Remote and Online Learning Policy

# Our Mission

At St. Michael’s every child is enveloped in a warm, safe, Christian embrace. We trust in each other and enjoy our educational adventure. Through high expectations, endless encouragement and quality teaching, we believe in and aspire to reaching our full potential in every way. Children move on knowing that with effort, commitment, engagement and self-belief they are ready to spread their wings and fly.

# Statement of Intent

At St. Michael’s CE Bamford Primary School, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil, several children or a whole class. We also recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

This policy operates in conjunction with the following policies: *data protection, safeguarding/CP, SEND, Marking & Feedback, Attendance, ICT Acceptable Use*

# Resources

Online learning thoroughout lockdown and the summer term was provided using the VLE on our school spider website for all year groups, supplemented by Tapestry in the Nursery and Reception Classes. From 1st September, this system will also be used but it will be secondary to the use of Teams throughout school to connect children to the learning in the classroom when one or more individual children are isolating at home, and it will be used in conjunction with Teams to enable staff to teach from home in the event that they are well but the whole class ‘bubble’ has closed.

The online learning platforms used can be accessed from almost all laptops, tablets and smartphones.

*If pupils do not have access to appropriate hardware, then they may borrow one from school. We are identifying which children may need this facility to assess if we can provide them all with a school laptop.*

# Expectations

**Teaching staff will:**

* Share the input teaching with their class through Teams via either:
	+ an additional laptop in class viewing the lesson from a child’s perspective
	+ or the main class board screen shared on Team and the teacher’s voice.
* Share relevant work/prompts/resources by standing it in front of the laptop to enable children to complete the task at home on paper as the children do in class or by screen sharing the resource.
* Immediately after class input, the teacher/TA will turn the laptop towards the wall and mute it to safeguard children in class from scrutiny by parents seeing the screen and hearing interactions from home with their child.
* In the event that the whole bubble closes, the teacher while they remain well will post work to the VLE for children to access and combine this with Teams learning input delivered from home. Teams input in this case will be in shorter sessions and more basic as per the resources available in the teacher’s home.
* Continue teaching in line with current planning in place throughout the school.
* Accept the fact that a whole class learning remotely with the teacher working from home will be more difficult, so tasks will be set in smaller steps to allow for this.
* Keep in contact with children through the VLE only.
* Reply to messages, set work and give feedback on activities during the *normal teaching hours 9.00am – 3.30pm;*
* Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways
* Take regular breaks away from the computer or iPad when at home to engage in other professional duties as much as circumstances allow but provide input for tasks in the form of talking through a powerpoint or demonstrating new learning, and providing opportunities for children to query learning points as well as feedback sessions to assist enable assessment of progress.
* *If unwell themselves, be covered by SLT who will set work on the VLE but will not be able to lead online learning or interact on the VLE.*

**Pupils will:**

* Be assured that wellbeing is at the forefront of our thoughts and that we understand the need for children to take regular breaks, get fresh air, exercise, and maintain a reasonable balance between online engagement and offline activities
* Maintain a good work ethic and complete all work set to the best of their ability
* Complete work by the deadlines set by their teacher on the VLE if the whole bubble has closed
* Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly
* Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that

**Parents will:**

* Support their child’s learning to the best of their ability
* Encourage their child to access and engage with Teams and VLE posts from their teacher
* Not screenshot or copy any information, messages, or posts to share on social media or any other platform outside of Teams, and not discuss with others anything they may have inadvertently seen happen in the classroom while their child is remote learning
* Know they can continue to contact the class teacher as normal through the school email addresses if they require support of any kind
* Check their child has completed the work set by their teacher
* Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax.
* Keep anything they overhear from the class as their child learns on Teams completely confidential, as they would wish it to be for their own child.

# Flexibility

We believe that it is in the best interests of our children that we continue to provide structured support to the best of our ability. However, we realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

* parents may be trying to work from home so access to technology as a family may be limited
* parents may have two or more children trying to access technology and need to prioritise the needs of those studying towards qualifications
* teachers may be trying to manage their home situation and the learning of their own children
* systems may not always function as they should

An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success. In the event of a school closure, deadlines will be flexible, and we understand pupils may work a day or two behind what has been shared through Teams and on the VLE in the event of a whole bubble closure. However, it must be noted that the work children engage in during a period of closure will be part of our current planning and so cannot be considered as optional.

# Curriculum, pitch and assessing pupil progress for individuals using Teams

Using Teams with individuals isolating at home ensures that children continue to learn according to the carefully planned curriculum in school and work can continue to be pitched correctly for them because of quality interactions during the lesson between the pupil and teacher. Assessment occurs in the same way: children can show their work over Teams, mark and correct/improve it as the class do, and give feedback to the teacher about how they found the task just as they would in class.

# Curriculum, pitch and assessing pupil progress for whole classes using Teams

Using Teams with a whole class isolating at home provides a greater challenge for the teacher in terms of the number of interactions that are possible in a lesson and the individual teaching points that can be made, as well as the difficulty supporting groups and providing differentiation. However, children continue to learn according to the carefully planned curriculum in school and work is pitched as accurately as possible. Interactions during the lesson between the pupils and teacher address identified misconceptions. Assessment occurs when children show their work over Teams, mark and correct it as the teacher goes through it, and they give some more limited feedback to the teacher about how they found the task just as they would in class with a thumbs up/down. Once the class return, assessment tasks, questions and observations enable the teacher quickly to pin point gaps in more depth so that they can plan to address them through whole class teaching, group tasks and interventions if necessary. In effect, we do our best.

# Online Safety:

This section of the policy will be enacted in conjunction with the school’s Online Safety Policy and Acceptable Use Policies.

## Live Lessons

All staff and pupils using **video** communication must:

* Communicate in groups
* Wear suitable clothing – this includes others in their household
* Be situated in a suitable space within the home with an appropriate background
* Use appropriate language – this includes others in their household
* Maintain the standard of behaviour expected in school
* Use the necessary equipment and computer programs as intended
* Not record, store, or distribute online learning material without permission
* Ensure they have a stable internet connection to avoid disruption to lessons
* Always remain aware that they are visible.
* Use mute as soon as individual work begins in class and block the camera with the work or face the laptop towards a wall to guard the privacy of children in class as far as possible.

All staff and pupils using **audio** communication must:

* Use appropriate language – this includes others in their household
* Maintain the standard of behaviour expected in school
* Use the necessary equipment and computer programs as intended
* Not record, store, or distribute audio material without permission
* Ensure they have a stable internet connection to avoid disruption to lessons
* Always remain aware that they can be heard and use mute appropriately

*The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT. They will take place at a prearranged date and time and the child’s parent (or other trusted adult nominated by their parent) must remain in the room at all times.*

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

Staff will report any safeguarding concerns in line with current school policies. Pupils and their parents will also 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.

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

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

The school will communicate to parents via email about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

School will continue to provide regular support for parents to:

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

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

# Health & Safety

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

Teaching staff will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning. If using electronic devices during remote learning, pupils will be encouraged to take breaks with at least the same frequency and of the same length, as they would usually experience in school.

## Monitoring & Review:

The Headteacher and Computing Co-ordinator, will review this policy on an annual basis and any changes to it will be communicated to all members of staff and other stakeholders.

Signed: \_\_\_\_Mrs C Hellon \_\_\_\_\_\_ (Computing Co-ordinator)

\_\_\_Melanie Barratt\_\_\_\_\_\_\_\_ (Headteacher)

\_\_\_\_\_Mr D Symonds\_\_\_\_\_\_ (Chair of Governors) Date for review: January 2021