



Shaffesbury Primary School

Growing together

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1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

In the event of a school closure, the school is committed to providing continuity of education to its learners and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period, but a high proportion of learners and teachers are healthy, and able to work as normal from home or

school. This policy does not normally apply in the event of short-term school closures (e.g. because of inclement weather) or a short-term learner absence.

Remote learning may also be appropriate in situations when learners, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer-term illness, assuming learners are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, learners 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 learners who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take learners on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their child/ren from school „as a precaution“, against official guidance, in the event of an outbreak of infectious disease.

2. Remote Learning

2.1 Remote learning for individual learners

Assuming an absence has been agreed with the school, and the learner in question is healthy enough to work from home, the school will provide work for learners who are unable to attend in person. If this occurs for an individual learner, the learner's teacher; Inclusion Team; or member of the Senior Leadership Team will coordinate the collation of work and communication with the parent/carer.

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 learners in this way if there is an agreed absence lasting more than three working days.

If a significant number of learners are absent from school, but the school remains open, the Head will decide whether the method of remote learning operated will take the form outlined here, or as outlined below.

2.2 Remote learning in the event of extended school closure

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

- a) Regular direct instruction from teaching teachers, with the ability of learners to ask questions online (via email)
- b) The setting of work that learners complete, written responses (if relevant) completed electronically Page | 4
- c) The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided Learners and teachers are expected to have access to the internet whilst at home; the school recognises that many families may not have home printers and will therefore not require the printing of material.

The primary digital platform the school will use to deliver continuity of education is:

- Google Classroom: accessed via the relevant app or desktop application. This is an online learning platform for primary learners.
- 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 learners 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.

2.3 Live sessions

Google Meet is a platform that allows resources to be shared, teachers to provide exposition, and learners to ask questions in „real-time“. Learners will be provided with details, 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 learners able to respond to teachers' questions (and ask them) via the conversation functionality in meet.

Learners will be provided with a school email address to avoid any issues regarding GDPR, there will be no expectation for parents/carers or learners to provide their own email addresses for use.

3. Roles and responsibilities

3.1 Teachers

- When providing remote learning, teachers must be available between 9am and 4pm ● 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.
- Unless it is specified from government guidelines, teachers will provide lessons in school or remotely at school through live streaming.
- When providing remote learning from home, teachers should ensure they have effective internet and phone connectivity at home. If this is not available for any reason, teachers can request a school device.
- The staff code of conduct still applies when teaching remotely from home and all staff should ensure that they adhere to the dress code. They should also ensure that they are in their living room, study or kitchen etc, with nothing inappropriate in the background.
- The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of learners' work – for example, the frequency of substantive task set, and the regularity of written assessment provided – and subject area policies will be applied in the event of remote learning.
- In order that we are providing a consistent approach, subject leaders are responsible for overseeing the nature and frequency of tasks set and assessed within their subject areas. All teachers should pay due care to the nature of tasks set, so that learners have a range of activities to complete at home and are not exclusively working on a screen.
- Teachers are responsible for providing constructive feedback to their learners in a timely manner.
- In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the year partner teacher and their AHT to ensure work is set to her/his classes.
- Teachers should be available to contact parents if needed, by Page | 5 ParentMail, Microsoft Teams or phone (when phoning from personal devices, dialling 141 before the number will ensure the teacher's own number is kept anonymous).
- If contact is deemed excessive the line manager will be able to support and, if necessary, escalate to SLT.
- Where possible, the school will remain open for teachers to use school phones to call children's homes. Teachers should contact a member of SLT if they are unable to access a phone for this purpose.
- If parents ask for additional work beyond that set as part of the requirements above, subject areas should have a bank of general resources available and point pupils and parents in

that direction.

- In order to ensure teachers are able to perform the minimum expectations outlined above; the school will provide a range of training opportunities that teachers should access to before any planned school closure.
 - Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers or the Senior Leadership team.
- Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, learners and parents.
- Teachers also should ensure their communication with learners does not encourage unhelpful work habits. All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 4.30pm, 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: • ParentMail • Google classroom

3.1ii

Support for pupils with SEND, EAL and other specific learning enhancement needs :

- Teachers should ensure that work is differentiated as required for all learners when setting online tasks.
- Profiles are available for SEND pupils and advice can be sought from the Inclusion Team.
- In addition, the Inclusion Team will maintain contact with pupils on their lists requiring regular support, by email or phone with parents/learners and feed back to teachers using the appropriate channels if required.

3.1 iii

Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers should endeavour to provide regular feedback to learners on pieces of work that they are required to submit. 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 assessed work, that it is designed in such a way that meaningful feedback may be provided. Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
- Using the “Comments” function on online documents or Microsoft Teams
- Sending a direct to learners with specific feedback / targets
- Feedback via another website / piece of software

3.1 iv

Pastoral care during a school closure:

- In event of a school closure, the primary responsibility for the pastoral care of a learner

rests with their parents / carers. However, teachers (under the guidance of the Senior Leadership Team) should check in regularly to monitor both academic progress and their general wellbeing. Teachers will be expected to pass on feedback to the Inclusion Team & Senior Leadership Team, particularly if there are concerns or a lack of communication.

3.1 v

Safeguarding during a school closure:

- In the event of a school closure, pupils, parents, carers and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

3.1 vi

Behaviour Support Service Support during a school closure:

- In the event of a school closure, the Safeguarding Team may maintain support or interventions with children and young people through Teams. Staff are reminded that the home school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and staff. The BSS team could also attend multi-agency or SEND meetings during this time.

3.2

Teaching assistants

- When assisting with remote learning, teaching assistants must be available between 9am and 3:30pm
- Unless it is specified from government guidelines, teachers will provide support in school or remotely at school through live streaming and using breakout rooms for interventions. 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 who aren't in school with learning remotely i.e working with focused group or providing their intervention sessions through Microsoft Teams and or Zoom.
- Attending virtual meetings with teachers, parents and pupils – Therefore the staff code of conduct still applies when teaching remotely from home and all staff should ensure that they adhere to the dress code. They should also ensure that they are in their living room, study or kitchen etc, with nothing inappropriate in the background.

3.3 Subject leads

- Alongside their teaching responsibilities, subject leads are responsible for: Identifying if any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject through regular meetings with

teachers or by reviewing work set

- Alerting teachers to resources they can use to teach their subject remotely

3.4

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for: ●

Co-ordinating the remote learning approach across the school

- Monitoring the effectiveness of remote learning through weekly phase meetings with teachers and regular meeting subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations Page | 7

3.5

Designated Safeguarding lead

- The DSL is responsible for: The Designated Safeguarding Lead (DSL) in school takes the lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures in school and that everyone in school, including temporary staff, volunteers and contractors are aware of these procedures and that they are followed at all times.
- They are a source of advice and support to other staff on child protection matters and make sure that timely referrals to Newham Triage Team are made in accordance with current London Child Protection Procedures. The Designated Safeguarding Lead (DSL) works with the local authority and other agencies as required. If for any reason the Designated Safeguarding Lead is unavailable, the Deputy Designated Safeguarding Lead will act in their absence.
- In addition, in most cases homelessness would be considered in the context of children living with their families, however the Designated Safeguarding Lead (DSL) will be alert that some children may be homeless independently and this will require a different level of intervention and support.

3.6

ICT Resource Manager

ICT Resource Manager is 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

3.7

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day although they may not always be in front of a device the entire time
 - Attend relevant live sessions.
 - Complete work to the deadline set by teachers to the best of their ability ●
- Seek help if they need it, from teachers or teaching assistants

- Alert teachers if they're not able to complete work
- Read and respond to communication from the school through Microsoft Teams on a regular basis.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

3.8

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

4.

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 or Inclusion Team

Issues with behaviour – talk to the relevant Phase Leader/AHT

Issues with IT – talk to IT Resource Manager

Issues with their own workload or wellbeing – talk to their line manager

Concerns about data protection – talk to the data protection officer
Concerns about safeguarding – talk to the DSL

5.

Safeguarding

5.1 Accessing personal data

- When accessing personal data for remote learning purposes, all staff members will:
 - Ensure that they access the data, if permitted, within the usual channels at school such as on a secure cloud service (ParentMail) or on SIMs.
 - Staff should ensure that they use the devices provided to access the data, such as laptops, rather than their own personal devices.

5.2

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

5.3

Safeguarding during Remote Teaching and Learning.

- The DSL/DDSL team will be responsible for taking action and reviewing potential safeguarding issues on Google Classroom: if a safeguarding issue emerges you must immediately contact Ms Hussain (DSL) or anyone from the safeguarding team: Ms McDonnell, Mr Jones or Ms Begum (DDSLs).
- The DSL or DDSL will be available and contactable throughout all periods when remote teaching and learning is taking place.
- All Safeguarding entries are immediately dealt with by the DSL/DDSL team. It is vital that staff report safeguarding issues encountered in remote teaching and learning as they would do at school: They must record the concern on Safeguard Software in a timely fashion using the pupil's own words/text/image as much as possible.
- Staff are regularly trained in using Safeguard Software to report all safeguarding concerns
- By using Safeguard Software to log all safeguarding issues, all members of the team, including the Headteacher, are immediately notified.
 - Parents have received the National Online Safety „10 Top Tips for Remote Learning“ guidance which informs parents how to keep their children safe.
- Staff must be vigilant to potential safeguarding issues in remote teaching and learning and appropriate responses; these include inappropriate comments or images, peer-on-peer abuse, and all other safeguarding concerns.
- During live lessons, two adults will be present in the lesson.
- Videos to be uploaded via private homework link ONLY
- If a member of staff has a concern about another member of staff during remote teaching and learning they must report this directly to the Headteacher who will contact the LADO.

6.

Safeguarding Staff can find and access our safeguarding policies and procedures both on the school website as well as within our online „Staff Handbook“.

Sexual Harassment

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or an offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, at Shaftesbury we endeavor to educate our pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE/RSE.

At Shaftesbury Primary School we ensure our pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

All staff are aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as pupils being sexually touched or assaulted, alongside pupils being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

If a child has been harmed, is in immediate danger or is at risk of harm, the DSL/DDSLs must be notified immediately. who will either make a referral to Newham Children's Social Care (MASH) or call the police.

For further information please refer to:

Shaftesbury Primary School

**Managing Sexual Violence and Sexual Harassment between Children Policy
(Peer on Peer abuse)**

7.

Monitoring arrangements

This policy will be reviewed annually by SLT unless government guidelines change, then it may be more frequent. At every review, it will be approved by the Boleyn Trust.

8. Links with other policies

This policy is linked to our: Behaviour policy Child protection policy Data protection policy and privacy notices Home-school agreement ICT and internet acceptable use policy Online safety policy

Appendix 1 – Remote Learning Agreement

1. I will only use ICT systems in school/home, including the internet, e-mail, digital video, mobile technologies, for school purposes.
2. I will only use my school e-mail address for school related things.
3. I will not attempt to bypass any computer or user account restrictions to access confidential or otherwise restricted information on the school network.
4. I will not try to bypass the internet filtering system.
5. I will make sure that all electronic communications with pupils, teachers or others are responsible and sensible.
6. I will be responsible for my behaviour when using the Internet. This includes resources I access and the language I use.
7. I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it immediately to my teacher.
8. I will ensure that my online activity, both in school and outside school, will not cause my school, the staff, pupils or others distress or bring them into disrepute.
9. I will follow the school approach to online safety and not deliberately record/video upload or add any images, video, sounds or text that could upset or offend any member of the school community
10. I will respect the privacy and ownership of others' work on-line at all times.
11. I understand that all my use of the Internet and other related technologies will be filtered, and can be monitored, logged and made available to teachers, to protect me and others and the integrity of school systems.
12. I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied and my parent/ carer will be contacted.

Appendix 2 - Videoconference Lessons

During video calls with your teachers it is really important that you stick to these rules: 1.

An adult is with you during the video call

2. You are in either your dining room, living room or kitchen and not your bedroom. 3.

You must be dressed and ready – not in pyjamas.

4. Please remember that the video conference is part of school. You must be respectful to staff and other pupils. School rules still apply!

5. Staying safe online – keeping yourself, your classmates and your teacher safe. 6. Do not record or take pictures of your teacher or classmates during you online sessions. Joining the video call:

- Your teacher will send you an invitation to join a meeting on Google Meets which will come through in your class stream.
- Open the invitation and click on the link.
- You will be allowed into the Meet by your teacher.

