



Blue Gate Fields Junior School

Remote Learning Policy

Policy details:

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Person (s) responsible for implementation and monitoring:

Sian Acreman (Head Teacher)

Signature (Chair of governors)

Signature (Head teacher)

Date:

The DfE in response to the Covid-19 Pandemic introduced new legislation in the Coronavirus Act 2020. This act contains regulations for the closure of schools and the continuation of provision of education. Schools are expected to provide remote learning for pupils when schools are closed.

Our Remote Education Policy has been written by the school and 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
- Link together advice and guidance in a range of other relevant documents and policies

Other related policies and documents

The policy forms part of a suite of policies covering teaching and learning both at school and elsewhere, and the safety and security of staff and pupils. These include:

- The latest Risk Assessment document
- Teaching and Learning Policy
- Data Protection and GDPR Policy
- ICT Security and Staff Acceptable Use Policy
- Safeguarding and Child Protection Policy

Several government acts, documents and policies have been consulted whilst writing this policy including:

- [DfE \(January 2023\) Providing Remote Education Non-statutory guidance for schools](#)
- [Coronavirus Act 2020 – schools, childcare providers etc.](#)
- [OFSTED \(2021\) What's Working Well in Remote Education](#)
- [DfE \(2021\) Restricting attendance during the national lockdown: schools](#)
- [DfE \(2020\) Remote Education Temporary Continuity Direction: Explanatory Note](#)
- [DfE \(2020\) 'Safeguarding and remote education during coronavirus \(COVID-19\)](#)
- [DfE \(2020\) Remote Education Good Practice](#)
- [DfE \(2020\) 'Adapting teaching practice for remote education'](#)

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Context and background

The Coronavirus Pandemic that began in March 2020 has given rise to a range of new and challenging working scenarios for schools, including complete school closure, partial opening for vulnerable pupils and the children of key workers and full opening with Covid-19 Safety measures in place.

It has also led to staff and pupils being unable to attend school for a range of pandemic-related reasons, including self-isolation after exposure to a Covid-19, waiting for a test/result after exhibiting symptoms etc.

This unprecedented change in circumstances for schools and the communities they serve has led to the development of new ways to deliver high quality teaching and learning inside and outside the classroom.

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What is Remote Education?

The DfE has the following to say about what Remote Education is:

A broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.

They further break down different types of Remote Education as shown below.

Term	Description	Examples
Digital remote education (Online Learning)	Delivered through digital technologies.	<i>Accessing lessons and resources via Google Classroom</i> <i>Watching a video linked from an online blog/webpage</i>
Blended learning	a mix of face-to-face and remote methods.	<i>Pupils accessing some in-school sessions and then following up at home on the phone or via email</i>
Synchronous education	live teaching	<i>A taught lesson broadcast live via Google Meets video</i> <i>A small group intervention taking place in school</i>
Asynchronous education	Learning material is prepared by the teacher and accessed by the pupil at a later date	<i>Using Google Classroom or Purple Mash to set activities that can be accessed when the pupil is able</i> <i>Sending home a Reading book with a printed list of activities for the pupil to carry out</i>

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

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 9am and 3.15pm.

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.

All staff must read the Risk Assessment for Remote Learning prior to provision of remote learning.

When providing remote learning, teachers are responsible for:

➤ Setting work:

- Creating a weekly timetable of work for their year group, in liaison with year group partners, which will consist of at least 4 hours core teaching every day
- The amount and frequency of remote lessons will change according to the situation locally and nationally. Different scenarios will require different approaches, and these will be developed as required.
- This must include subjects from across the curriculum. Year groups will work collaboratively, under the guidance of the year group leader.
- Set differentiated Mathematics and Active Learn work, where appropriate to the needs of the pupil
- Posting daily work on the school website by 9am each day
- Work should be uploaded onto the school website, and Google Classroom, where appropriate.
- Monitoring attendance through the online register and reporting concerns to the SLT
- Ensuring any digital/online remote learning and feedback they deliver is safe, appropriate and professional, in line with the ICT Security Policy and Staff Agreement
- Learning activities will be provided to support mental well-being (in consultation with out drama therapists)
- Work will consist of the following: lessons as a minimum:
PE; Literacy; Maths; Foundation subject or science, and a story.

2.2 Teaching assistants

Teaching assistants must be available during their contracted working hours. During this time, they are expected to check work emails and be available when called upon to attend school. 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:

- Supporting pupils with learning remotely as directed by the teacher or SENDCO;
- When requested by the SENCO, attending virtual meetings with teachers, parents and pupils
- Engaging with pupils to support participation, as directed by class teachers, or SLT

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Monitoring the work set by teachers in their subject – Review work set weekly on the website
- Evaluate what changes will need to be made after periods of school closures ready for creating/ adapting subject action plans.
- Alongside year group leaders, considering whether any aspects of the subject curriculum need to change/adapted to accommodate remote learning
- Working with teachers teaching their subject remotely to assist in ensuring all work set is appropriate and consistent
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – Joanna Bates will lead on this
- Monitoring the effectiveness of remote learning – reviewing work set by teachers weekly, monitoring email correspondence between parents and teachers
- Monitoring the security of remote learning systems [Dan Chalaye], including data protection and safeguarding considerations
- Access to support for staff working remotely
- Keeping up to date with Government guidance and directives in this area
- Keeping Governors informed of developments, strategies and new safeguarding arrangements

2.5 Designated safeguarding lead

The DSL is responsible for: Maintaining contact, collating, passing on information and responding to any concerns. See the COVID-19 amendments to the Child Protection Policy.

2.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

- Assisting pupils and parents with accessing the internet or devices

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the hours of the school day 9am – 3.15pm, although they may not always be in front of a device. Teachers will be sensitive to individual family circumstances.
- Alert teachers if they're not able to complete work
- Be respectful when making any complaints, or concerns known to staff
- Take part in all live streamed sessions conducted via Google Meet
- Complete and hand in work and let them know if they will not be able to do so
- Spend the appropriate amount of term engaging with remote learning materials and lessons
- Seek help if they need it, from family members, teachers or teaching assistants
- Alert teachers if they're not able to complete work

We understand that many parents/carers and families are dealing with challenging circumstances and obligations that may mean that there are difficulties in supporting pupils with remote education. We will support families as much as possible to ensure that the highest quality of education possible is delivered to our pupils remotely, whilst acknowledging that this will be necessarily different to their learning in school with teachers and support staff on hand and all the many advantages that learning in school bring.

Staff can expect parents with children learning remotely to:

- Seek help from the school if they need it by contacting the school office
- Be respectful when making any complaints or concerns known to staff
- Read and sign the Digital Learning Agreement covering the use of school digital learning resources
- Complete a School Device Loan Agreement if using school devices at home

2.8 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

2.9 Working with the Local Authority

Under section 19 of the Education Act 1996 (s.19 duty) local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health or other reasons, would otherwise not receive a suitable education. Statutory guidance sets out that local authorities should provide education as soon as it is clear that the child will be away from school for 15 school days or more during the school year, whether consecutive or cumulative. While the s.19 duty sits with the local authority, school will work closely with them and any relevant medical professionals to ensure that

children with health needs are fully supported at school, including putting in place individual healthcare (IHC) plans if appropriate. This may involve, for example, programmes of study that rely on a flexible approach which include agreed periods of remote education.

3. Curriculum and delivery

Remote education will closely follow the content and expected outcomes of the relevant curriculum frameworks and schemes of work for each year group where possible. We will continue to follow our curriculum units with some adjustments to specific activities and resources if necessary. Our remote learning will encompass mental and physical health as well as academic learning.

- Teachers and support staff will continue to follow the teaching and learning principles as described in the Teaching and Learning Policy to deliver high quality learning.
- Any external resources will be carefully evaluated to ensure high standards are being met.
- Potential gaps in coverage (due to staff absence, resourcing issues etc.) will be noted and steps taken as soon as possible to ensure these gaps are covered.
- Many pupils have a limited number of devices, and sometimes no printers; work should be as easy as possible to access with web links posted and use of resources the children are already familiar with accessing e.g. Mathletics, Active Learn, Purple Mash, Google Classroom.
- Websites used should be those which are used in school (e.g. Google Classroom, White Rose, BBC produce materials, Purple Mash and Espresso), as well as those from recognised educational providers e.g. museums, galleries, along with any Government websites e.g. The National Oak Academy. If resources, from a website not normally used in school, are selected, please speak to the year group leader in the first instance, and a member of the SLT in the second.
- Teachers are able to produce short video messages to support access to the learning. These videos are created using a Loom school account and stored centrally. When filming, staff must be dressed according to the school dress code; they must not share information which is personal to them, including video of their home, unless it is a plain background. The purpose of the Loom video approach is to create content that can be edited and revised, and in this way avoid creating misconceptions that are not easily undone.

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4. Provision for SEND pupils and pupils with additional needs

Pupils identified with specific learning needs will be offered an adjusted program of work based on any EHC Plan or other documentation regarding their educational needs.

This provision might include a place at school if they are defined as 'vulnerable' where they will be taught by school staff in small groups, following the usual curriculum and planned interventions.

If the SEND pupil is unable to attend school then a program of carefully planned and timetabled activities may be delivered remotely in a variety of ways, including:

- Video messaging support created by teachers
- Lesson packs with printed materials, books and resources sent home
- Live and video support provided by external agencies, such as Speech and Language therapists
- Online learning activities via the schools recommended digital learning platforms
- Phone conversations with pupils and families

Feedback will be frequent and specific to each child's identified needs and will involve parents/career and any other agencies involved in the child's education wherever it is possible to do so safely within the current lockdown restrictions.

5. Providing feedback on work

- Pupils will send any completed work to teachers via Google Classroom
- Teachers will provide feedback through Google Classroom
- Teacher should respond to any emails from parents/pupils as soon as possible, and within 48 hours
- Weekly (or more regularly, if required) phone calls will be used to offer feedback and support
- Children's work can be displayed on the year group home learning page
- Teachers will set expectations for pupil participation, completion and handing in of work

5.1 Assessment

Learning will be assessed in the following ways:

- the Mathletics platform
- the Active Learn platform
- through the pupils' work submission
- in dialogue with pupils
- through Google Classroom feedback methods
- the use of quizzes

The school recognises that when pupils return to school, the assessment of their learning will need to be reviewed and checked.

6. Approaches to Remote Education

Not all remote learning is digital or online, and the school acknowledges that a blended approach is the most flexible and receptive to varying pupil needs and a fast-changing situation. Strategies may include:

Non-Digital Approaches

- Phone calls with individual pupils and families
- Printed letters posted to pupils and families
- Printed lesson activities and learning resource packs sent home or collected safely from school
- Reading books (fiction and non-fiction) from the school library collection collected safely from school

Online/Digital Approaches

- Online learning using website links, digital documents, quizzes, videos and personalized video messaging

- Learning content will include Learning Intentions and memory links, to reflect the presentation of learning within school and to be in line with the principles of our Teaching and Learning Policy. The learning will take different approaches (for example: text, video, teacher explanation, retrieval practice, worked examples, quizzes, reflection opportunities, Google Classroom interactions), to aim to suit different pupils and be dependent on the content; it will support pupils to work independently. We know that pupils working online may struggle with attention spans, and so learning will be presented clearly, with a balance of words and appropriate, non-distracting images; it will be chunked for pupils to manage in small steps.

7. Delivering Digital Remote Education/Online Learning

Digital Tools and Resources

- The school has developed the use of Google Education Suite over the previous academic year and this now supports staff with working remotely using cloud drives and tools.
- We are using Google Meets to deliver weekly ‘assemblies’
- We are using our school website (www.bluegatefields-jun.towerhamlets.sch.uk) to deliver daily asynchronous digital remote learning activities in English, Maths, Science and Foundation subjects
- Google Classroom is used to post work and to provide feedback
- The school subscribes to Discovery Espresso (an extensive digital content and activity library), Mathletics (for maths practice) and Active Learn (reading and comprehension)
- The school communicates with parents and families using a text messaging system from school

Year Group Home Learning Blogs

Each year group has an online blog on the school website that allows teaching staff to add sequential daily/weekly posts that are automatically dated and archived. Each post can contain a range of learning material, including:

- Written information, instructions or guidance
- Image, photos, diagrams and animations
- Embedded videos – either created in house or sourced from reputable sources
- Links to websites and other digital material
- Links to downloadable files and documents
- Links to Google Classroom

Ensuring access for pupils

Access to digital learning devices, including laptops, tablets and Chromebooks will vary in our school community. Some families will have good broadband and modern devices available for pupils to use regularly. Some will have limited access to digital devices which may be shared, and limited internet access. Other families will have more challenging circumstances and have little or no access to digital technology suitable for learning.

The school will work proactively with families, aiming for an equitable access to devices and internet access by:

- Collecting information on family’s needs
- Lending school devices to pupils (subject to a strict Device Loan Agreement)
- Accessing all possible avenues to acquiring new devices via Government schemes and grants

7.1 Development of staff skills in delivering Digital Remote Learning

We will ensure staff receive training, INSET and 1:1 support from education consultants, in-house support and mentoring and online courses and workshops where appropriate.

7.2 How we are providing appropriate and secure digital/online learning tools and systems for staff

- Ensuring all platforms and online communication tools used to communicate with pupils are secure, appropriate and are part of a robust school managed system
- Liaising with technical support staff to ensure robust security for remote access to school network resources and online learning tools, including the secure management of staff and pupil accounts
- Being clear about learning objectives and pastoral support objectives for all online learning activities
- Ensuring staff and pupils know the difference between material that is public (e.g. on the school website), shared with school pupils (a class blog) and private between a pupil and their teachers
- Providing staff with support and INSET where needed to develop the skills to provide Online learning
- Disseminating up to date information from Government and other organisations to staff
- Ensuring staff feel able to raise issues and concerns about new ways of working digitally with SLT

8. Keeping in touch with pupils who aren't in school and their parents: engagement, participation and well-being

- Emails received in the year group email from parents must be replied to within 48hrs and within school working hours. All staff within the team can respond to year group enquiries.
- Any issues that are received are to be dealt with professionally by the class teacher; the Head teacher should be Bcc'd in the communication. If necessary teachers will contact the year group leader, or member of SLT for advice.
- Teachers are to attempt to make contact with all pupils in their class every week via the school telephone, or from a withheld number. Contact details can be accessed from RM Integris: please ensure you log off, and do not share information with a third party. Before making calls, check the shared record of concern document on Google Drive. Record any concerns on the shared Google Drive to ensure that when telephone calls are made, all member of the team are aware of any issues that might be sensitive. If there is a safeguarding concern alert DSL/DDSL immediately.
- Contact should be polite and encouraging. Teachers must not give out any personal details. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly.
- Whilst we want every child to engage with the remote learning, we know family circumstances may sometimes intervene. We will be conscious of potential family difficulties which may make home learning challenging for some pupils. We will provide targeted support for pupils designed to help with well-being, delivered by our drama therapists.

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9. Attending virtual meetings with staff, parents and pupils:

- Blue Gate Fields Junior School will not, for the most part, teach live lessons – the learning is asynchronous – recorded content will be used. (See Appendices Safeguarding Advice for Schools and Educational Settings on online teaching from LBTH).
- Virtual meetings through Google Meet, which will take the form of a weekly class assembly attended by two members of staff, are recorded. (Meetings will be stored on the school systems for future access, if necessary). Invitation links will be sent through the school systems only.

- A code of conduct has been sent to parents; pupils have a list of 10 rules for a live meeting. This information is posted on the school website. (See Appendices)
- Locations for Google Meet live assemblies require a plain background, if they are not hosted within the school building. Staff must not share personal information, or show their homes during a live meeting.
- In all meetings, the school dress code is to be adhered to.
- All staff must read *the Remote Learning Risk Assessment* before planning, organising and hosting a Google Meet. This document has been emailed to all staff and it saved in the Policies folder on the staff drive.

10. Who to contact

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

- Issues in setting work – talk to the relevant subject lead, SENCO, or year group lead.
- Issues with behaviour – talk to the year group lead, or SLT
- Issues with IT – talk to Dan Chalaye, or Mark Cooke
- Issues with their own workload or wellbeing – talk to the year group lead, or SLT
- Concerns about data protection – talk to the data protection officer – Afruza Hussain
- Concerns about safeguarding – talk to the DSL/DDSL

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11. Data protection

11.1 Accessing personal data

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

- Be able to access parent contact details via RM Integriss using a secure password. Do not share any details with third parties, and ensure RM Integriss is in logged off.
- SLT have the ability to locate personal details of families when required through securely accessing RM Integriss. SLT are not to share their access permissions with other members of staff.
- School PCs laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils.

11.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses, or phone numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

11.3 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)
- 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

12. Risk Assessment

A comprehensive Risk Assessment has been carried out that considers all the factors involved in working at school and at home for staff and pupils. This Risk Assessment will be updated as circumstances change locally and national, taking into account government advice, guidelines and legislation where appropriate

13. Safeguarding

It is important that all staff who interact with children while delivering Remote Education continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the schools Safeguarding and Child Protection Policy and where appropriate referrals should still be made to children’s social care and as required, the police. Please see the updated Safeguarding and Child Protection Policy for more details

Please see the following for updates concerning safeguarding in relation to home learning.

COVID-19 amendments to the Child Protection Policy this also details reference to remote learning curriculum and risks online.

14. Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the government. At every review, it will be approved by the Governing Body.

15. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

16. Appendices

- Risk Assessment for Remote Learning (see 0 – Coronavirus Information – 24. remote learning)
- Safeguarding Advice for Schools and Educational Settings on online teaching from LBTH (see 0 – Coronavirus Information – 24. remote learning)
- Notice to parents and carers: Home Learning and Google Meet
- 10 Rules for a Live Meeting

10 rules for a live meeting

- 1 Use the bathroom before meeting. 
- 2 Be dressed – no pyjamas! 
- 3 Be ready – no food, no toys or other activities. 
- 4 Sit up straight. 
- 5 Use your magnet eyes. 
- 6 Stay focused and listening 
- 7 Stay for the whole time. 
- 8 Raise your hand. 
- 9 Leave yourself on mute unless the teacher asks you to unmute. 
- 10 Enjoy the meeting! 

Blue Gate Fields Junior School

A notice for parents and carers

Online and Live Learning: Home Learning and Google Meet

- 1 You will receive a text message from the school with a meeting invitation and link.



Your child will receive an email invitation in their school email account.

You must tell us if you do not allow your child to attend a meeting.

- 2 Meetings will be recorded and stored by the school.



- 3 Parents and carers are responsible for their child's behaviour during the meeting.



- 4 Parents and carers must be at home during the meeting to supervise their child. The room should have an open door, so that parents/carers can hear the meeting.



- 5 Children and parents/carers must follow the '10 rules for a live meeting.



- 6 Be aware of the background environment and others in the room: only your child must be seen on screen.



- 7 Families in the background must use appropriate language.



- 8 Meetings will be no longer than 45 minutes.



- 9 Meetings must NOT be recorded by children or families.



- 10 We understand that your child may not be able to attend the meeting due to family illness.



NOTICE TO PARENTS AND CARERS: ONLINE AND LIVE LEARNING This notice has been written following safeguarding advice from London Borough of Tower Hamlets. For further information, please contact the school.

| January 2021