



Martley C.E. Primary School and Pre-School

Remote Learning Procedure

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Our School Vision

At Martley CE Primary School, our vision is that everyone will know that they are loved by God. We nurture all children and adults so that they flourish as individuals and make the best of their God-given talents, through embracing our diverse world.

The vision is rooted in strong Christian tradition and based upon the following scripture:

John 13:34

‘A new command I give you: Love one another as I have loved you, so you must love one another’.

New International Version

James 1:17

‘Every good action and every perfect gift is from God. These good gifts come down from the creator of the sun, moon and stars. God does not change like their shifting shadows’.

International Children’s Bible

God loves us all unconditionally and because of this, he bestows us with talents. No matter who you are, what you are and where you are from, we all have God-given talents. At Martley, as people who are loved by God with our own talents, we are here to nurture the talents of others in our school. We provide opportunities for individuals to flourish through a variety of outlets.

Woven within this vision lie our five core values, the 5 C’s - Commitment, Creativity, Compassion, Co-operation and Courage. They permeate our curriculum and are taught through our collective worship, within our curriculum and as part of our personal development programme.

Equality and Diversity Statement

At Martley CE Primary School and Pre-School we promote equality of opportunity. We promote positive attitudes and encourage active participation of all stakeholders regardless of race, gender, disability, age, religion, belief and sexuality.

In so doing we strive to eliminate any unlawful discrimination or harassment of any group and where any such harassment is found appropriate action will be taken immediately.

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Contingency planning

- The school will communicate its plan for a local lockdown with parents, including whether it will remain open to vulnerable pupils and children of critical workers, or if remote working will be applicable for all.
- If there **is not** a local lockdown, but a single class or 'bubble' needs to self-isolate, the school will implement remote learning for that group – this should be within 2 working days of the isolation period.
- If an individual, family or small group needs to self-isolate the school will follow procedures outlined below.
- If a child is off ill with non-COVID19 symptoms then no home learning will be provided or expected.

Statement of intent

Martley CE Primary School and Pre-School understands the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this procedure, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

Staff will be able to change and update the teaching and learning process with the aim of trying to ensure that pupils receive an education that is both worthwhile and does not overwhelm the children or parents.

This procedure aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure consistency in the approach to remote learning for pupils who are not in school.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused and provide appropriate guidelines for data protection.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

Flexibility of Learning:

We realise that the circumstances in which remote learning may occur will affect families in a variety of ways. In our planning and expectations, we are aware of the need for flexibility from all concerned:

- Access to technology may be limited due to parents trying to work from home.
- Pupils may not have access to suitable technology.
- There may be more than one child at home accessing technology and this may mean that pupils work at different times of the day.
- Recorded lessons may not be accessible to all (for the reasons noted above).
- Online systems may not always function fully when needed.
- Teachers may also be working within school and this will impact on time.
- Work will also be available for children with no access to the required technology or infrastructure.

1. Roles and responsibilities

1.1. The Local Academy Board is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

1.2. The Executive Headteacher and Head of School are responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant procedures at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Ensuring direct, weekly contact is made with each class teacher – this will help ensure their mental health and well-being is looked after in addition to effective tasks being provided.
- Conducting reviews on a fortnightly basis of the remote learning arrangements to ensure that the provision is appropriate.

1.3. The Designated Safeguarding Lead and Deputy DSL are responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Ensuring CIN/CP families/children and pupils identified as 'vulnerable' are contacted at least twice a week.

1.4. The SENDCO is responsible for:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Executive Headteacher and Head of School and other organisations to make any alternate arrangements for pupils with EHC plans.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.
- Ensuring SEND with EHCP families/children are contacted at least twice a week.

1.5. Teachers:

When providing remote learning, teachers must be available during their normal working hours, ensuring that appropriate breaks are taken on a regular basis.

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.

- Seesaw is the school's agreed platform to support Remote Learning. [Please refer to annex A to see our rationale for choosing this platform].
- Other communication tools including Class Dojo, App notifications and school email can be used to support communication with parents.
- Since Seesaw is available on any digital device, whenever possible, all children's remote work [Years 1-6] should be assigned through this platform.
- Activities can be sent to the children for them to complete on a daily basis.
- Seesaw enables teachers to share their class with a co-teacher which will help ensure consistency across the school.
- In EYFS, the work will mainly be provided using Tapestry/2 Simple; the school website will also be used for this purpose.

Teachers are responsible for:

Setting work:

- If a whole class is remote learning - daily recorded introduction to the day's tasks/activities.
- Three lessons/activities a day. These may utilise teacher videos or signposting to high quality and relevant videos such as White Rose Maths.
- Paper based material should be available for children with no access to digital devices at home.
- A recorded story read to the children at least once a week.

Providing feedback on work:

- Pupils to receive individual feedback daily.
- English and Maths work to be marked daily – if pupils 'self-mark' work then this too should be commented on – a 'thumbs up' alone is not considered sufficient.
- Should pupils fail to complete work, teachers must contact pupils and their parents to ensure they do not have any IT related issues in regard to submitting work.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Adhering to the Staff Code of Conduct at all times.
- Setting learning which is appropriate for their class; however, if children are experiencing difficulties parents should contact the school and reasonable adjustments will be made.
- Replying to messages and giving feedback on work completed by pupils
- Ensuring that they take appropriate breaks away from the pupils' online work to engage in other professional duties associated with their role.

1.6. Teaching Assistants:

- When assisting with remote learning, teaching assistants should be available during their 'normal' working hours.
- 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.
- Teaching assistants may be asked to work in school to support other classes; support key worker pupils or to complete other school - based tasks.

1.7. Parents are responsible for:

- Adhering to this procedure at all times during periods of remote learning.
- Ensuring their child is available to learn remotely and that the work set is completed on time and to the best of their child's ability.
- Ensuring their child take regular breaks, get fresh air and exercise and maintain a balance between online engagement and offline activities.
- Reporting any technical issues to the school as soon as possible.
- Reporting any sickness absence to school as soon as possible on the day of absence.

1.8. Pupils are responsible for:

- Adhering to this procedure at all times during periods of remote learning.
- Ensuring their schoolwork is completed on time and to the best of their ability.
- Only send messages and queries to teachers that are related to the tasks set.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Ensuring they use any equipment and technology for remote learning as intended.
- Reading on a daily basis, either independently or with an adult.
- Ensuring they take regular breaks and maintain a balance between online engagement and offline activities.

2. Resources

Learning materials

2.1. The school will utilise a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

- 'Seesaw' – this is the school's agreed platform to support Remote Learning
- Work booklets
- Email
- Past and sample test papers
- Educational and school websites
- Reading tasks
- Pre-recorded video or audio lessons

2.2. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

- 2.3. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning
- 2.4. The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.
- 2.5. Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school.
- 2.6. Pupils will be required to use their own or family-owned equipment to access remote learning resources.
- 2.7. Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work as outlined above.
- 2.8. The arrangements for any ‘live’ classes or class meetings will be communicated via Seesaw and the school APP or DOJO no later than one day before the allotted time and kept to a reasonable length of no more than 45 minutes per session.

Costs and expenses

- 2.9. The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
- 2.10. The school will not reimburse any costs for travel between pupils’ homes and the school premises.
- 2.11. The school will not reimburse any costs for childcare.
- 2.12. If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to all necessary agreements prior to commencing remote learning.

3. Online safety

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)
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends

3.1. All staff and pupils using video and/or audio communication must:

- Communicate in groups – one-to-one sessions are not permitted.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable ‘public’ living area within the home with an appropriate background – ‘private’ living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Always remain aware that they are visible and can be heard.

3.2. Pupils not using devices or software as intended will be disciplined in line with the Behavioural Policy.

3.3. The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

3.4. The school will communicate to parents about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

3.5. During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Direct parents to useful resources to help them keep their children safe online.

4. Safeguarding

4.1. This section of the policy will be enacted in conjunction with the school’s Child Protection and Safeguarding Policy.

4.2. The SLT will identify ‘vulnerable’ pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

4.3. The SLT will arrange for regular contact to be made with vulnerable pupils as outlined above.

4.4. Phone calls made to vulnerable pupils will be made using school phones where possible.

4.5. All contact with vulnerable pupils will be recorded.

4.6. Any safeguarding home visits **must**:

- Be discussed and agreed at SLT level
- Be undertaken by no fewer than two members of staff
- Be suitably recorded on paper and the records stored so the DSL has access to them.
- Actively involve the pupil.

5. Data protection

5.1. This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

5.2. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

5.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

6. Marking and feedback

6.1. All schoolwork completed through remote learning must be:

- Finished when returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Marked in line with the Marking and Feedback Policy and as outlined in this procedure.

6.2. The school expects pupils and staff to maintain a good work ethic during the period of remote learning.

6.3. Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents if their child is not completing their schoolwork or their standard of work has noticeably decreased.

6.4. Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the SLT and/or SENDCO as soon as possible.

6.5. The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

7. Health and safety

- 7.1. If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every two hours.
- 7.2. Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.
- 7.3. If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the relevant member of school staff immediately so that appropriate action can be taken.

8. Communication

- 8.1. The school will ensure adequate channels of communication are arranged in the event of an emergency.
- 8.2. The school will communicate with parents via letter, the school website and the usual school channels about remote learning arrangements as soon as possible.
- 8.3. The SLT will communicate with staff as soon as possible about any remote learning arrangements.
- 8.4. The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication should, as much as possible, only take place during school hours.
- 8.5. Pupils will have verbal contact with a member of teaching staff at least once per week.

Annex A

Rationale:

The [Education Endowment Foundation research](#) states that, 'When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

The school has decided to use 'Seesaw' as it's agreed platform to support Remote Learning after utilising the platform previously.

- ✓ Seesaw allows sessions to be accessed at flexible times; this enables households sharing one device to complete work set.
- ✓ Teachers are able to upload a variety of resources including text, worksheets, voice instructions, videos and weblinks.
- ✓ Teachers are able to interact individually with pupils; providing personalised feedback and marking where appropriate.
- ✓ Teachers' feedback can be typed responses; marked work or voice recordings which can be accessed by the children at any time to support their work.
- ✓ Pupils are able to upload photos, videos, drawings and text as well as annotating work set by the teacher – this allows for a wide variety of learning methods to be included.
- ✓ Pupils' work is all in one safe and secure environment and cannot be shared without teacher approval.
- ✓ Parents are able to connect to their child's learning journal within Seesaw and in this way participate in the child's learning.
- ✓ Teachers are able to send individual or group messages and can see who has viewed and responded.

Martley CE Primary School Remote Learning Procedures (September 2023)

Child absent from school with non COVID-19 symptoms

No home learning provided

Follow normal school procedures and return to school when appropriate

Child absent with COVID-19 symptoms, awaiting test/results OR

Absent due to family member awaiting test/results

On Day 3 parents will be contacted to organise home learning if the child is well enough to engage with school activities.

Return to school as soon as notified test is negative or self-isolate for 10/14 days and then return to school.

Child absent due to positive test result and isolating for 10 days but not been in contact with others in 'bubble' OR child absent due to household member testing positive/test and trace/quarantine and self-isolating for 14 days.

On Day 3 parents will be contacted to organise home learning if the child is well enough to engage with school activities.

Return to school at the end of the self-isolation period.

Confirmed case in school and the school has been advised to close part or all of the school

School notifies parents of closure and the full Remote Learning Offer commences.
Seesaw activities or work booklets are made available as soon as possible

Return to school when instructed.