policies, encouraging their children to adhere to them, and adhering to them themselves where appropriate.
- Ensuring all related consents (including Use of Image) are signed and returned.
- Discussing online safety issues with their children, supporting the school in their online safety approaches, and reinforcing appropriate safe online behaviours at home.
- Role modelling safe and appropriate uses of new and emerging technology.

- Identifying changes in behaviour that could indicate that their child is at risk of harm online.
- Seeking help and support from the school, or other appropriate agencies, if they or their child encounters online problems or concerns.
- Contributing to the development of the school/setting online safety policies.
- Using school systems, such as learning platforms, and other network resources, safely and appropriately.
- Taking responsibility for their own awareness and learning in relation to the opportunities and risks posed by new and emerging technologies.

Parents/carers should support Live learning through;

- Ensuring that their child, if well enough, takes part in live learning sessions.
- Ensuring that their child is appropriately supervised online and that appropriate parent controls are implemented.
- Ensuring that their child is dressed appropriately for live sessions.
- Ensuring that their child behaves appropriately during live sessions.

## Online Safety Away from School

- All staff will continue to look out for any signs that indicate a child may be at risk online and will report and respond to concerns in line with the Child Protection Policy addendum.
- Where necessary, referrals will be made to LADO, children's social care and as required, the police.
- Pupils are encouraged to report concerns to a member of staff or a trusted adult at home. Where this is not possible, additional support can be accessed online via:
  - Childline: [www.childline.org.uk](http://www.childline.org.uk)
  - UK Safer Internet Centre's 'Report Harmful Content': <https://reportharmfulcontent.com>
  - National Crime Agency Child Exploitation and Online Protection Command (NCA-CEOP): [www.ceop.police.uk/safety-centre](http://www.ceop.police.uk/safety-centre)
- All communication with pupils and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts, ClassDojo or the School website.
- Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Stone Bay School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.
- When delivering remote learning, staff will:
  - Only use online tools that have been evaluated and agreed by the Senior Leadership Team.
  - Ensure remote learning activities are planned taking pupil needs and technology access into account.



- If remote learning is taking place 'live' using webcams or chat facilities, staff and pupils will ensure a professional environment is maintained. This means:
  - Staff will record the length, time, date and attendance of any online lessons/contact held or made.
  - Live sessions will involve at least two members of staff where possible.
- Sessions will not be delivered in any 1:1 situation, unless pre-approval has been given by the DSL and/or Headteacher and the session is auditable.
- Staff will record any online lessons so they can be audited or accessed later if required; pupils and staff should be made aware that lessons are being recorded. Parents/Carers and Pupils should be reminded that they should not attempt to record the online lesson.
- Staff will agree online behaviour expectations with pupils at the start of lessons.
- Staff will revisit our acceptable use of technology policy with pupils as necessary.
- All participants will wear suitable dress, use professional language, and ensure backgrounds of videos (live or pre-recorded) are neutral and appropriate.
- Staff and pupils should ensure personal information and/or, inappropriate or unsuitable personal items are not visible.
- Where possible, other household members should not be in the background or shot; if this unavoidable, they should follow appropriate language and behaviour expectations.
- If live streaming, staff will mute and/or disable pupils' videos and microphones, as required.

For further details of how Stone Bay School promotes an online safety ethos, please see the 'Online Safety policy'.

### **Additional Support and Links**

- As well as through existing Stone Bay School mechanisms, pupils, staff and parents/carers can access age appropriate and practical support and advice via a range of national and local services:
  - Childline: [www.childline.org.uk](http://www.childline.org.uk)
  - Kent Resilience Hub: <https://kentresiliencehub.org.uk>
  - NSPCC: <https://learning.nspcc.org.uk/safeguarding-child-protection/how-to-have-difficult-conversations-with-children/>