



Remote Education Policy

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1. Introduction

The Greenland community has continued to respond to the many challenges faced because of COVID-19 over the course of the last year. The outstanding efforts of pupils, parents, staff, Governors and Trustees have been remarkable. Greenland's COVID-19 Recovery Plan has been strategically planned to support pupils (and all other stakeholders) back into school life. With an emphasis on supporting wellbeing and ensuring health and safety, school staff have been able to cater for all manner of need since the wider school opening in September 2020.

Aspiration without limit – our belief is that all pupils should have the opportunity to succeed, learn and achieve. Our curriculum, in light of the COVID-19 pandemic, has been adapted to best meet the needs of all pupils. This not only includes the content of our curriculum but our delivery. Responding to the ever-changing climate, Greenland School has developed a Remote Education Policy to ensure that all pupils continue to receive a high-quality education regardless of whether they can attend school or not. This means that if an individual has to self-isolate, a 'bubble' is forced to close or if we go into a National or regional lockdown, all pupils will be able to continue with their studies.

The aims of this policy and the intended school offer are both addressed in the early stages of the document. Following this, roles and responsibilities are outlined in addition to considerations given to the issues of data protection and safeguarding. Monitoring of Remote Education in the early stages will be key with timely staff training integral to its success.

Further information on the need for this policy (outlined in the [Temporary Continuity Direction \(2020\)](#) and the 2021 DfE document: [Restricting attendance during the national lockdown](#)) can be found below:

The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction

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.

*The intention of this Direction is 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. The expectations on the quality of remote education expected of schools remain those set out in the guidance for full opening published in July 2020.

Remote Education Guidance - in the DfE's (2021) Restricting attendance during the national lockdown: Schools

Due to the dedication of teachers and school leaders, the vast majority of schools have already been delivering remote education where it has been needed, continually improving their provision in line with expectations and emerging best practice.

The temporary continuity direction makes it clear that schools have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19). The Direction requires schools to have regard to this guidance. Ofsted inspection will consider the quality of schools' remote education in accordance with the expectations set out in this guidance.

The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day

If parents feel their children's school is not providing remote education of a suitable quantity and quality, they are encouraged to in the first instance raise their concerns with the teacher or headteacher and, if the concerns are not resolved, to report the matter to Ofsted.

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In developing their remote education, we expect schools to:

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum
- select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If schools do not have an education platform in place, they can access free support at [Get help with technology - GOV.UK \(education.gov.uk\)](https://www.gov.uk/get-help-with-technology)
- overcome barriers to digital access for pupils by:
 - distributing school-owned laptops accompanied by a user agreement or contract
 - providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
- It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.
- have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern
- identify a named senior leader (**Mr Kris Armstrong**) with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education
- publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021

When teaching pupils remotely, we expect schools to:

- set meaningful and ambitious work each day in an appropriate range of subjects
- provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:
 - Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
 - Key Stage 2: 4 hours a day

Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of school-led video content

- consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
 - providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
 - providing opportunities for interactivity, including questioning, eliciting and reflective discussion
 - providing scaffolded practice and opportunities to apply new knowledge
 - enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
 - using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
 - avoiding an over-reliance on long-term projects or internet research activities

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support

Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely

We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need.

In addition to the above, the findings and recommendations of the following bodies have been considered: DfE, Education Endowment Fund, Ofsted, Microsoft, Sutton Trust and SWGfL.

2. Aims

This remote education policy aims to:

- Ensure all pupils receive a high-quality education whether they be at school or at home
- Ensure consistency in the approach to remote education for pupils
- Set out expectations for all members of the school community with regards to remote education
- Provide appropriate guidelines for safeguarding and data protection

3. Our School Offer

During the current COVID-19 pandemic, when needed, Greenland will endeavour to provide:

- immediate remote education
- a curriculum sequence that allows access to high-quality online and offline resources and teaching videos that are linked to the school's curriculum expectations
- access to high-quality remote education resources
- support with accessing remote education resources (including supporting parents when pupils are having difficulties)
- assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- daily lessons so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject

Preparation by School

The school will ensure that the following actions are taken prior to any pupils needing to self-isolate or partial or full closure of the school:

- We will provide **all** children with an exercise book that they can use for their daily writing and any other paper-based activities that they do at home. Should children require pens / pencils or any other equipment they are encouraged to let school know.
- **Identified** children will be provided with a basic resource pack to support remote education. These packs will be sent home and parents/carers asked to store these for any future needs. The pack includes:
 - Basic stationery items
 - Blank exercise book
 - Paper
 - Login cards for all online learning platforms – *TT Rockstars, Oxford Owl, Teach Your Monster to Read, Lexia and Reading Plus*
 - Letter to parents with passwords and login details for Microsoft Teams
- Staff will ensure that all children understand how to access Microsoft Teams (age appropriate) and support any parents/carers who struggle with this.
 - Our School Offer (**Appendix 1**) has been shared with parents

- A Teams code of conduct (**Appendix 2**) has been created to ensure that the platform is used appropriately
- Families who receive a laptop from the school also need to sign a code of conduct (**Appendix 3**)

Preparation at home

Parents should endeavour to support pupils' remote education by creating a positive environment for their child to learn, for example:

- Distinguish between weekdays and weekends, to separate school life and home life.
- At the end of the day, have a clear cut-off to signal school time is over.
- Create and stick to a routine.
- Provide the correct equipment in order for their child to complete the work given.
- Designate a working space if possible.
- Make time for exercise and breaks throughout the day to keep their child active.
- Reinforce the importance of children staying safe online.
- Be aware of what their child is being asked to do, including: sites they will be asked to use and the school staff their child will interact with.
- Emphasise the importance of a safe online environment. Set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.
- Encourage their child to work to the best of their ability and praise their efforts.

Online Access

It is expected that children will access most of our remote education through our online provision. If parents/carers do not have access to an electronic device, we expect them to inform school and we will provide them with a school laptop. **Parents are asked to sign a 'school laptop code of conduct' (Appendix 3) before borrowing a laptop in which they acknowledge that the laptop belongs to school and that they should monitor their child's usage. School laptops should be returned to school in the same condition as when they were first borrowed.**

If they do not have access to the internet (including mobile phone data), we will attempt to find a suitable solution. In some cases, this may involve school distributing paper copies of work for pupils to complete. In these situations, school will provide the following:

- A 2-week work pack which closely matches the online offer been accessed by the majority of pupils
- A weekly phone call from a member of school staff to offer support and provide feedback in order for the pupil to make further progress
- Access to any additional stationary needed to complete tasks

At Greenland, we have identified **3 different stages** where children may be unable to attend school due to the COVID-19 pandemic and subsequent government guidance. The following outlines our response for each stage:

Stage 1 - If an individual child or a small number of children need to isolate

The school will endeavour to:

- provide paper-based resources for maths and English for all children – a two-week isolation pack is updated every half-term by teachers so that all pupils can **consolidate** what they have covered in school
- provide immediate access to Teams in order to access online resources closely linked to current work in class
- provide immediate access to a laptop (at parents' request) if no access to a device at home
- provide individual login details for each of the learning platforms
- signpost families to online, high-quality lessons, videos and resources for the duration of the isolation period

- ensure all resources and lessons provided, link to current curriculum objectives within their classroom
- carry out a welfare call to discuss remote education, with subsequent calls as required

Greenland is mindful of teacher workload and recognises the difficulties for staff simultaneously providing an education to children both in the classroom and at home. Every effort will be made to support pupil catch-up on return to school

Parents/Carers are requested to:

- inform school as soon as the child needs to isolate
- inform school of any test results as soon as possible
- inform school on the first day of absence if they would like to borrow a laptop
- inform school on the first day of absence if they do not have any access to Wi-Fi or mobile data
 - If unable to access Wi-Fi or mobile data, support and encourage their child to complete the paper-based resources
- access and complete any remote education resources immediately on the first day of absence (TT Rockstars, RWI Phonics, Oxford Owl, Reading Plus, Lexia etc.)
- contact school if they have any concerns relating to the work provided
- submit / hand in the completed work in the agreed way
- inform school when their child will be returning

Stage 2 – If one or more class bubbles need to close

The school will endeavour to:

Fulfil all of the above criteria and in addition:

- inform parents that the bubble will close as soon as possible
- provide daily lessons in a range of subjects (always reading, writing and maths) ensuring a broad and balanced curriculum across the time away from school
 - live lessons can be delivered by the class teacher if appropriate
 - recorded lessons from RWI Phonics, White Rose Maths and Oak National Academy can also be shared to support a well-planned and -sequenced series of lessons
- provide daily opportunities for pupils to meet with the class teacher and their peers on the Teams platform to enable the following:
 - giving pupils the opportunity to talk to their teacher and friends in an attempt to support pupil wellbeing
 - providing pupils with daily guidance on the tasks for the day, including timetabling considerations and guidance to accessing online work
 - reviewing the previous day's learning and addressing any common misconceptions
- provide timely feedback to all children
 - feedback can be both written and verbal
 - feedback can be provided in many ways using the Teams platform, through other online resources and, if necessary, given to parents over the phone
- respond to parents' messages within school working hours (8:30am – 4:30pm)
- adapt upcoming lesson provision based on the children's work submitted the previous days
- contact parents/carers who do not have access to the internet (or mobile data) weekly
- contact parents/carers following no online work submission (3 days of inactivity on Teams and/or other online platforms)
 - information to be collated on Remote Education Register (Appendix 4)

Parents/Carers are requested to:

Fulfil all of the above criteria and in addition:

- access remote education resources immediately, on the first full day of absence
- ensure pupil work is completed according to the class timetable
- ensure work is submitted by the end of every school day
- submit children's work according to the class timetable using agreed methods
- send messages to teachers, via email (or through Teams for younger children who struggle with technology), should they have any queries
- encourage their child to respond to any feedback, marking or improvement prompts, provided by the teacher

Stage 3 – If the whole school closes or goes into local/national lockdown

Fulfil all of the above criteria and in addition:

The school will endeavour to:

- provide weekly welfare calls for all pupils not accessing school (if the closure exceeds two school weeks)
 - Pupils receiving paper-based work packs to be contacted twice a week
- operate timely reward systems to celebrate home achievements
- review the remote education provision for foundation subjects e.g. providing school created videos
- provide timely information and success stories through the school website and Facebook page
- continue to monitor provision to ensure pupils continue to access a high-quality education

Further Support Available

If parents have any questions or concerns about remote education, they should contact the following:

Issues in setting work – contact the relevant class teacher via email

Issues with behaviour – contact the relevant class teacher via email – this may be escalated to the senior management team

Issues with IT – contact the school office (ask to speak to Mr Neil Willis or Mr Mark Johnson)

Issues with their own workload or wellbeing – contact school and ask to speak to a member of the senior leadership team (or anyone you feel comfortable with – teachers or administrative staff) and we will make time to discuss the issue, potentially referring you to an appropriate support agency

Concerns about data protection – school office or Mr Michael Tallentire.

Concerns about safeguarding – talk to the Designated Safeguarding Lead, Miss Anne Marie Lewis or Mrs Claire Guy

While we will endeavour to implement the steps outlined above, there may be circumstances beyond the control of the school that could impact on provision. For example, levels of staff absence or temporary technical difficulties.

Greenland has utilised the DfE template to communicate its Remote Education offer to parents. Appendix 1 shows what has been shared with parents via the school website.

4. Roles and Responsibilities

4.1 Teachers

When providing remote education, teachers will be available between 8.30am and 4.30pm. By 'available', we mean being reasonably accessible to both pupils and parents. They will organise their working day to reflect their regular day-to-day practice. There is an expectation that teachers take time in their day to respond to emails or any other form of communication in order to best meet the needs of the pupils/families who are required to isolate. In addition to responding to parental communication, teachers will be responsible for planning, delivering and assessing online learning (and in certain cases, preparing paper-based work to be distributed by school). However, teachers must also take time for breaks, like they would do at school and ensure they seek the support of senior management if they are struggling with their workload.

(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.)

When providing remote education, **teachers** are responsible for:

- Setting work and making this accessible for a range of learners through Teams (or any other online platform – for example, Reading Plus) or through paper-based work packs
- Providing feedback on work

- Attending virtual meetings with staff, parents and pupils
- Keeping in touch with pupils who are not in school (or accessing Teams) and their parents/carers
- Maintaining up-to-date records on pupil engagement and pupil welfare (to be recorded on Appendix 4 – Remote Education register)
- Ensuring that safeguarding principles are effective at all times

4.2 Teaching assistants

In most cases, teaching assistants will continue to work in school, supporting the most vulnerable pupils and those with key worker parents. However, on occasions when asked to work from home, TAs are encouraged to support remote education if they have access to the technology needed to do so. When supporting remote education, teaching assistants must be available to support class teachers for the hours they would generally work in 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 supporting remote education, **teaching assistants** are responsible for:

- Supporting teachers in the provision of remote education
 - Monitoring and responding to the chat function in Teams
 - Working with smaller groups of pupils in Teams meetings (or in some cases Teams meeting breakout rooms)
- Attending virtual meetings with teachers, parents and pupils (if necessary)
- If in school, teaching assistants could also support the remote education effort through the preparation of paper-based work packs

4.3 Subject leads (including SENDCO)

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the curriculum need to change to accommodate remote education and to meet the needs of individual children
- Consider how approaches to remote education are integrated into the wider curriculum design
- 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 reasonable and age-appropriate
- Monitoring the work set by teachers in their subject – this will be supported by Mr Kris Armstrong
- Alerting teachers to resources they can use to teach their subject remotely

4.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote education approach across the school – Mr Kris Armstrong is the identified lead
- Understanding how approaches to remote education are integrated into the wider curriculum design
- Monitoring the effectiveness of remote education
- Monitoring the security of remote education systems, including data protection and safeguarding considerations

4.5 Designated safeguarding lead

The DSL (Miss Anne Marie Lewis) is responsible for:

- Ensuring safeguarding is effective across school

- Refer to school safeguarding policy and online safety policy

4.6 IT staff (provided through NDA) / Computing lead

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they may experience
- Reviewing the security of remote education systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

4.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Abide the Teams Code of Conduct
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are unable to complete work

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
 - Requesting devices or troubleshooting technical issues
 - Support with teaching – ideas to support their child's understanding
 - Requesting paper-based work packs
- Be supportive of teachers and provide their children with assistance when completing given tasks
- Be available for welfare checks
- Be respectful and timely when making any complaints or concerns known to staff

4.8 Governing body and Trustees

The governing body and Trustees are responsible for:

- Monitoring the school's approach to providing remote education to ensure teaching and learning remains as high-quality as possible and is integrated into the wider curriculum design
- Ensuring that staff are certain that remote education systems are appropriately secure, for both data protection and safeguarding reasons

5. Teams Expectations

Greenland has set high expectations for its delivery of remote education using the Microsoft Teams platform. We have considered the recommendations in the Ofsted (2021) guidance document, 'What's working well in remote education?' The main messages taken from the document are to keep things **simple**, to ensure teaching focusses on the **basics** and a recognition that **feedback** is

more important than ever. Other key messages include the importance of **engagement**, that there isn't a one size fits all approach and that **mixed models** work best. In order to ensure consistency of approach, the teaching staff have all agreed to following expectations:

- All pupils will have access to Microsoft Teams and are given a username and password by their teacher
- Pupils are grouped via year groups and will be supported by and have access to all teaching staff who teach in those year groups
- Pupils will have access to daily* meetings where they can interact with their teachers and friends. These meetings can take the form of daily briefings, live lessons, drop-in support meetings and friendship-group catch-up sessions
 - Teachers will ensure that Meetings are safe, complying to the following guidance:
 - Meeting settings will be adapted to give teachers greater control (only teachers can bypass the lobby, only teachers can present, teachers may choose to stop pupils from unmuting themselves)
 - Teachers will monitor the chat to ensure only appropriate messages are displayed. Unsavoury messages will be deleted and pupils, who continue to ignore the code of conduct, will be removed from the Meeting a potentially the Teams platform
 - Teachers must remember to '**End Meeting**' as opposed to leaving, allowing students to remain unattended
 - Daily* meetings are to be delivered where necessary. Ofsted and the DfE both recommend that schools implement a variety of **mixed models** as live teaching is not always the most effective. Live lessons or Teams Meetings will not always be appropriate for EYFS and KS1 pupils. Careful consideration should be taken so as to maximise the impact of Remote Education practice.
- Teachers will use Teams to set daily tasks that meet the needs of the Greenland Curriculum and meet the minimum guidelines for work set by the DfE's Restricting Attendance document (3 hours in KS1 and 4 hours in KS2)
 - There is no recommended guidance for EYFS. School will endeavour to set tasks appropriate to the age and stage of these pupils whilst considering the home and wider environment during the pandemic.
- Remote education will be organised consistently and clearly through the use of channels
 - Each year group Team must have the following channels: general, reading, writing and maths
 - Teams are then free to create extra channels – e.g. Relax Kids, science, phonics etc.
- Learning materials (and links to other online resources) are to be uploaded within a post in the suitable channel before 9am each day. Posts should be consistent and easily understandable by parents and pupils alike. Daily posts should include the following:
 - The date and subject
 - A written explanation of the task
 - Links to resources and websites
- Teachers will endeavour to provide feedback on pupil work. This can take many forms but should be carried out at least weekly. The following options are not an exhaustive list but are recommended:
 - Quizzes created on Microsoft Forms – teachers to analyse and deliver feedback on success
 - Pupils to respond to tasks via the chat function in meetings or by replying to posts – teachers can provide both verbal and written feedback
 - During live lessons and drop-in support sessions, verbal feedback will be offered throughout the process
 - Pupils can upload work (or photos of work) to files and class notebook – teacher can provide written feedback
 - There are also a variety of other learning platforms which can be shared via Teams which provide feedback (e.g. Reading Plus, Lexia and TT Rockstars etc.)
 - Additionally, parents can email completed work to teachers and feedback can be returned accordingly

- Children who are receiving a paper-based work pack will receive feedback after staff have discussed work with a parent/carer (a pupil-teacher conversation may also take place if a parent is present)
 - In exceptional circumstances, paper-based work packs are to be collected by the attendance officer (Mr Graeme Shaw), returned to school and written feedback will be provided
- Series of lessons and resources uploaded to Microsoft Teams should follow the intended Greenland Curriculum delivered in school and based on assessment and feedback teachers will adapt their teaching to meet the needs of pupils
- Teachers will regularly remind pupils and their parents of the school's Microsoft Teams Code of Conduct. Teachers will have high expectations of pupil behaviour and will endeavour to support the school safeguarding effort
 - Any safeguarding concerns are to be uploaded to CPOMS based on Teams activity
 - Sanctions, including the removal from Teams, may be necessary in exceptional cases

6. Data Protection

Greenland have made every effort to ensure GDPR compliance. As a school, we have considered the further recommendations offered by the DfE and consulted the 'data protection: toolkit for schools' webpage. However, the nature of remote education provides many challenges for teachers to be aware of.

Staff are advised not to share personal information (including personal telephone numbers) whilst carrying out tasks associated with remote education. Withholding personal telephone numbers is strongly advised when carrying out welfare checks or supporting families with set tasks. Similarly, staff should use their school email accounts when contacting parents and should use school devices over personal devices wherever possible. Staff may also feel more comfortable blurring their backgrounds when delivering live lessons and/or meetings.

The very nature of carrying out remote education from home also presents data protection challenges that staff should endeavour to overcome. Teaching should take place in a neutral area so that any sensitive information which may come to light during a live lesson/meeting remains private. Staff may choose to wear headphones in an attempt to prevent any such issues. Staff are also encouraged to store any sensitive information securely, preferably using password protected software. The information collated on the Remote Education Register (Appendix 4) may be of a sensitive nature and must remain confidential – secure storage therefore is a necessity. In addition, the need to disseminate pupil login details swiftly should be carried out in a manner that is compliant with school GDPR policy.

Pupils, through existing curricular work around online safety, should be reminded about what information they share online. Senior leaders and parents may need to be contacted by staff in order to find solutions if situations relating to non-compliance continue to arise. Pupil usernames and passwords are handled sensitively and stored securely. Pupils are given strong passwords (at least 8 letters, using both uppercase and lowercase letters, numbers and symbols)

7. Safeguarding

Safeguarding is of paramount importance at Greenland. It is essential that all staff are familiar with the school safeguarding policy and have read the most up-to-date version of 'Keeping Children Safe in Education'. Due to the pandemic, safeguarding services across the region are severely stretched. This, linked with the fact that teachers are no longer in regular contact with all pupils, makes it imperative that school staff work in partnership to ensure that all children are safe. This policy will consider the role of remote education in the safeguarding effort and will identify considerations for all school staff. It draws upon the advice from the guidance provided by the DfE (Safeguarding and remote education during coronavirus (COVID-19)) and its recommended advice from other bodies (NSPCC, the UK Safer Internet Centre (SWGfL), LGfL, Childnet and the National Crime Agency's 'Think U Know' campaign).

The Teams platform has been chosen due to its secure nature. We acknowledge that all children and families are different and are all met by their individual challenging circumstances. Staff are encouraged to think carefully about their practice. School should be flexible in its approach to remote education. Some families may be sharing devices and cannot always attend live lessons. Other

pupils may be shy and feel uncomfortable putting their webcams on. Some pupils may, in fact, wish to hide something going on at home such as neglect or abuse. If a child cannot (or does not wish to attend) live sessions/meetings or does not want to turn their camera on, staff should sensitively try to find out why. Consider whether you need to check in on them and their family separately. Staff should always follow school safeguarding procedures and **report any concerns** based on what they may have seen (or not seen) on a video call. Staff are encouraged to read the advice provided by Microsoft for 'Keeping students safe while using Teams for distance learning' (<https://support.microsoft.com/en-gb/office/keeping-students-safe-while-using-teams-for-distance-learning-f00fa399-0473-4d31-ab72-644c137e11c8>).

The advice on best practice is that, where possible, there should be 2 adults present when working with pupils online. All Teams are set up with the headteacher, deputy headteacher, a member of staff from SLP, both year group teachers and any teaching assistants. This provides opportunities for more than one member of staff to be available in online meetings/live lessons if needed. Not all content will be delivered via live lessons. Therefore, the same number of staff have access to where pupils will save their work, respond to posts or communicate via chat functions. We have also encouraged parents to be present in order to support their child's education at home. Regarding 1:1 contact which may occur during remote education, it is always advised that pupils are within the vicinity of a responsible adult. The guidance in this policy is that staff should refer to regular safeguarding practice within school and to seek the support of the headteacher (or DSL) or deputy headteacher if they feel the need to do so.

Outstanding pupil behaviour should continue to be a focus for staff. The Teams Code of Conduct should be shared with pupils and parents and staff are advised to implement the protocols set out in the school behaviour policy wherever possible. It is advised that a shared agreement on online behaviour is created and staff are reminded that their own behaviour should be exemplary. The NSPCC recommend that staff set appropriate boundaries and they don't become overly familiar. Children should never be contacted through anything other than Teams (and other online learning platforms agreed by senior management – for example, Reading Plus). Contact should be made directly through a parent if necessary. Staff should refrain from any inappropriate language or jokes and ensure that their family members are not overheard doing so. Finally, due to the interactivity that staff will have with their pupils on the Teams platform, it is important that this is distinguished from social media. School staff should not follow, or interact, with any young person on their private social media account.

In the current climate, where remote online learning is very likely to occur, teachers are to discretely teach children about how to stay safe online, especially when away from school for prolonged periods. We appreciate the difficulties that all are facing at this time and recognise that both adults and children can become extremely vulnerable. With increased exposure to electronic devices, this poses an increased risk of potential grooming and/or radicalisation. Furthermore, the repeated exposure to online platforms (Teams, Reading Plus, online learning games etc.) which are designed to maximise engagement could have a negative long-term impact on pupil behaviour. There is much evidence to suggest that pupils are becoming increasingly more likely to develop addictive habits. It is important that remote education, whilst utilising the countless opportunities offered through technology, considers alternatives in an attempt to negate such negative future impact. School and teachers will work tirelessly to safeguard pupils whilst away from the school and are to report any concerns directly to the DSL and also log on CPOMS.

8. Monitoring Arrangements

In line with the regular monitoring and evaluation schedule, leaders will also monitor the quality of remote education practices to ensure high expectations that have been set out in this policy are being met. This will feed into the school evaluation form and staff performance management. Mr Kris Armstrong will lead on monitoring but will also draw on support from subject leaders to ensure that pupils have access to the intended curriculum content and delivery that they would receive in school.

The Teams Expectations (point 5 in this policy) will be monitored weekly to ensure that pupils have access to an agreed standard of remote education and that timely support can be provided for teachers when and where they require it. Senior leaders will meet half-termly to evaluate the findings from weekly monitoring. The impact of remote education on pupil performance may prove difficult considering the many complexities and challenges faced at this time. Nevertheless, monitoring will continue to inform future remote education practice with the focus always being on what more can be done to support our pupils.

9. Staff Training

Confident and highly-skilled staff are vital to the successful implementation of this policy and any resulting remote education practice. The expectation is that staff will need time to adapt but are willing to accept advice and feedback in an attempt to ensure high-quality remote education is available for any pupils who require it.

Teachers, in accordance with the Teacher Standards (8 Fulfil wider professional responsibilities - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues), will be supported by senior leaders and external bodies to develop these skills.

A range of both planned CPD and ad-hoc training sessions will be available to all teaching staff. These include Microsoft Teams training from the local authority, supported by the sharing of best practice. The effective use of online learning videos (RWI Phonics, White Rose Maths and National Oak Academy) and programmes (TT Rockstars, Lexia and Reading Plus) will also be shared by subject leaders within staff meeting times. Teachers will benefit from coaching and mentoring (provided by the SLT and subject leaders) and shown how to support pupils with familiarising themselves with these new and unfamiliar platforms whilst still in school. As teachers become more proficient in this way of working they will be encouraged to share success stories in dedicated staff meetings and support one another as they make progress on their remote education journey.

Monitoring is planned to ensure that staff are following the high expectations set out within this policy. It will also highlight what our school could develop further. This will form the basis of future training in addition to that sought from teachers collectively.

If staff have any questions or concerns about remote education, they should contact:

- Issues in setting work – remote education leader (Mr Kris Armstrong), relevant subject lead or SENCO (Mrs Claire Guy)
- Issues with behaviour – relevant teacher or senior leader (Mr Andrew Howe)
- Issues with IT – IT staff /Computing leader (Mr Mark Johnson)
- Issues with their own workload or wellbeing – headteacher, deputy Headteacher or wellbeing team
- Concerns about data protection –data protection officer (Mr Michael Tallentire)
- Concerns about safeguarding – DSL (Miss Anne Marie Lewis or Mrs Claire Guy)

10. Policy Review

This policy statement will be reviewed annually or in-line with any immediate changes in government guidance. In addition to changes in government guidance, this document may be reviewed in light of changes to other school policies, including safeguarding and GDPR.

Reviewed:

January 2021 – Mr Armstrong



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Unit G3 Tanfield Lea Business Centre,
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Stanley,
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Appendix 1 – Greenland Remote Education School Offer

Available on the Greenland Community Primary School Website: <http://www.greenlandprimary.durham.sch.uk/>

Appendix 2 – Remote Education (Teams) Code of Conduct

Thursday 7th January 2021

Dear Parent / Carer,

As we approach the end of the first week of remote learning I would like to take this opportunity to thank both children and parents for their patience as we implement everything. Despite the odd teething problem, I am confident that we are able to provide the remote learning our children need. I appreciate this is a huge transition and new way of working, but the children have adapted brilliantly and seem to be getting the hang of things really well.

Children are given an opportunity to meet with their teacher and classmates daily via Microsoft Teams so I would encourage them to do so. Here, their teacher is on hand throughout the day to answer any questions and provide any support or guidance they may need with their allocated tasks.

Although not physically in the classroom, we still expect children to maintain online, the high standard they would if they were in school. With that in mind and so that everyone can benefit from online learning, we would ask that children and parents (where 'parent' refers to any member of your household or childcare support bubble) adhere to the following code of conduct:

- Any comments made in the 'chat' function are polite, positive and related to learning.
- Please let your child know that their teacher monitors the 'chat' function, seeing everything they post. Children should not be using this feature for anything other than school related questions. Anyone not adhering to this may be removed from the Team.
- We discourage the uploading of any pictures or photographic material unrelated to the lesson to Teams.
- If participating in any live lessons, children should always be appropriately dressed as should anyone else in the household that could potentially appear on screen.
- Parents should be aware that if a child takes part in a live lesson they can be seen and heard by their teacher and other pupils. The class teacher has the function to mute and unmute the lesson.
- Any video calls by teachers will be published in the 'General' function – these are the only video calls children should ever respond to.
- Parents should not comment within any live lessons.
- Parents should not comment on any chats unless it is to support their child's learning.
- Parents are strictly prohibited from taking a screen shot, recording or copying of the information that is shared on Microsoft Teams.
- Parents should not comment on any live lessons, activities, other child's behaviour or responses on social media. Children of parents not adhering to this may be removed from the Team.
- If parents have any questions or concerns about remote learning they should contact school by telephone.

Once again, many thanks for your support with the changes we are making to learning. As always, should you have any questions or concerns regarding the above please contact me directly on (01207) 232147.

Yours sincerely

Miss AM Lewis
Headteacher

Appendix 3 – School Laptop Code of Conduct

- I acknowledge receipt of a school laptop and understand that my child is able to use this for the duration of their self-isolation. Therefore, I understand that this laptop must be returned to school when my child returns on (please ensure an adult brings it to the school office).
- I further understand that the school’s Internet and Social Media policies apply to all online use when using any school technology at home.

Name of Child: Class:

Name of Parent / Carer:

Signed: Date:

Office Use Only

Date of Return:

Any visible damage: YES / NO

Diagnostic check completed: YES / NO Date:

(IT Technician to carry out internet history check)

