



REMOTE LEARNING POLICY

Brierley CE (VC) Primary School

Our Vision

Though we are many, we are one body. Together, we learn and grow.

God is at the heart of all we do, shining His light to guide us on our journey. Together, we face change and transformation with courage.

In love, we nurture all to be resilient, hopeful and aspirational; to become the very best version of ourselves, knowing that we are loved.

Each member of our school community is honoured and celebrated for their unique character and qualities: difference is met with dignity and compassion. Though we are many, we are one body.

Our community at Brierley stretches beyond the school, where we share God's message of love through our actions, our thoughts and our words as we continue on life's path.

Our Curriculum Statement

At Brierley School we ensure that we provide a broad and balanced curriculum that meets the needs of all our pupils. We provide a range of learning opportunities that help develop children's life-long love of learning as well as developing their life skills.

At the heart of our curriculum lies our Christian values which underpin all of our teaching and learning. We aim to teach our children that we are valued equally as part of God's loving family.

We follow the guidelines as set out in the National Curriculum and EYFS Statutory Framework. We firmly believe in the value of each of the subject areas and offer a broad, varied and engaging curriculum that accounts for all learning styles.

We have high expectations of all our children and work hard to ensure that our curriculum results in a positive impact on outcomes, personal development, behaviour and welfare.

Our curriculum encompasses a variety of enrichment learning aimed at broadening children's understanding of the world.

Intent

This policy applies to all members of the school community (including staff, students, volunteers, parents/carers, visitors and community users) who have access to and are users of IT systems at home in order to access online learning set by the school.

The Education and Inspections Act 2006 empowers Head teachers, to such extent as is reasonable, to regulate the behaviour of students / pupils when they are off the school site and empowers members of staff to impose sanctions for inappropriate behaviour.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk.

Any such concerns should be dealt with as per the Child Protection Policy and where appropriate, referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the school's 'eSafety Policy' and other relevant policies and codes of conduct.

Brierley CE Primary School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

The following sections outline the roles and responsibilities, policy statements and education in relation to e-safety for individuals and groups within the school.

Roles and Responsibilities

The Head teacher is responsible for ensuring the safety (including e-safety) of members of the school community.

Remote learning leaders will monitor class provision with the curriculum leader and feedback to Governors.

Teachers set work appropriate for the year group they teach incorporating a variety of trusted websites and links.

On-Line Learning Expectations

At Brierley School we expect our pupils to engage daily with remote education.

In Reception Class, work is set each morning on Class Dojo and other online platforms, allowing parents/carers to plan their day and meet their child's educational needs as required.

Pupils have the option to attend an online session each morning, where the class teacher greets them with their day's learning and activities, and a further online session in the afternoon where pupils can share their learning/work with their class teacher and peers and also enjoy a story and prayer.

In KS1 and KS2, each morning, pupils attend an online session with their class teacher where a class register is taken (specific times for each class are published on the class pages on our school website). Pupils are expected to be present throughout the morning's lessons in order to access live teaching and for the teacher to assess understanding. Pupils use Class Dojo and other online platforms throughout the day to ask questions and gain access/support from class teachers. Pupils are then expected to join an online session in the afternoon, in order to access the live teaching of the afternoon's lessons.

Our expectations of parents/carers are specific to their unique circumstances. However, we expect all parents/carers to encourage and motivate their children to complete remote learning each day to the best of their abilities. We understand the pressures of working and home educating children, and we aim for pupils to be as independent as possible with their remote education: although they may be the need for parents/carers to support their child in accessing instructions by their class teachers.

All users of the school IT or electronic equipment will abide by the relevant Acceptable Use Policy (AUP) at all times, whether working in a supervised activity or working independently, Pupils and staff are informed about the actions to take if inappropriate material is discovered and this is supported by notices in classrooms and around school.

Online Learning Platform:

Each child has their own unique access to Google Classroom and other online platforms where all lessons, interactions and tasks are set and assessed.

Opportunities for children to edit and improve their work through feedback from staff is also completed using this online platform.

In Reception Class children also have full unique access to Google Classroom and other online platforms, where they have regular daily contact with their class teacher.

Using email:

Under no circumstances will staff contact pupils, parents or conduct any school business using a personal email address.

Class Dojo

Messages will only be sent to parents / carers using Class Dojo during the hours of 8am to 4pm. Staff will also only respond to any messages during these times.

School website:

The school maintains editorial responsibility for any school initiated web site or publishing online to ensure that the content is accurate and the quality of presentation is maintained. The school maintains the integrity of the school web site by ensuring that responsibility for uploading material is always moderated and that passwords are protected.

The point of contact on the web site is the school address, e-mail and telephone number. Contact details for staff published are school provided.

Identities of pupils are protected at all times. Photographs of identifiable individual pupils are not published on the web site and school obtains permission from parents for the use of pupils' photographs. Group photographs do not have a name list attached.

Creating online content as part of the curriculum:

As part of the curriculum we encourage pupils to create online content. Pupils are taught safe and responsible behaviour in the creation and publishing of online content. They are taught to publish for a wide range of audiences which might include governors, parents or younger children. Personal publishing of online content is taught via age-appropriate sites that are suitable for educational purposes. They are moderated by the school where possible. Pupils will only be allowed to post or create content on sites where members of the public have access when this is part of a school related activity. Appropriate procedures to protect the identity of pupils will be followed. We take all steps to ensure that any material published online is the author's own work, gives credit to any other work included and does not break copyright.

Online material published outside the school:

Staff and pupils are encouraged to adopt similar safe and responsible behaviours in their personal use of blogs, wikis, social networking sites and other online publishing outside school as they are in school. Material published by pupils, governors and staff in a social context which is considered to bring the

school into disrepute or considered harmful to, or harassment of another pupil or member of the school community will be considered a breach of school discipline and treated accordingly.

Using images, video and sound

We recognise that many aspects of the curriculum can be enhanced by the use of multimedia and that there are now a wide and growing range of devices on which this can be accomplished. Pupils are expected to display safe and responsible behaviour when creating, using and storing digital images, video and sound.

Digital images, video and sound recordings are only taken with the permission of participants and their parents; images and video are of appropriate activities and are only taken of pupils wearing appropriate dress. Full names of participants are not used either within the resource itself, within the file-name or in accompanying text online.

Using video conferencing, web cameras and other online meetings

We use video conferencing to enhance the curriculum by providing learning and teaching activities that allow pupils to link up with people in other locations and see and hear each other. We ensure that staff and pupils take part in these opportunities in a safe and responsible manner. All video conferencing activity is supervised by a suitable member of staff. Staff must only use platforms agreed by the school to communicate with pupils, and it is the responsibility of the teachers to gatekeep and check content and comments. Pupils do not operate video conferencing equipment, answer calls or set up meetings without permission from the supervising member of staff.

Video conferencing equipment is switched off and secured when not in use and online meeting rooms are closed and logged off when not in use.

All participants are made aware if a video conference is to be recorded. Permission is sought if the material is to be published.

Suitable clothing should be worn by anyone in the household.

Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred where ever possible.

For their own protection a video conference or other online meeting between a member of staff and pupil(s) which takes place outside school or whilst the member of staff is alone is always conducted with the prior knowledge of the head teacher or line manager and respective parents and carers.

If live classes are used they should be recorded so that if any issues were to arise, the video can be reviewed.

Language must be professional and appropriate, including any family members in the background. Staff should record, the length, time, date and attendance of any sessions held.

Using mobile devices

We recognise that the multimedia and communication facilities provided by mobile devices (e.g. iPad, iPod, tablet, netbook, Smart phones) can provide beneficial opportunities for pupils. Pupils are expected to use them responsibly.

Using other technologies

As a school we will keep abreast of new technologies and evaluate both the benefits for learning and teaching and also the risks from an online safety point of view.

We will regularly review the online safety policy to reflect any new technology that we use, or to reflect the use of new technology by pupils.

Staff or pupils using a technology not specifically mentioned in this policy, or a personal device whether connected to the school network or not, will be expected to adhere to similar standards of behaviour to those outlined in this document.

Reporting Concerns

If parents are concerned in any way about online provision or have a safeguarding concern regarding home learning, they should contact the school office on 01226 711332 or email their concerns in on office@brierleyschool.com

If staff have concerns they should report these immediately to the Head teacher. In the Head teachers' absence, a member of the senior leadership team will advise.

Protecting personal data

- Personal data will be recorded, processed, transferred and made available according to the General Data Protection Regulations. A copy of all our policies and protocols is on the school website.

Enlisting parents' support

- Parents' / carer's attention will be drawn to the School e-Safety Policy
- Parents / carers may from time to time be provided with additional information on e-safety.
- Guidance for parents on how parents can keep children safe on the internet is found in **Appendix A** in this policy. This policy will be shared on our website for parents to access.
- Links to websites used by the school can be found in **Appendix B**

Covid-19 Remote Education Statement

Commitment to remote education

All schools have a duty to provide safe remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19) **with effect from 22 October 2020**. Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we are committed to offering immediate remote education in a way that safeguards pupils from harm in a digital world.

Every school is unique and school leaders know best which approaches will secure the engagement and progress of their learners. The Barnsley School's Alliance is committed to securing consistently high-quality remote education for all pupils and, to this effect, has an extended offer of support for any school requesting additional advice and guidance when developing and implementing their remote education plans. Schools are encouraged to access this support as and when required.

Remote education is much more than setting work. School leaders will ensure that all learners continue to access the curriculum through high-quality online and offline resources and teaching videos linked to the curriculum expectations of our school. We will not rely on projects or independent research activities to simply keep pupils busy. However, when combined with high-quality teacher input and accompanying resources, these approaches can be effective.

We are committed to six underlying principles, as agreed by the Barnsley School's Alliance, which underpin our remote education plans:

- 1. Safeguarding pupils from harm, online and offline, remains the key priority.**
- 2. Pupils will continue to be taught a well-sequenced curriculum.**
- 3. Teachers will continue to set work that scaffolds pupils' practice and helps them to apply their new knowledge and skills.**
- 4. Pupils will continue to receive feedback that helps them to make progress.**
- 5. No child should be disadvantaged by a lack of technology at home.**
- 6. Remote education plans should not place unreasonable demands on parents' help or support, or the workload of teachers.**

At Brierley CE Primary School, the platform we have chosen to support remote teaching and learning is Google Classroom, however, other online platforms may also be used to provide information to parents and carers. We are committed to providing the training, support and guidance required to ensure that school staff, parents and pupils feel confident to use our system safely and effectively.

We will provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access. However, we will do our very best to support all pupils to access our online learning offer at home, such as by loaning additional laptops or other hardware as appropriate.

Our approach has been carefully considered in relation to the pupils' age, stage of development or special educational needs. We are committed to working with parents and carers, especially those of younger children and pupils with SEND who may not be able to access remote education without adult support, to ensure all pupils continue to access a broad and ambitious curriculum.

Delivering remote education

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 1	3 hours
Key Stage 2	4 hours

Accessing remote education

Each child has their own unique access to Google Classroom and other online platforms where all lessons, interactions and tasks are set and assessed.

Opportunities for children to edit and improve their work through feedback from staff is also completed using this online platform.

In Reception Class children also have full unique access to Google Classroom and other online platforms, where they have regular daily contact with their class teacher.

Issues with accessing remote education at home

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:

Each class teacher has produced an audit of pupils who encounter issues accessing remote education from home.

Where children do not have access to a device at home that would enable them to access remote education, we endeavour to issue devices from school or from Government issued allocation.

In certain instances where families cannot access the internet, we endeavour to support them with relevant equipment. For example: dongles.

Some children may prefer to work on paper rather than produce their work electronically; these pupils will experience and personalised experience of remote education. These children are provided with a paper pack of work which matches the work set on Google Classroom and other online platforms. Photographs of this work are then submitted on Google Classroom and other used online platforms or returned to school when they collect their new packs.

Teaching provision for remote education

At Brierley School we provide a high quality blend of the following:

- live teaching
- recorded teaching (e.g. Oak National Academy lessons, White Rose Maths, Natural Curriculum Online and video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets to match work set on Google Classroom)
- textbooks and reading books pupils have at home commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work

Engagement and feedback

At Brierley School we expect our pupils to engage daily with remote education.

In Reception Class, work is set each morning on Google Classroom and other online platforms, allowing parents/carers to plan their day and meet their child's educational needs as required.

Pupils have the option to attend an online session each morning, where the class teacher greets them with their day's learning and activities, and an online session in the afternoon where pupils can share their learning/work with their class teacher and peers and also enjoy a story and prayer.

In KS1 and KS2, each morning, pupils attend an online session with their class teacher where a class

register is taken (specific times for each class are published on the class pages on our school website). Pupils are expected to be present throughout the morning's lessons in order to access live teaching and for the teacher to assess understanding. Pupils use online platforms throughout the day to ask questions

and gain access/support from class teachers. Pupils are then expected to join an online session in the afternoon, in order to access the live teaching of the afternoon's lessons.

Our expectations of parents/carers are specific to their unique circumstances. However, we expect all parents/carers to encourage and motivate their children to complete remote learning each day to the best of their abilities. We understand the pressures of working and home educating children, and we aim for pupils to be as independent as possible with their remote education: although they may be the need for parents/carers to support their child in accessing instructions by their class teachers.

Registers are taken during our morning session, however in addition to this, teachers also monitor interaction with Google Classroom through submissions of work or, in Reception Class, the sharing of work in the afternoon online session.

If we have concerns about pupil's engagement, in the first instance a phone call will be made to parents/carers to discuss ways in which we can support families.

If the lack of engagement continues, advice will be taken from the Local Authority and we may seek the support of the Education Welfare Service.

Feedback can take many forms and does not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

In Reception Class, feedback is given both verbally and through teacher comments on work or other evidence of engagement that has been submitted.

Throughout KS1 and KS2, Google Classroom is used by teachers to mark submitted work and provide feedback and return to pupils to give opportunities for editing and improving their work.

In some cases, teachers may ask pupils to join an online session for a 1:1 or small group intervention to support pupils and address any misconceptions with their learning.

Pupils receive feedback on their work throughout the day.

Time is allocated in the weekly time table to allow pupils to make corrections and edit and improve their work. Support to do this is provided through an online session.

Our Expectations for Remote Learners

We request that pupils maintain the positive attitudes and behaviour during the online sessions, like we would expect in the classroom.

We request that all pupils try to attend the morning online session.

We request that all pupils complete the work set, make use of the online sessions to ask questions and gain support from their teachers and submit their work when completed.

We request that pupils dress in appropriate day time clothing.

We request that pupils remain on mute unless they are answering/asking a question.

We request that all pupils complete work to the best of their ability.

We request that pupils behave respectfully during online session and do not cause distractions for other pupils.

We request that pupils only use the chat function to ask questions during the live teaching sessions.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

Pupils who are self-isolating, are given the opportunity to access learning from the classroom using a live link. The daily tasks can be completed alongside their peers in the classroom using Google Classroom and other online platforms.

Teachers and support staff are then able to give instant support to pupils during the lesson and mark pupils work, providing live feedback. This allows pupils at home to feel included and gives the opportunity to make the progress they would if they were in school.

Remote Education Leadership

Leaders will continue to monitor the delivery of our Brierley curriculum by accessing the online provision of each class. This will ensure the quality of education being provided is in line with expectations for each year group's national standard.

Special educational needs

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

We provide specialist provision for our pupils with SEND. Designed with the parents/carers, the pupil's access to remote education supports their unique needs.

Each child with SEND has the opportunity for daily individual support with their class teacher or teaching assistant. During which time they are given support and feedback on the daily learning, have access to their daily interventions that are usually carried out in school (were possible). This ensures the relationships built with school and families are maintained and children are emotionally supported.

For children with an EHCP, we liaise with outside agencies in order to ensure specific provision is delivered where it is accessible.

Our school SENCO is closely involved in all aspects of arranging provision for pupils with SEND and tracks the engagement and progress of all SEND pupils in school daily.

We will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions will be considered on a case by case basis, avoiding a one size fits all approach.

Staff with children who have special education needs, will make contact with parents during periods of self isolation to ensure work is manageable and needs are being met as much as is possible.

Vulnerable children

Where individuals who are self-isolating are within our definition of vulnerable, we have robust systems in place to keep in contact with them.

When a vulnerable child is asked to self-isolate, we will notify their social worker (if they have one). School leaders will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

We will check if a vulnerable child is able to access remote education. Where this is not the case, we will support them to access it (as far as possible) and to regularly check if they are doing so.

We will ensure that the teaching and learning offered to all pupils, but especially our most vulnerable pupils, secures their interest and engagement.

Where possible, we will make contact with parents of vulnerable children on a daily basis if they are self-isolating or there is a bubble closure.

Appendix A

Home Use of the Internet – How Parents Can Keep Children Safe Online

- Ensure that children access the internet in a communal room and that there is appropriate supervision for the age of your child (including supervising all internet use by younger users).
- Set appropriate rules for using the IT and the internet safely at home. The school rules could provide a starting point.
- Inform the school of any concerns that the school could help to address through teaching.
- Ask your child about the sites they are visiting.
- Ensure that family computers are password protected and have robust anti-virus software which is regularly updated.
- Ensure content is appropriately filtered for younger users.
- Ensure that your child knows that any protection system does not stop all unsafe content and that they need to tell you if they access something inappropriate or get an upsetting message.
- Reassure your child that if they talk to you about a problem they are having on the internet you will not ban them from using it as this will discourage them from telling you.
- Ensure that your child knows not to leave computers logged on with their user name or logged on to sites with personal details entered as others could use them.

Additional Guidance on Safe Use of Internet at Home

Keeping Safe

- Discuss user names with your child and talk about how to choose them carefully to protect their identity.
- Talk to your child about the information they should keep private in order to prevent them being contacted or traced including full name, address, telephone no, school, places they do regularly.
- Talk to your child about the need to limit access to their own information by using the safety and privacy features of sites to only give access to people they know and being careful who they add as friends.
- Model safe behaviour in your use of IT.

- Talk to your child about the fact that any information published on the web can be read by anyone and that they should only publish information they would be happy for anyone to read.
- Check information that younger users are publishing on the web before it is posted to ensure that they are not putting themselves at risk.
- Check that they are old enough for the sites they are using.

Communicating

- Discuss the need for young people to be polite to others online and that they should not use bad language or comments which might upset others.
- Discuss the fact that e-mails / messages can be intercepted and forwarded on to anyone (including parents, head teacher or future employer!).
- Ensure that your child knows they should not open messages if the subject field contains anything offensive or if they do not recognise who it is from and that the safest thing to do is to delete it without opening it.
- Recognise that there is a difference between online friends who you will never meet and real world friends. Talk to your child about their online friends.
- Remind your child that people they talk to online may not be who they seem.
- Ensure that they know that if your child receives an offensive or worrying message or e-mail they should not reply but should save it and tell you.

Buying and Selling Online

- Ensure your child knows that downloading games and music that is copyrighted without paying for it is illegal
- Help children to tell the difference between web sites for information and web sites selling things.
- Discuss how to recognise commercial uses of the internet e.g. i-Tunes, mobile phone downloads, shopping.
- Remind your child that they should not purchase or download anything that costs money without asking permission and that they should not use someone else's identity to buy things online.

Appendix B

Useful links for online learning:

Name	Website link	Subjects/Information
Google Classroom	www.googleclassroom.com	An online platform for teachers for remote education. Work can be submitted which the teacher can feedback on. Live meetings possible Video posts for teacher modelling
White Rose Maths	https://whiterosemaths.com/homelearning/	Worksheets Video lessons Daily lessons based on a maths theme for the week.
BBC Bitesize	https://www.bbc.co.uk/bitesize/primary	Revision guides Videos Games
Oxford owl	https://www.oxfordowl.co.uk/for-home/	Reading activities Games Revision Downloadable books
Spelling Shed	www.spellingshed.co.uk	Online spelling practice / games with league tables for school and classes.
Maths Shed	www.mathsshed.co.uk	Online maths practice / games with league tables for school and classes.
Maths frame	https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check	Online times tables check.
Cool Maths	www.coolMath.com	Learn maths online
Maths is fun	https://www.mathsisfun.com	Online maths learning and games
Oak National Academy	https://www.thenational.academy/	Home learning tuition across the curriculum

Scratch	https://scratch.mit.edu/explore/projects/games/	Activities to help with computer programming skills.
ICT games	www.ictgames.com	Online ICT games
Nature Detectives	https://naturedetectives.woodlandtrust.org.uk/naturedetectives/	Activities for children to do inside and outside.
Cbeebies	https://www.bbc.co.uk/cbeebies	Games Watch & sing Make & colour Shows
Phonics play	http://www.phonicsplay.co.uk/	Phonics activities and games
Guardians of Ancora	https://guardiansofancora.com/	Quizzes and games linked to Bible Stories.
Book Trust	https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-game	Online storybooks for children to listen to with games to play.
Audible stories	https://stories.audible.com/discover	Stories for children to listen to.
Tate Modern Art Gallery	https://www.tate.org.uk/kids	Art and craft ideas for children to try. Plus games and quizzes about artists.
Live history lessons	https://facebook.com/events/s/live-history-lesson-from-secre/682955445790269/?ti=as	Online history lessons based on the primary curriculum
Twinkl	www.twinkl.co.uk/offer	Lesson plans printable resources online resources
Classroom Secrets	https://classroomsecrets.co.uk/free-home-learning-packs/ https://classroomsecrets.co.uk/home-online-learning/	Free home learning packs available for all year groups.