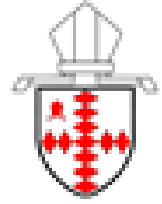




ST DUNSTAN'S, CHEAM, C of E PRIMARY SCHOOL



Policy Subject: Remote Education Policy

Date: January 2021

Review Date: September 2022

Vision Statement

'St Dunstan's – a thriving Christian school, guided by the Good Shepherd, founded on faith, inspiring the best in everyone.'

At St Dunstan's we celebrate:

- Excellent achievement and progress in all that we do
- Learning for life in all its fullness
- Christian values alive within our school
- Being at the heart of our community

Overview The DfE have acknowledged that the coronavirus (COVID-19) pandemic is an unprecedented challenge for our school system, and the traditional approach to delivering education. The impact of the pandemic has necessitated many pupils being out of school, and this will continue to be the case for some pupils, in line with the legal requirements and guidance in place to tackle the virus. Schools have responded to this with a strong and proactive commitment to providing remote education, in challenging and uncertain circumstances.

For this reasons, the DfE have made a temporary continuity direction to provide legal certainty for all involved in the education sector, including parents, teachers and schools themselves. It makes clear that schools have a legal duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). The direction requires that where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education. This policy is written following guidance from the government to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

1.Statement of School Philosophy

At St Dunstan's, Cheam, Church of England Primary School we have always strived to be creative, innovative and to support our parents/carers and pupils in the best way possible to make learning purposeful. We aim to continue to provide a broad and balanced curriculum in all subjects during this uncertain period. We have extensive plans for the provision of remote education so that learning can continue in any of the following scenarios: if an individual is self-isolating in line with government guidance, if a class/bubble is closed, where children have been advised to shield by a medical professional or if there is a partial or full school closure as a result of local or national lockdown. Our remote education, when needed, is of a high quality and aligns as closely as possible with any in-school provision being delivered.

2. Aims

This remote learning policy 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
- Include information about continuous delivery of the school curriculum, as well as in support of health and well-being.
- Provide appropriate guidelines for data protection and safeguarding in relation to remote learning.

3. Roles and responsibilities

3.1 Teachers in the event of individual pupil self-isolation or where a pupil has been advised to shield by a medical professional

- Work is allocated as soon as possible once a child has been identified as self-isolating.
- Daily learning will be set via Evidence Me (EYFS)/ J2e (KS1)/ Google Classroom (KS2) for all individual pupils who are self-isolating.
- Learning will be uploaded no later than the start of each school day.
- Daily lessons span the curriculum; lessons are closely matched to the curriculum delivered in school (lesson slides will be the same as those used in-school as far as possible).
- Lessons will be uploaded to the relevant platform (eg Google Classroom) and each lesson will be set as an 'assignment' to allow pupils/families ease of access to these.
- Lesson slides will be presented using Microsoft PowerPoint or Google Slides. Learning resources will be either Microsoft Word, Google Docs or documents that can be editable if appropriate. PDF files will also be included as learning support resources if appropriate.
- Support material and differentiated work will be provided for all children as required, including children with SEND and early acquisition English language learners (EAL).
- Teachers will ensure that children and parents know how to complete assigned work, return it, use templates, take photos of written work and upload.

- Teachers will provide feedback and comment on children's work via private message on Evidence Me, the child's individual J2e folder or Google Classroom. The teacher will endeavour to comment on at least one piece of work a day if the child is self-isolating for a period of time.
- If children are self-isolating, teachers are expected to contact the family after 48 hours to ensure that the family are okay and that work is being accessed via Evidence Me/ J2e/ Google Classroom as applicable.

Teachers in the event of a class/bubble closure

When providing remote learning, teachers must be available for their normal working hours. If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure which is to contact the Deputy Headteacher at the earliest point possible. If their absence affects the completion of any work required they should ensure that arrangements have been made with year group colleagues or SLT to ensure that work is completed.

When providing remote learning for their class, teachers are responsible for:

- Running their remote provision via Evidence Me/ J2e/ Google Classroom – setting work for remote learning when a class or year group bubble closes.
- Creating a timetable for the week (with year group colleagues, where appropriate) – as similar to that taught in school for the parallel classes in the year group as possible. This must include subjects from across the curriculum.
- Sharing a timetable at the start of each day (not EYFS).
- Setting learning which follows the year group's usual long term planning and timetable.
- Including pre-recorded lessons in KS1 and KS2.
- Ensuring children have access to lessons during normal school hours for a minimum of 3 hours in KS1 and 4 hours in KS2.
- Ensuring children have continued interaction with the teacher, and other pupils via regular Google Meets, facilitated by the teacher.
- Creating online resources to support lessons throughout the week. These will range from pre-recorded lessons by the class teacher or another teacher in the year group, Oak Academy lesson resources or, for EYFS children; activities on Evidence Me and resources from eg Oak National Academy, Numberblocks, BBC Bitesize, Phonics Play etc.
- Ensuring that lesson slides are presented using Microsoft PowerPoint, J2e or Google Slides. Learning resources will be either Microsoft Word or Google Docs documents that can be editable if appropriate. PDF files will also be included as learning support resources if appropriate. There will be no expectation for families to have to print any resources/learning at home.
- Support material and differentiated work provided for children as appropriate, including those with SEND and early acquisition English language learners. (EAL)
- Ensuring children and parents know how to complete assigned work, return it, use templates, take photos of written work and upload.
- Providing feedback and comment on children's work via private message on Evidence Me, J2e or the Google Classroom. The teacher will endeavour to comment on at least one piece of work a day if class bubble is closed.

- Delivering online safety lessons to children including how to interact on Google Classroom/ Meets, cyber bullying, appropriate language, safe searching etc.
- Continuing the use of the National Online Safety and 'Think You Know' resources which support children's online safety at a time when they will be spending much more time online.
- In the event of a class closure, SLT/DSL will contact vulnerable families within 48 hours to ensure that the family are okay and that work is being accessed via Evidence Me, J2e or Google Classroom.

3.3 Teachers in the event of a partial or full school closure as a result of local or national lockdown

In the event of a partial or full school closure as a result of a local or national lockdown, all staff must be available for their normal working hours. Staff will be advised whether they will be working their normal working hours on-site or offsite in each closure scenario based on local or national information. If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure which is to contact the Deputy Headteacher/Phase Leader at the earliest point possible. If their absence affects the completion of any work required they should ensure that arrangements have been made with year group colleagues or SLT to ensure that work is completed.

This section assumes that staff will continue to work in school to provide on-site education for the children of critical workers and vulnerable pupils during any enforced school closure, as has been the case in the Spring/Summer 2020 and Spring 2021 national lockdowns. This means that teachers and support staff will be in school carrying out on-site teaching as well as providing remote education for pupils.

When providing remote learning for their class, teachers are responsible for:

- Running their remote provision via Evidence Me/ J2e/ Google Classroom – setting work for remote learning when the school is partially or fully closed. The learning and lessons which are set should be the same learning/lesson content that is being provided to any children of critical workers and vulnerable children who it has been agreed can attend school.
- Creating a timetable for the week (in school with year group colleagues only) – as similar to that taught in-school as possible. This must include subjects from across the curriculum.
- Setting learning which follows the year group's usual long term planning and timetable for EYFS, KS1 and KS2.
- Including pre-recorded lessons using the relevant platform.
- Ensuring children have access to lessons for the minimum recommended hours a day during normal school hours as specified by the government: 3 hours a day for KS1 and 4 hours a day for KS2.
- Ensuring children have continued interaction with the teacher, and other pupils with private messages and via regular Google Meets, facilitated by the teacher.
- Creating online resources to support lessons throughout the week. These will range from prerecorded lessons by the class teacher or another teacher in the year group, Oak Academy lesson resources or, for EYFS children; activities on Evidence Me and resources from eg Oak National Academy, Alphablocks,, Numberblocks, BBC Bitesize, Phonics Play etc.
- Ensuring that lesson slides are presented using Microsoft PowerPoint, J2e or Google Slides. Learning resources will be either Microsoft Word or Google Docs documents that can be

editable if appropriate. PDF files will also be included as learning support resources if appropriate. There will be no expectation for families to have to print any resources/learning at home.

- Support material and differentiated work provided for children as appropriate, including those with SEND and early acquisition English language learners. (EAL)
- Ensuring children and parents know how to complete assigned work, return it, use templates, take photos of written work and upload.
- Providing feedback and comment on children's work via private message on the relevant platform (eg Google Classroom). The teacher will endeavour to comment on at least one piece of work a day where the school is partially or fully closed.
- Delivering online safety lessons to children including how to interact on Google Classroom/ Meets, cyber bullying, appropriate language, safe searching etc.
- Continuing the use of the National Online Safety and 'Think You Know' resources which support children's online safety at a time when they will be spending much more time online.

Keeping in touch with pupils and parents:

- Daily contact should be made by the teacher via J2e/Google Classroom and a twice weekly class Google Meet with the teacher, providing there is another member of staff in the 'room'.
- Teachers are to ensure that pupils are upholding the Code of Conduct for Evidence Me/ J2e/ Google Classroom and remove any content that does not adhere to this.
- Any pupil failing to hand in their remote learning should have a telephone call home from the teacher to discuss issues the child may be facing and a solution sought with the support of SLT where required.
- If any complaints or concerns are shared by parents and pupils, our usual school procedures will be followed.
- Contact should be polite and encouraging. Teachers must adhere to the email policy and not give out any personal details. Any concerns which cannot be addressed by the teacher should be forwarded to a member of SLT who may choose to contact the parents directly.

When attending virtual meetings with staff, parents and pupils, staff should:

- Think about the location of the video call; think about what can be seen (including the background) and heard during filming – protect your privacy. Staff should only engage with video calls at home where agreed with the Headteacher/SLT.
- Dress in appropriate clothing (be mindful of slogans on clothing).
- Remain professional at all times.
- Use the agreed school platforms of Google Meets.
- Be punctual to all planned meetings.
- Keep a timetable of all live meetings and interventions, which includes children's names for small groups.

3.4 Support Staff

- When assisting with remote learning, LSAs and TAs must be available for their normal working hours. If they are unable to work for any reason during this time, for example due to sickness, they should report this using the agreed absence procedure which is to contact the SENDCo and Phase Leader at the earliest point possible. If their absence affects the completion of any live sessions due that day, the support staff member must advise the year group leader of this by 8.30am so that arrangements can be made for another member of staff to attend or to advise any individual pupils/parents that this will need to be postponed.

When assisting with remote learning, support staff are responsible for:

- Supporting pupils with an EHCP who are not in school with resources for learning remotely – when requested by the SENCo or Deputy Head/Headteacher.
- Preparing activities/resources for the delivery of learning remotely via J2e/Google Classrooms, Google Meet or Evidence Me.
- Learning resources will be either Microsoft Word, J2e or Google Docs documents that can be editable if appropriate. PDF files will also be included as learning support resources if appropriate. There will be no expectation for families to have to print any resources/learning at home although an option may be given.
- Providing feedback and commenting on children's work as appropriate.
- Attending virtual meetings with teachers, parents and pupils.
- Keep a timetable of all live sessions and interventions, which includes children's names for small group and 1:1 interventions should this occur.

When attending virtual meetings with staff, parents and pupils, support staff should:

- Think about the location of the video call; think about what can be seen (including the background) and heard during filming – protect your privacy. Staff should not deliver any live lesson intervention sessions from home.
- Dress in appropriate clothing (be mindful of slogans on clothing).
- Remain professional at all times.
- Use the agreed school platforms of Zoom, Google Meets or Google Hangouts or School
- Be punctual to all planned meetings.

3.5 Subject/area leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Ensuring their subject is continued to be taught and that there is full curriculum coverage by the end of the academic year (if possible).
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Alerting teachers to resources they can use to teach their subject remotely.
- Posting resources, assignments or Worships as appropriate for their subject/area focus.

3.6 Senior Leadership Team

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 regular communications with staff, pupils and parents and taking on feedback to ensure the best approach for our school community is used – reporting any queries to the Deputy Headteacher.
- Researching and innovating ways of delivering remote learning to continue to expand our remote learning offer for our pupils.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

3.7 Designated Safeguarding Leads

The DSLs and Deputy DSLs are responsible for:

- Maintaining contact, collating, passing on information and responding to any safeguarding and/or child protection concerns.
- Ensuring all staff adhere to the Child Protection & Safeguarding Policy and/or Child protection and Safeguarding: COVID-19 addendum.

3.8 Computing Lead (and SLT)

Responsible for:

- Co-ordinating the fixing of issues with systems used to set and collect work.
- Helping staff and parents with any technical issues they are experiencing (supported in the first instance by the identified members of the School Office team and the class teacher).
- Reviewing the security of remote learning systems – any data protection breaches must be immediately flagged to the Data Protection Officer in line with usual school procedures.
- Assisting pupils and parents with accessing the internet or devices, liaising with the SBM and DHT (and Cygnet IT where appropriate).

3.9 Pupils and Parents/Carers

What pupils and parents/carers can expect from the school:

- Any learning feedback from the teacher will be done in such a way as to seek to encourage the child's participation whilst at home and further develop their skills. For example, a slight error may be picked up in maths or one or two spellings in English, but not a large number of errors, so seeking to build the child's self-esteem.
- Children (particularly KS2 children) are able to use private messaging on Google Classroom and parents/carers have access to direct class email addressed in order to contact teachers. They can also call or email the School Office, so if there is any misunderstanding or further clarity needed by child or parent about a learning task, there can be a discussion to help further.

Staff expect pupils learning remotely to:

- Be completing the remote learning set by the school during the school day – although they may not always be in front of a device the entire time.
- Complete learning tasks to the deadline set by teachers where applicable (consideration to personal circumstances and situation will always be considered).
- Seek help if they need it, from teachers – private messages can be sent via J2e/ Google Classrooms, or parents/carers can email the class teacher on their class email or the school at office@stdunstans.sutton.sch.uk .
- Alert teachers if they are not able to complete the daily learning for any reason.

Staff can expect parents with children learning remotely to:

- Ensure that their child is engaging with the learning set by the school on their child's school Evidence Me/ J2e/Google Classroom account.
- Make the school aware if their child is sick or otherwise cannot complete their learning for any reason.
- Seek help from the school if they need it – use the help guides given out by the school to support remote learning. Parent/carers can send emails to the class email account or parents/carers can email the school at office@stdunstans.sutton.sch.uk
- Be respectful when making any concerns or complaints known to staff.

3.10 Governing board

The governing body is responsible for:

- Monitoring the school's approach to providing remote learning to ensure that the school is meeting its responsibilities under the government's temporary continuity direction to schools and ensuring that 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. Methods for delivery of remote learning

We use a combination of the following approaches to teach pupils remotely:

- Daily lesson slides shared on Google Classroom/J2e
- Live learning through Google Meet sessions twice weekly, provide opportunities for interactivity including questioning, eliciting learning/knowledge and reflective discussion.
- Recorded teaching including video/audio recordings made by year team of teachers, as well as video lessons from approved high quality providers such as: White Rose, Jane Considine, Oak National Academy lessons, Mathletics, Times Tables Rockstars, Charanga (music), (resources which have subscribed to for a number of years), BBC Bitesize etc; teaching slides with voiceover explanations videos; tasks and activities to be completed independently by children.
- Printed paper packs produced by teachers (e.g. worksheets) for those without remote access.

- Providing where possible or recommending textbooks and reading books to enable pupils' learning.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Long-term project work and/or internet research activities.
- We will continue to expand on this where we add to our remote learning offer in the future with new platforms and/or subscriptions.
- For our younger children teachers will provide activities and links to other education websites to support the children's learning and education in relation to their age and stage of development.
- In reception, there will be a focus on Phonics, with teacher produced videos to support phonics acquisition.
- Staff will also generate story and rhyme videos to promote and aid literacy and math's development.

5. Digital or online access at home

We are using Evidence Me (EYFS), J2e (KS1) and Google Classroom (KS2) which can be accessed on a wide range of devices (android and iOS mobile phones, tablets, Chromebooks, laptops, PCs, Xbox and PlayStation consoles) to deliver our remote learning to ensure that all members of our school community can access this.

We have created 'how to' guides to explain how to access J2e/ Google Classroom on a device and how to upload learning.

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- We will issue as many Chromebooks as we are able where requested. These will be issued to disadvantaged pupils (those in receipt of Pupil Premium) in years 3-5 in the first instance, who do not have access to a device using our limited allocation from the government. The child's Parent/Carer will need to complete a Chromebook lending agreement prior to collection. Parents/Carers should contact Mrs Porter, Deputy Headteacher , via office@stdunstans.sutton.sch.uk with any questions.
- We will issue devices to disadvantaged pupils (those in receipt of Pupil Premium) in years 1 and 2 who do not have access to a device if we have devices available.
- Where requested we will also issue or lend devices that enable internet connection in order for them to access this or increase their mobile data allowance, in line with government provision for such.
- Parents/Carers can collect any printed materials needed if they do not have online access from the front entrance to the school. (Telephone the School Office to arrange – 020 8642 5463) as arranged with the class teacher.
- Parents/Carers can return work to their teachers if they do not have online access by delivering it back to the front entrance to the school. (Email the class teacher or telephone the School Office to arrange – 020 8642 5463).
- Pupils can submit work by photograph to the class email address if they are unable or unsure how to upload learning to their platform.

6. Additional support for pupils with particular needs

Pupils with special educational needs and disabilities or those in the early stages of English language acquisition

In all scenarios, teachers will provide support material and differentiated work for children with SEND and early acquisition English language learners, where appropriate.

In the event of partial or full school closure, support staff will continue to support pupils that they would usually have delivered interventions to face-to-face by providing resources remotely where possible and where requested by the SENCo or Head/ Deputyheadteacher. Please see section 3.4 for details.

7. Home and School Partnership

- We are committed to working in close partnership with families. We recognise that each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.
- The school has provided all pupils from Nursery to Year 6 with access to Evidence Me, J2e or Google Classroom. All staff and children are being trained in the use of various aspects of G Suite for Education school accounts in order to give pupils access to the online tools necessary to engage with our remote learning.
- We have provided Evidence Me/J2e/Google Classroom guidance to parents and carers as applicable and have also spent lesson time at school teaching the children in KS2 how to use the Google platform. This will be rolled out to KS1 as soon as possible.
- Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would recommend that each 'school day' maintains a structure that suits each family.
- We would encourage parents to support their children's learning, including finding them an appropriate place to work and, to the best of their ability, supporting their child(ren) through encouragement and helping to develop good levels of concentration.
- Every effort will be made by staff to ensure that learning is set promptly.
- All children sign an 'Acceptable Use Policy' at school which includes online safety rules are followed and this applies when children are working on computers at home.
- With staff wellbeing in mind, staff are encouraged not to access Evidence Me/ J2e/Google Classroom on a weekend or in an evening, unless they so wish to and this fits better with them. Parents/carers are advised that there may be a delay in responses to messages because of this and because of staff working their normal hours in-school during most closure scenarios, meaning that teachers have to wait until the end of the day to respond or wait for their PPA time. The exception to this would be if a class bubble is closed for self-isolation and then the teacher will respond during the school day.

8. 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 SLT
- Issues with behaviour – talk to the relevant Phase Leader, SENCo or SLT
- Issues with IT – talk to Computing Lead or SLT
- Issues with their own workload or wellbeing – talk to their line manager or one of the school's Mental Health First Aid Leads (Mrs Major/ Mrs Soma)
- Concerns about data protection – talk to the Data Protection Officer (via the office) ☒
- Concerns about safeguarding and/or child protection – talk to a DSL

If pupils or parents/carers have any questions or concerns about remote learning, they should contact the following individuals:

- Issues about accessing Evidence Me/ J2e/ Google Classrooms/IT – contact the School Office on 020 8642 5463 or at office@stdunstans.sutton.sch.uk in the first instance – our team will attempt to get you back on track, but will refer any more complex issues to the Computing Lead/ SLT/Cygnnet IT.
- Issues with your child engaging with their learning – send your child's teacher an email via the class email address.
- Concerns about safeguarding and/or child protection – contact the school on 020 8642 5463 and ask to speak to a Designated Safeguarding Lead.
- Any other concerns – contact your child's class teacher in the first instance via the class email address, by calling the school on 020 8642 5463 or by emailing office@stdunstans.sutton.sch.uk Any concerns which cannot be addressed at class teacher level should be escalated through the usual channels; class teacher, then Phase Leader, then Deputy Headteacher, then Headteacher, if required.

9. Data protection

9.1 Accessing personal data

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

- Use password protected cloud based platforms including: G Suite for Education (Google Classroom, Google Meets, Google Hangouts), Target Tracker (assessment), SIMs and Provision Mapping.
- Any sensitive information must be kept on an Encrypted Memory Stick that will be provided by the school and not stored on personal devices.
- Remote access to school drives is completed using the secure procedures. Pupil details may need to be accessed remotely by SLT and this will be through remote access only and not stored on personal devices.

9.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses or telephone numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online.

9.3 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.

10. Safeguarding

We continue to adhere to the school's Child Protection & Safeguarding policy including the Child Protection and Safeguarding: COVID-19 addendum. We also continue to adhere to the school's Online Safety Policy including the Acceptable Use Policies and Codes of Conducts.

No staff members are to run live meetings from off-site with pupils other than that which SLT have given permission and are present for.

11. Monitoring arrangements

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

12. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child Protection & Safeguarding policy and Child Protection and Safeguarding: COVID-19 addendum
- Data Protection policy
- Online Safety Policy including Acceptable Use Policies and Codes of Conduct