Bleak Hill Primary School

PUPIL REMOTE LEARNING STRATEGY

MAY 2024

Please note: From 22 October 2020 until the end of the 2020/2021 academic year, schools have a legal duty to provide remote education to all pupils who require it. More details can be found in Appendix A.

Contents:

Statement of intent

At Bleak Hill Primary School, we understand the need to continually deliver high quality education, including during periods of remote learning – 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 strategy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

This strategy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- 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.
- 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.

Signed by:

_____ Headteacher	Date: _____
_____ Chair of governors	Date: _____

1. Legal framework

1.1. This strategy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018

1.2. This strategy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2020) 'Get help with remote education'

1.3. This strategy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behavioural Policy
- Accessibility Audit
- Curriculum Strategy
- Assessment Strategy
- E-Safety Policy
- Health and Safety Policy
- Attendance Policy
- ICT Acceptable Use Agreements
- Staff Code of Conduct
- Data Breach Policy
- Children Missing Education Procedures

2. Roles and responsibilities

2.1. The governing body 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.

2.2. The headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies 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.
- Overseeing that the school has the resources necessary to action the procedures in this strategy.
- Reviewing the effectiveness of this strategy as required and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may be required to support pupils during the period of remote learning.
- Conducting reviews with senior and middle leaders on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.

2.3. The Senior Leadership Team is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

2.4. The DPO with support from IT Department is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

2.5. The DSL, supported by the Pastoral Lead are responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- 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, liaising with other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working Ensuring all safeguarding incidents are adequately recorded and reported.

2.6. The SENCO is responsible for:

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely and liaising with the headteacher 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.

2.7. The School Business Manager is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

2.8. The ICT technicians are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

2.9. Staff members are responsible for:

- Adhering to this strategy at all times during periods of remote learning.
- Reporting any health and safety incidents to the Senior Leadership Team and asking for guidance as appropriate.

- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this strategy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- Adhering to the Staff Code of Conduct at all times.

2.10. Parents are responsible for:

- Adhering to this strategy at all times during periods of remote learning.
- Ensuring their child is able to access the remote learning provided at a time suitable for their individual family circumstances.
- Reporting any technical issues to the school as soon as possible.
- Ensuring their child uses the equipment and technology used for remote learning as intended.

2.11. Pupils are responsible for:

- Adhering to this strategy at all times during periods of remote learning.
- Reporting any technical issues to their parent or teacher where appropriate as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the appropriate sections of the Behaviour Policy at all times.

3. Resources

Learning materials

3.1. The school will accept 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:

- Email
- Purple Mash
- Bleak Hill Website
- Educational websites
- Reading tasks
- Pre-recorded video or audio lessons

3.2. The school will review the DfE's guidance on where schools can source educational resources to assist with the delivery of remote education, and utilise these as appropriate.

3.3. Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.

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

3.5. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.

3.6. 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.

3.7. Teaching staff will liaise with the SENCO, Pastoral Lead and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

3.8. The class teacher with support from SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.

3.9. Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

3.10. Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.

3.11. For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA.

3.12. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

3.13. Teaching staff will oversee academic progression for the duration of the remote learning period and will provide feedback where appropriate using Purple Mash and verbally where appropriate.

3.14. The ICT technicians are not responsible for providing technical support for equipment that is not owned by the school.

Food provision

3.15. The school will signpost parents via email towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

3.16. Where applicable, the school may provide the following provision for pupils who receive FSM:

  ⚜ Keeping the school canteen open during lunchtimes

- Providing vouchers to families

Costs and expenses

3.17. The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.

3.18. The school will not reimburse any costs for travel between pupils' homes and the school premises.

3.19. The school will not reimburse any costs for childcare.

3.20. If a pupil is provided with school-owned equipment, the pupil and their parent will undertake to look after and return the equipment. The equipment will only be used for the purpose of remote learning.

4. Online safety

4.1. This section of the strategy will be enacted in conjunction with the school's E-Safety Policy.

4.2. Where possible, all interactions will be textual and public.

4.3. All staff and pupils, if using video 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.

4.4. All staff and pupils, if using audio communication, must:

- 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 audio material without permission.
- Always remain aware that they can be heard.

4.5. The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.

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

4.7. The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

4.8. 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.

4.9. 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.

4.10. The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

5. Safeguarding

5.1. This section of the strategy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.

5.2. The headteacher, with support from the Pastoral Lead 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.

5.3. The headteacher, with support from the Pastoral Lead will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

5.4. Phone calls made to vulnerable families will be made using school phones where possible.

5.5. The headteacher, with support from the Pastoral Lead will arrange for regular contact with vulnerable pupils, with additional contact, including home visits, arranged where required.

5.6. All contact with vulnerable families will be recorded on CPOMS.

5.7. The headteacher, with support from the Pastoral Lead, will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

5.8. All home visits will:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.

- Be suitably recorded on CPOMS.
- Where appropriate, actively involve the pupil.

5.9. The headteacher, with support from the Pastoral Lead, will meet (in person or remotely) with the relevant members of staff regularly to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

5.10. All members of staff will report any safeguarding concerns to the DSL immediately.

6. Data protection

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

6.2. 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.

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

6.4. Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

6.5. Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.

6.6. All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management/Data Retention Policy.

6.7. The school will not permit paper copies of contact details to be taken off the school premises.

6.8. Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

6.9. Any breach of confidentiality will be dealt with in accordance with the school's Data Breach Policy.

6.10. Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedure.

7. Marking and feedback

7.1. All schoolwork completed through remote learning will be monitored by class teachers and feedback provided where appropriate.

7.2. Parents are encouraged to upload completed tasks to Tapestry to allow the teacher to feedback.

7.3.   Teachers will feedback on work submitted via Purple Mash.

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

7.5.   Class teachers will contact parents via telephone call if their child is not completing tasks on Purple Mash or where parents are not uploading work to Tapestry.

7.6.   Class teachers will monitor the academic progress of pupils.

7.7.   Class teachers will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

7.8.   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.

7.9.   Class teachers will log participation and pupil engagement with remote education, as well as motivation levels and progress. If there is a concern, they will contact parents individually via telephone.

7.10.   The school will consider ways to use feedback to secure consistent engagement with remote material, e.g. daily class teacher morning welcome message, positive messages from class teachers and senior leaders, post cards home, Friday afternoon whole class reflection on the week message.

8. Health and safety

8.1.   This section of the strategy will be enacted in conjunction with the school's Health and Safety Policy.

8.2.   Teaching staff and ICT technicians will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

9. Communication

9.1.   The school will ensure adequate channels of communication are arranged in the event of an emergency. This is primarily the school email that is monitored during the evenings and at weekends.

9.2.   The school will communicate with parents via email, Tapestry and the school website about remote learning arrangements as soon as possible.

9.3.   The headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.

9.4.   As much as possible, all communication with pupils and their parents will take place within the school hours.

9.5. Issues with remote learning or data protection will be communicated to the pupils' class teacher as soon as possible so they can investigate and resolve the issue.

9.6. The pupils' class teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

9.7. The headteacher will review the effectiveness of communication on an ongoing basis and ensure measures are put in place to address gaps or weaknesses in communication.

10. Monitoring and review

10.1. This strategy will be reviewed on a 3-yearly basis by SLT.

10.2. Any changes to this strategy will be communicated to all members of staff and other stakeholders.

10.3. The next scheduled review date for this strategy is January 2024.

Remote Learning During the Coronavirus (COVID-19) Pandemic

In line with the recent government announcement, the school will be closed throughout the duration of the present national lockdown, which is currently expected to last until mid-February, to all but vulnerable pupils and the children of critical workers. The school has implemented provision for remote learning to ensure pupils never miss out on education during this troubling time. We will ensure that our curriculum is inclusive and accessible to all and will endeavour to support all of our pupils and staff as they learn and work from home. This strategyy annex outlines additional measures that will be implemented for delivering remote learning during the pandemic.

1. Legal framework

1.1 This strategy has due regard to all relevant legislation, statutory and good practice guidance including DfE and the government policies and frameworks.

1.2 The headteacher, in collaboration with the governing body, will ensure the school follows the legal obligations regarding remote education, as outlined in The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction. This includes:

- Providing remote education to all pupils of compulsory school age.
- Providing remote education to pupils below compulsory school age who would usually be taught in a class with pupils of compulsory school age, e.g. Reception children.
- Providing remote education where it would be unlawful, or contrary to guidance issued from public authorities, for a pupil to travel to or attend the school.
- Having regard to government guidance issued regarding the delivery of remote education, e.g. the DfE's 'Restricting attendance during the national lockdown: schools'.

2. Contingency planning

2.1 The school will work closely with the LA to ensure the premises is COVID-secure and will complete all necessary risk assessments – results of the full opening risk assessment will be published on the school's website.

2.2 The school will work closely with the local health protection team (HPT) and the DfE when the 'Contingency framework' applies and implement the provisions set within the Coronavirus (COVID-19): Contingency Plan.

2.3 The school will communicate its contingency plans to parents, including to which pupils it will remain open under the DfE's contingency framework and which pupils will receive remote education.

2.4 The school will ensure that remote learning training is regularly refreshed for teachers, and that appropriate trouble-shooting support is available when needed, so the transition from in-person to remote teaching can be as seamless as possible if required.

2.5 If the contingency framework is not applied, but a 'bubble' needs to self-isolate, the school will immediately implement remote learning for that group as required.

3. Teaching and learning

3.1 The school will ensure staff and pupils follow the school's Online Safety Policy when working and learning remotely.

3.2 The school will ensure that remote education is available for pupils immediately, i.e. the next school day after they are sent home to self-isolate or after the contingency framework is applied.

3.3 All pupils will have access to high-quality education when learning remotely.

3.4 The school will prioritise factors that have been found to increase the effectiveness of remote education. These include, but are not limited to:

- Ensuring pupils receive clear explanations.
- Supporting growth in confidence with new material through scaffolded practice.
- Application of new knowledge or skills.
- Enabling pupils to receive feedback on how to progress.

3.5 In line with DfE's 'Restricting attendance during the national lockdown: schools', the school will:

- 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.
- Use Tapestry for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback.
- Work to overcome barriers to digital access for by:
  - o Distributing school-owned laptops accompanied by a user agreement or contract.
- Ensure staff are adequately trained and confident in its use.
- Check whether pupils are engaging with their work daily, and work with families to identify effective solutions where engagement is a concern.
- Ensure the Senior Leadership Team has overarching responsibility for the quality and delivery of remote education, including that provision meets expectation for remote education
- Publish information for pupils, parents and carers about remote education provision on their website by 25 January 2021.

3.6 The school will use a range of teaching methods to cater for all different learning styles.

3.7 Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

3.8 When teaching pupils who are working remotely, teachers will:

- Set assignments so that pupils have meaningful and ambitious work each day in an appropriate range of subjects.
- Set work at KS1 that is of equivalent length to the core teaching pupils would receive in school and, as a minimum, three hours a day, on average, across the school cohort, with less for younger children.
- Set work at KS2 that is of equivalent length to the core teaching pupils would receive in school and, as a minimum, four hours a day.
- Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
- Provide scaffolded practice and opportunities to apply new knowledge.
- Enable pupils to receive timely and frequent feedback on how to progress using digitally facilitated or whole-class feedback, where appropriate.
- Use assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge.
- Avoid an over-reliance on long-term projects or internet research activities.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

3.9 All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.

3.10 In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the headteacher will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.

3.11 Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.

3.12 The school recognises that certain subjects are more difficult to teach remotely, e.g. music, sciences and physical education. Teachers will provide effective substitutes for in-person teaching such as video demonstrations.

3.13 Pupils will be encouraged to take regular physical exercise to maintain fitness, and time will be allocated within the school week for pupils to focus on this.

4. Access to technology

4.1 The school will remain cognisant of families who do not have access to the resources required for remote education, and will ensure that an up-to-date record of which pupils do not have appropriate devices or internet access is maintained.

4.2   The school will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme.

4.3   Under the scheme, the school can order laptops, tablets and 4G wireless routers to support the following groups of pupils if they do not have access to a digital device or the internet through other means:

- Pupils in Years 3 to 11
- Clinically extremely vulnerable pupils across all year groups who are shielding or self-isolating in line with government advice
- Pupils in all year groups who are unable to access remote education whilst attending school on a hospital site

4.4   Before distributing devices, the school will ensure:

- The devices are set up to access remote education.
- Appropriate safeguarding controls and support are in place to help pupils use the devices safely.

4.5   Once devices are ready for collection, the school will either arrange for them to be collected by pupils or their parents from school, or delivered to pupils' homes, ensuring infection control measures are adhered to as part of this process.

4.6   The school will endeavour to ensure internet access for disadvantaged pupils is provided, including where pupils rely on mobile data connection to access the internet.

4.7   The school will work with disadvantaged families to provide access to this scheme.

4.8   The school will ensure that it remains abreast of developments to DfE technology schemes and will order sufficient amounts of technology to ensure that disadvantaged pupils can adequately access remote education at home.

4.9   The school will approach remote learning in a flexible manner where necessary, e.g. ensuring that pre - recorded lessons accommodate contexts where pupils have to share a single device within the home.

4.10   The school will maintain good communication with parents to ensure that parents are aided in supporting their child's remote education.

5. Returning to school

5.1   The school will remain in contact with pupils who are remote learning to ensure that, when the period of national lockdown ends, pupils are supported to return to school as and when it is safe for them to do so.

5.2 The headteacher will ensure that pupils who are permitted to attend face-to-face learning at school, but is required to self-isolate, will only return to school when it is safe to do so.

5.3 If a pupil who is attending face-to-face learning at school is required to self-isolate with symptoms of coronavirus, the school will agree with the parent or social worker of the pupil the best way to maintain contact and offer support.

5.4 The headteacher will listen to all concerns that parents may have about their child returning to school after a period of self-isolation and will advise them of the measures in place to ensure the safety of their child.

6. Monitoring and review

6.1 This strategy annex will be reviewed in line with any updates to government guidance.

6.2 All changes to the strategy will be communicated to relevant members of the school community.