
OVERSTONE PARK SCHOOL



Remote Learning Policy

Remote Learning

Date	Review Date	Coordinator
September 2021	September 2022	M.F. Brown (Principal) M.Thompson (Administrator) K. Varty (Admin Assistant)

This is a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)

We are aware that remote learning is where the student (s) and the educator are not physically present in a traditional classroom environment with information being relayed through technology.

We acknowledge that since March 2020 there has been great innovation in remote learning with a wide range of approaches being used enabling pupils to continue to learn and progress; and preventing any widening of the attainment gap for the disadvantaged.

We have the capacity to offer immediate remote learning to any class, group or small number of pupils who are unable to attend because of self-isolating or a local lock-down.

We have in place a contingency plan for remote education which:

- uses a curriculum sequence that allows access to high-quality online and offline resources and teaching videos that is linked to the school's curriculum;
- gives access to high quality remote education resources;
- selects the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use;
- provides printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access;
- recognises that younger pupils and some pupils with SEND may not be able to access remote education without adult support so we will work families to deliver a broad and ambitious curriculum;
- maintains an up-to-date record of which pupils and families do not have device or internet access;

- considers how school technology resources could be used in future to support pupils without sufficient remote facilities by providing laptops and chargers to identified families;
- outlines technology training and refresher for school personnel
- ensures continued access to appropriate reading books and resources for early readers;
- helps parents/carers to support pupils in their early reading;
- maintains good communication with parents via Zoom about the approach the school is taking
(Remote Education Support (DfE))

We have 'found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching.' Factors such as:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

We use a single, interactive platform for our remote education provision which creates virtual classes by drawing information from the school's Management Information System enabling a single point of access for all lessons and resources. This allows teachers to host both live and recorded explanations and lessons.

We work hard to maintain a normal school day and aspects of school life online as we believe it will be beneficial to pupils and support them in the management of their work and time.

We believe that it is very important to continue to teach all or most of the planned curriculum. However, subjects such as science, music and technology can prove challenging. In regard to physical education, we encourage pupils to take regular physical exercise to maintain fitness.

We believe keeping active is a vital part of every child's education, as well being important for their mental and physical health. We now use the DfE's new online video collection that supports young people's mental and physical health by providing videos via YouTube which are incorporated into online lessons.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To use remote learning as a way of delivering education and instruction to any class, group or small number of pupils who are not physically present in school.
- To teach a number of students remotely by using a virtual learning platform.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Principal

The Principal will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- provide training for all teachers on how to use a single, interactive platform effectively in their teaching;
- ensure the safety and e-Safety of all members of the school community by creating a safe ICT learning environment by having in place:
 - an effective range of technological tools;
 - clear roles and responsibilities;
 - safe procedures;
 - a comprehensive policy for pupils, staff and parents
- ensure a safe and secure username / password system is in place for all:
 - technical systems;
 - networks;
 - devices; and
 - email and Virtual Learning Environments
- ensure risk assessments are:
 - in place and cover all aspects of this policy;
 - accurate and suitable;
 - reviewed annually;
 - easily available for all school personnel
- inform parents on how we provide remote learning that is as close to in-school provision as possible by outlining:
 - how teachers are trained to deliver the curriculum and support the learning of pupils;
 - how teachers have had to adapt to a new way of working;

- how teachers are supported;
 - what pupils will need to have at home;
 - what is expected of pupils;
 - what support is available to pupils if they need it;
 - how parents can help;
 - how online lessons are delivered;
 - the problems of delivering live lessons;
 - why pupils are getting a similar amount of work to what they would have in school;
 - how pupils can stay active and healthy at home;
 - guidance to parents on how they can protect their child while online;
 - our concerns about future lockdowns and how we can overcome them
- organise a series of safeguarding and child protection workshops to ensure parents are aware of:
 - Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges
 - Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
 - the Safeguarding and Child Protection policy
 - safeguarding procedures in place;
 - all safeguarding policies;
 - their role in safeguarding and child protection
 - ensure good practice is shared throughout the school;
 - work closely with the link governor and coordinator;
 - provide leadership and vision in respect of equality;
 - make effective use of relevant research and information to improve this policy;
 - provide guidance, support and training to all staff;
 - monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with pupils, school personnel, parents and governors
 - monitor the effectiveness of this policy by speaking with pupils, school personnel, and parents.

Role of the Curriculum Leader

The Curriculum Leader will:

- provide awareness training for pupils on how to use Skype and Moodle correctly for remote learning;
- meet with parents to provide training on the benefits of using a single, interactive platform for remote learning;
- ensure parents have in place for their child essential equipment such as a:
 - good internet provider and connection;
 - computer with good specifications;

- set of headphones;
 - quiet space for their child to work.
- ensure teachers provide lessons that are well prepared and organised and with clear instructions;
 - ensure school IT equipment and the school internet connection is of a high standard and well maintained;
 - equip children with a range of skills and a desire for lifelong learning;
 - ensure appropriate coverage of the curriculum;
 - provide support and advice;
 - monitor pupil progress;
 - ensure sufficient and up to date resources are in place.

Role of Teachers when Teaching Online

When teaching online, teachers must:

- create a positive and safe online classroom environment where all pupil/students are respected and valued;
- look out for any signs of abuse and neglect;
- report their concerns of abuse and neglect;
- report all suspected safeguarding concerns and disclosures to the Online Designated Safeguarding Lead;
- ensure all communications with *pupils* and parents is on a professional level;
- teach all *pupils* to:
 - report any form of abuse or online bullying;
 - be vigilant against online radicalisation
- make learning fun and enjoyable;
- provide high quality lessons;
- create a lively online atmosphere;
- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects;
- teach a planned and well-sequenced curriculum;
- provide frequent, clear explanations of new content;
- gauge how well pupils are progressing through the curriculum;
- plan a programme that is of equivalent length to the core teaching pupils would receive in school;
- monitor pupil engagement;
- log participation and motivation levels and feedback to parents, either individually or formally through regular reports;
- contact pupils or parents to explore ways to secure re-engagement;
- assess pupils' progress through quizzes or tests;
- give clear instructions at the start of all online lessons as to what is expected in terms of behaviour such as:
 - how pupils may signal to ask a question;
 - when pupils should mute their microphones;

when pupils should turn on or off their webcam at the start of each session

- regularly check to ensure *pupils* are following along;
- allow *pupils* sufficient time to make comments or ask questions when prompted;
- ensure content shared with *pupils* is appropriate, accessible and course related;
- inform *pupils* in advance if lessons will be recorded;
- give clear instructions when a lesson is coming to an end;
- at the end of each lesson wait for all pupils to log off;
- ensure pupils:
 - behave in a respectful, considerate and kind manner;
 - communicate in a courteous way to both teachers and fellow pupils;
 - display responsible behaviour;
 - treat others and their opinions with respect, cultural sensitivity and politeness;
 - listen and take direction;
 - are punctual to lessons;
 - are located in an appropriate location;
 - are aware of school behaviour systems;
 - participate actively in lessons and complete tasks to the best of their ability;
 - are critically aware of the materials/content they access online;
 - validate the accuracy of information;
 - do not use their mobile or any other hand held device during lesson time

Teachers Online Code of Conduct

Safeguarding - Teachers must:

- be fully aware of all online safeguarding policies and procedures;
- undertake online safeguarding training on induction and when necessary;
- understand their role in online child protection procedures;
- be aware of the signs of abuse and neglect;
- report their concerns of abuse and neglect;
- report all suspected safeguarding concerns and disclosures to the Online Designated Safeguarding Lead;
- ensure all communications with *pupils* and parents will be on a professional level;
- read, understand and sign the Online Safeguarding policy;
- ensure pupils understand and are aware of child protection procedures;
- reinforce online safety messages when teaching online;
- teach all *pupils* to:
 - be critically aware of the materials/content they access online and will show how to validate the accuracy of information;
 - report abuse or any form of online bullying;
 - be vigilant against online radicalisation;
 - acknowledge the source of information used and to respect copyright when using material accessed on the internet
- create a positive and safe online classroom environment where all pupils are respected and valued;

- not distribute recorded lessons to third parties;
- secure any sensitive data;
- not initiate any personnel relationship with a child

Online Etiquette - Teachers must:

- give clear instructions at the start of all online lessons as to what is expected in terms of behaviour such as:
 - how pupils may signal to ask a question;
 - when pupils should mute their microphones;
 - when pupils should turn on or off their webcam at the start of each session
- regularly check during each online lesson to ensure *pupils* are following along;
- allow *pupils* sufficient time to make comments or ask questions when prompted;
- ensure content shared with *pupils* is appropriate, accessible and course related;
- inform *pupils* in advance if lessons will be recorded;
- give clear instructions when a lesson is coming to an end;
- at the end of each lesson wait for all pupils to log off

Pupil Behaviour - Teachers must ensure:

- pupils behave in a respectful, considerate and kind manner when online;
- pupils listen and take direction;
- that if a pupil demonstrates unacceptable or inappropriate behaviour then the school behaviour systems will be followed;
- pupils participate actively in lessons and complete tasks to the best of their ability;
- provide encouragement to all pupils;
- that safeguarding protocols are followed if they notice anything inappropriate;
- pupils are punctual to lessons;
- ensure pupils are located in an appropriate location
- All pupils must have their camera on at all times to enable teachers to identify the pupils. Otherwise, the Zoom link will be deleted.

Privacy and Compliance - Teachers must:

- exercise confidentiality at all times;
- use social networking sites wisely and cautiously so that they do not jeopardise themselves, others or their place of work;
- be cautious when using social networking sites and must:
 - set their profile as private;
 - not allow access to pupils or parents/carers;
 - avoid publishing or allowing to be published any material/comments/images that could damage their professional reputation or bring the school into disrepute
- not outside school hours make contact with pupils or parents/carers via telephone, text message, email or on social networking sites;

- not give their personal details such as mobile and home telephone numbers, home or email address;
- report any pupil who tries to contact them outside the school permitted channels

Role of Pupils

Pupils will:

- be trained in how to use a single, interactive platform for remote learning;
- be trained in how to use IT effectively;
- provide feedback on the effectiveness of remote learning;
- being aware of and comply with this policy;
- being encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listening carefully to all instructions given by the teacher;
- asking for further help if they do not understand;
- treating others, their work and equipment with respect;
- supporting the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaising with the school council;
- taking part in questionnaires and surveys.

Online Code of Conduct for Pupils

General Rules and Guidelines - Pupils/Students must:

- always communicate by being supportive of their learning and the learning and wellbeing of others;
- be aware that online lessons will be recorded but will never be made public
- follow the online school timetable as planned;
- be on time for each online lesson;
- attend all lessons;
- inform their teacher by email if they are unable to attend;
- interact patiently and respectfully with their teacher and peers;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- raise their hand before speaking;
- be responsive and participate fully in all lessons;
- remain attentive during lessons;
- treat others, their work and equipment with respect;
- be supportive and constructive when offering feedback to others in collaborative group tasks;
- learn to take pride in their work;
- produce work to the best of their ability;
- complete all tasks and assignments on their own unless it is a collaborative group task;
- complete all self study tasks on time;
- participate in discussions concerning progress and attainment;
- submit homework properly and completed on time;

- wear appropriate clothing and not pyjamas during online sessions;
- liaise with the school council;
- take part in questionnaires and surveys;
- end the lesson as soon as the teacher indicates to do so and must not stay in the session after the teacher has left;
- maintain a positive online learning environment

Code for Safeguarding - Pupils must:

- adopt a safe and responsible use of the internet;
- understand the importance of adopting good online safety practice;
- report any form of abuse, misuse or access to inappropriate materials;
- report any form of online bullying;
- not post or upload anything offensive, abusive or illegal;
- not upload inappropriate messages, content, unauthorised advertising, promotional material or spam to the internet;
- be vigilant in monitoring the content of websites;
- recognise and avoid online safety risks;
- be aware of radicalisation;
- report any contact from radical groups;
- not share online their user name and passwords with anyone;
- only use approved email accounts;
- report receiving of any offensive emails;
- not divulge their or others personal details;
- not arrange to meet anyone via email;
- seek permission from their parents/carers to send a formal email to an external organisation;
- not take part in sending chain letters;
- report any unsuitable website or material found online;
- share any concern that they have about another pupil/student with their teacher or parent/carer;
- when undertaking research, report to their teacher or parent if they feel unsafe;
- share any concern that they have about their teacher with their parent/carer;
- report to their parent/carer or teacher if they have concerns about their welfare or safety;
- not take photographs of screen shots or share images of the online session;
- not record online interactions in any way;

Code for Online Classroom Behaviour - Pupils must:

- communicate in a courteous way at all times to both teachers and fellow pupils/students;
- display responsible behaviour;
- be aware that any inappropriate behaviour will result in being removed from the lesson;
- not use racist, sexist, homophobic, abusive terms, swear words or language that may cause offence;
- must treat all other pupils/students and teachers and their opinions with respect, cultural sensitivity and politeness

Code for using Technology - Pupils must:

- only use on loan school IT equipment for school purposes;
- treat their IT equipment with good care and attention;
- not use their mobile phone, digital camera or any other hand held device during lesson time;
- frequently check for email from their teacher;
- only take part in live streaming when their parent/carer is present;
- be responsible for their behaviour when using technology

Code for Online Classroom Environment - Pupils must support a positive and safe online classroom environment where all pupils are respected and valued.

They must have in place a:

- quiet study space where they can focus and not be disturbed;
- stable internet connection;
- work station or table top with a comfortable chair;
- standalone computer or laptop;
- suitable back drop

Code for using Copyrighted Materials and Plagiarism - Pupils must not:

- use copyrighted materials,
- plagiarise any work whether it is written, multimedia, oral or creative;
- submit someone else's work as their own;
- copy words or ideas from someone else without giving credit;
- give incorrect information about the source of a quotation;
- change words by copying the sentence structure of a source without giving credit;
- copy so many words or ideas from a source that it makes up the majority of their work

Privacy and Compliance - Pupils must:

- not share documents or resources that are exclusive to the school with outsiders;
- not take screen shots;
- not record any of the resources supplied by the teacher or the school;
- not share any lessons that may be recorded;
- inform the teacher if they do not wish to be recorded in compliance with their parent's wishes

Role of Parents/Carers

Parents/carers will:

- attend awareness training on the use of a single, interactive platform for remote education provision;
- provide for their child:

- the appropriate IT equipment;
- a quiet work area

- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

Principal:	M.F. Brown	Date:	September 2021
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