

REMOTE – LEARNING POLICY



Statement of intent

At Marsh Lane Primary we understand the need continually to deliver high quality education, including during periods of remote working – whether for an individual student or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all students have access to the learning resources and support they need to succeed.

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

This policy aims to:

- Minimise the disruption to students' education and the delivery of the curriculum.
- Ensure provision is in place so that all students have access to high quality learning resources.
- Protect students from the risks associated with using devices connected to the internet.
- Protect staff from the risks associated with using devices connected to the internet
- Ensure staff, parent, and student 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 students 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.

Government Guidance

'Guidance for Full Opening Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.'

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- 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
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to 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
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

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. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

1. Legal framework

This policy 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)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

This policy has due regard to the most up-to-date national guidance including, but not limited to, the following:

- DfE (2019) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special Educational Needs and Disability Code of Practice: 0 to 25 Years'
- DfE (2018) 'Health and Safety: Responsibilities and Duties for Schools'
- DfE (2018) 'Health and Safety for Schoolchildren'
- DfE (2016) 'Children Missing Education'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- GDPR and Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Staff Code of Conduct Policy
- Student Behaviour Policy
- Accessibility Policy
- Marking and Feedback Policy
- Curriculum Policy
- Assessment Policy
- E-Safety Policy Staff Acceptable Use Policy (AUP)
- Student Acceptable Use Policy (AUP)
- Health and Safety Policy
- Children Missing Education Policy

2. Roles and responsibilities

2.1. The Governing Board is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Evaluating the effectiveness of each school's remote learning arrangements.
- Reviewing the effectiveness of this policy on an annual basis.

2.2. The Head Teacher is responsible for:

- Ensuring that staff, parents and students 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 policy.
- Sharing this policy on annual basis and communicating any changes to staff, parents, and students.
- Arranging any additional training staff may require to support students during the period of remote learning.
- Conducting reviews on a regular basis of the remote learning arrangements to ensure students' education does not suffer.

2.3. The Head Teacher in partnership with the IT Team are responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the Head Teacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

2.4. The DPO in conjunction with the GDPR contact in each school is responsible for:

- Ensuring all staff, parents, and students are aware of the data protection principles outlined in the GDPR policy.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Ensuring that all staff are aware of the how to report a data breach.

2.5. The DSL is 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 students online.
- Identifying vulnerable students who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the student is learning remotely and liaising with the Head Teacher and other organisations to make alternate arrangements for students who are at a high risk, where required.
- Identifying the level of support or intervention required while students learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable students 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 students and that reasonable adjustments are made where required.
- Ensuring that students 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 students with EHC plans and PLPs.
- Identifying the level of support or intervention that is required while students with SEND learn remotely.
- Ensuring that the provision put in place for students with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.7. The Head Teacher and IT Team are responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for students 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:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection 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
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all students and staff.

2.9. Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the Head Teacher 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 policy, 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 Head Teacher.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- Adhering to the Staff Code of Conduct and Staff IT Acceptable Use Policy at all times.

2.10. Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times set out by each individual school and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material during the times set out by the individual school.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times.

Parents will:

- Support their child's learning to the best of their ability;
- Encourage their child to complete all daily tasks and engage with the SharePoint activities provided, online websites with assigned tasks and Class Dojo posts from their teacher;
- **Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of the Class Dojo app**
- Know they can continue to contact their class teacher as normal through the Year group email address or Class Dojo app if they require support of any kind;
- Check any completed work each day and encourage the progress that is being made;
- Be mindful of mental well-being of both themselves and their child and encourage regular breaks, games and get fresh air.

2.11. Students are responsible for:

- Adhering to this policy and the Student Acceptable Use Policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely at the times set out by the school, and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher 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 school Behavioural Policy at all times.

3. Resources - for Remote Learning Provision

In order to provide remote learning at Marsh Lane Primary, staff will aim to:

- Create a folder for each individual child for teachers to upload tasks allocated to them
- Upload weekly timetable - activities and resources will link directly to what children would have been covering in school
- Record daily video via Class Dojo Class Story to give overview of lessons to be covered for the day and encourage children to comment
- Follow in-school class timetable as much as possible, including a range of subject areas
- Provide appropriately pitched tasks according to child's ability
- Provide feedback via Class Dojo / year group emails/ Weebly / Purple Mash
- Monitor work to ensure it is being completed
- Contact parents via email, Class Dojo or telephone (**if in school**) to provide support where necessary.
- Reasonable adjustments will be made to ensure that all students have access to the resources needed for effective remote learning.
- Lesson plans will be adapted to ensure that the curriculum remains fully accessible via remote learning, where practical – where this is not practical, the school will ensure students can catch up on these areas of the curriculum when they return to school.
- Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all students remain fully supported for the duration of the remote learning period.
- Any defects or issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- Students 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.
- Students and parents will be required to look after any equipment they use to access remote learning resources.
- Teaching staff will oversee academic progression for the duration of the remote learning period and will only mark and provide feedback on work as agreed in line with section 7 of this policy.
- The ICT technicians are not responsible for providing technical support for equipment that is not owned by the school.
- Teachers are expected to set work in line with the normal school day and therefore expectations on students in terms of volume of work set should not exceed the normal school day expectations.

Costs and expenses

- The school will not contribute to any household expenses incurred while students learn remotely, e.g. heating, lighting, council tax, paper or printing costs.
- The school will not reimburse any costs for travel between students' homes and the school premises.
- The school will not reimburse any costs for childcare.
- If a student is provided with school-owned equipment, the student and their parent will sign and adhere to the Acceptable Use Agreement prior to commencing remote learning.

4. Online safety

- This section of the policy will be enacted in conjunction with the E-Safety Policy
- Where possible, all interactions will be textual and public.
- Where staff are using **recorded video** to deliver remote learning they should:
 - * Wear suitable clothing
 - * 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. A virtual background can be used also.

- * Use appropriate language – this includes others in their household.
- * Maintain the standard of behaviour expected in school.
- * Use the necessary equipment and recommended computer programs as intended.
- * Not record, store, or distribute video material without permission.

Where staff and students are in direct audio communication in relation to remote learning they should:

- 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.
- Ensure they have a stable connection to avoid disruption to lessons.
- Students not using devices or software as intended will be disciplined in line with the school Behavioural Policy.
- The school will risk assess school-owned technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.
- The school will inform parents prior to what methods of delivering remote teaching are most suitable – alternative arrangements will be made where necessary.
- The IT Team 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.
- 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.
- 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

- This section of the policy will be enacted in conjunction with the Safeguarding Policy and Child Protection Policy
- The school will identify 'vulnerable' students (students who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- The school will arrange for regular contact to be made with vulnerable Students, prior to the period of remote learning.
- Phone calls made to vulnerable students will be made using school phones where possible. Where this is not possible it is essential that the identification of the caller is withheld.
- The DSL will arrange for regular contact with vulnerable students as deemed appropriate following local and national guidance.
- All contact with vulnerable students will be recorded on paper and suitably stored in line with the Safeguarding and Child Protection Policy.
- The DSL will keep in contact with vulnerable students' social workers or other care professionals during the period of remote working, as required.
- Home visits must not be undertaken. In exceptional circumstances doorstep visits may be undertaken in line with the guidance issued during the CV 19 pandemic.
- Vulnerable students will be provided with a means of contacting their school. This arrangement will be set up by the school prior to the period of remote learning.
- The DSL should meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable students learning remotely.

6. Data protection

- * This section of the policy will be followed in conjunction with the school's GDPR and Data Protection Policy.
- * 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.
- * Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- * 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.
- * Parents' and students' up-to-date contact details will be collected prior to the period of remote learning.
- * All contact details will be stored in line with the Data Protection Policy and retained in line with the MLPS Retention Schedule.
- * The school will not permit paper copies of contact details to be taken off the school premises.
- * Students are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- * Any breach of confidentiality will be dealt with in accordance with the school's GDPR and Data Protection Policy. All members of staff will report any safeguarding concerns to the DSL immediately.
- * All data breaches must be reported immediately to the Schools GDPR contact and DPO.
- * Any intentional breach of confidentiality will be dealt with in accordance with the school's Behavioural Policy or the Disciplinary Policy and Procedure.

7. Marking, feedback and assessment

All schoolwork set through remote learning must be:

- Fully complete before being returned to the relevant member of teaching staff if instructed to do so.
- The student's own work.
- Any marking of work will only take place for specific "key" pieces as identified by teaching staff and will focus on assessment.
- The school expects students and staff to maintain a good work ethic and a high quality of work during the period of remote learning.
- Teaching staff will monitor the academic progress of students with SEND and discuss additional support or provision with the SENCO as soon as possible.
- Staff must consider that for some students (particularly those with high levels of anxiety) this will be a stressful time and should consider their expectations in terms of the work set and deadlines set. They should also consider that students might be unwell or not able to do work.
- Schools will not be asking for data on student performance (for the period of time that schools have been engaged in remote learning). Therefore, all assessment should be formative. The purpose of any assessment should be to inform the development of future learning resources and activities. The key principle should be that only assessment that is useful to pupils and their teachers should be undertaken. It will be up to the professional judgement of the school leaders and teaching staff to set appropriate assessed work if they deem it essential.

8. Health and safety

- This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.
- Teaching staff and ICT technicians will ensure students are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.
- If using electronic devices during remote learning, students will be encouraged to take a five-minute screen break every two hours and to exercise and move away from the screen
- Screen break frequency will be adjusted to five minutes every hour for younger students or students with medical conditions who require more frequent screen breaks.

- If any accidents or near-misses occur in a student's home related to remote learning activity or school equipment, they or their parents are required to report these to the school as soon as is possible so that appropriate action can be taken.

9. School day and absence

- Students will be present for remote learning as designated by each individual school taking into account the age of the child and the capacity of the school to deliver the curriculum remotely. Students will be informed of these requirements.
- Students will build in appropriate rest breaks and screen breaks and work set is intended to follow the pattern of the normal school day where possible.
- Students with SEND or additional medical conditions may require more regular breaks as appropriate.
- Students who are unwell are not expected to engage in remote learning until they are well enough to do so.

10. Communication

- The school will ensure adequate channels of communication are arranged in the event of an emergency.
- The school will communicate with parents via email, Class Dojo and the school website about remote learning arrangements as soon as possible.
- The Head Teacher will communicate with staff as soon as possible via email
- The school understands that staff and pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.
- Pupils will have contact with a member of teaching staff at least once per week via Class Dojo, email or telephone call.
- Parents and pupils will inform the class teacher as soon as possible if schoolwork cannot be completed.
- Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.
- The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.
- The Head Teacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication

Teaching Staff will:

Share teaching and activities with their class through Purple Mash, Doodle Maths, Dojo and other online platforms such as Times Tables Rockstar

- Continue providing activities in line with current planning that is already in place throughout the school;
- Keep in contact with children through the Class Dojo and Year group email, Purple Mash, Doodle Maths and Weebly;
- Reply to messages, set work and give feedback on activities during the normal teaching hours 9.00 am - 3pm;
- Allow flexibility in the completion of activities, understanding that the circumstances leading to self-isolation will affect families in a number of ways
- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow e.g. Policy Development;
- If staff are unwell themselves, follow up of messages on Class Dojo or year group email during this time will not be undertaken until the teacher is fit to work.

Remote Learning Access

- Where children are unable to access online learning, packs may be requested by parents and collected from the school office

- It may be possible to provide laptops or tablets through a Government scheme; eligibility for this will be identified through an online access survey and equipment provided when needed.
- All children should be supported to engage in learning throughout their period of isolation regardless of their circumstances in relation to technology or online access.

N.B. In compliance with Copyright Law and regulations governing the use of photocopiable materials parents must note that resources are for viewing online only on our secure class site. They must not be printed, photocopied or distributed. The school will not take responsibility for any breach of Copyright Law.

Remote Learning Systems Access Information

(Packs may be requested as an alternative to online activities if necessary)

EYFS / Key Stage 1

- EYFS and KS1 teachers will use the Class Dojo and/or Purple Mash and the school website to provide learning activities for children;
- Parents should continue to read with their children daily;
- Songs, rhymes and opportunities to talk should be maximised;
- Practical activities such as baking, painting and craftwork should also be undertaken;
- Children have access to Doodle Maths, Purple Marsh, Times Tables Rockstars and Oxford Owl sites;

Key Stage 2

- Year 3, 4, 5 and 6 teachers will use the school Website, Purple Mash, Weebly, Timestables Rockstars and Doodle maths sites to provide learning activities for children and Class Dojo to provide additional support and monitor work completion;
- We would ask parents to ensure that their children continue reading daily

11. Monitoring and review

11.1. This policy will be reviewed on an annual basis by the Governing Board

11.2. Any changes to this policy will be communicated to all members of staff and other stakeholders.

11.3. The next scheduled review date for this policy is February 2021

Remote Learning Action Plan

Teachers will be able to schedule learning in a manner that does not overwhelm our children. Teaching and learning can be tailored, changed and updated as time progresses allowing for replication of classroom activity to the best of our ability. In all communications we will prioritise the wellbeing of our children.

Successes from previous lockdown (March 2020)

Since March, the school provided a successful model, which included:

- Engagement and communication with parents through phone calls/Facebook/emails/texts/website/Letters
- Using different mediums to communicate to meet all needs of all parents – videos/leaflets etc.
- Face to Face family house calls for food parcels and home learning packs
- Home learning adapted following regular reviews Support and engagement from all staff
- Easter provision for keyworker children within local cluster schools
- All Pupil Premium children contacted regarding their home learning/learning packs etc.
- Individual year group messages/videos sent out to parents Via Facebook
- Home learning emails set up for each year group so children and parents can share learning with their teacher and the teacher can support and share news etc.

Identified possible lockdown scenarios:

- Individual children who are waiting to be tested/isolating.
- A partial lockdown involving bubbles of children.
- A longer term whole school lockdown.
- Key worker/vulnerable pupils in school only.
- Short term teacher absence
- Long term teacher absence

The Need for Flexibility of Learning

We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:-

- parents may be trying to work from home so access to technology as a family may be limited;
- parents may have two or more children trying to access technology and need to
- prioritise the needs of young people studying towards GCSE/A Level accreditation;
- teachers may be trying to manage their home situation and the learning of their
- own children;
- systems may not always function as they should.
- An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

Expectation Management

We believe that it is in the best interests of our children that we continue to provide structured support to the best of our ability. It must be noted that the work children engage in during a period of closure will be part of our current planning and so cannot be considered as optional. This is our children's education and we cannot afford for them to miss out on any further learning time. Children and parents should consider the arrangements as set out in this document as highly recommended.

Teaching Staff will:-

- Create a weekly timetable with updated times of online learning and weekly expectations.
- Share teaching and activities with their class through Class Dojo, Purple Mash and the school website class pages
 - Continue teaching in line with current, extensive planning that is already in place throughout the school and adapted for the needs of pupils within the class context (SEND)
- Plan a range of activities and where possible they will not require the use of a digital device
 - Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this;
- Pre-record teaching videos or implement live teaching lessons where appropriate and necessary
- Keep in contact with children through Purple Mash and Class Dojo
- Reply to messages, set work and give feedback on activities during the normal teaching hours 8.30 am – 3:30pm;
- Acknowledge and feedback on all work where necessary
- Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways;
 - Take regular breaks away from the computer or Tablets to engage in other professional duties as much as circumstances allow e.g. Policy Development;
 - If unwell themselves, be covered by another staff member for the sharing of activities. Follow up of messages on Class Dojo during this time will not be undertaken until the teacher is fit to work.
- Contact parents and children if work is not completed or to a satisfactory standard

Teaching Assistants will:-

- Support class teachers in providing learning opportunities for children
- Attend virtual calls with class teachers
- Support class teachers in feedback to pupils
- Plan and create personalised learning for identified individuals within the class
- Contact parents and children if work is not completed or to a satisfactory standard
- Take regular breaks away from the computer or Tablets to engage in other professional duties as much as circumstances allow e.g. Policy Development
 - If unwell themselves, be covered by another staff member for the sharing of activities
- Contact parents and children if work is not completed or to a satisfactory standard
- Reply to messages, set work and give feedback on activities during the normal school hours 8:30 am – 3:30pm

Subject Leads will:-

- Work with teachers remotely to make sure the work set is appropriate, consistent and in line with current, extensive planning that is already in place throughout the school and adapted for the needs of pupils within the class context
- Alert teachers to resources they can use to teach their subject remotely
- Monitor the quality of work produced across all year groups and ensure consistent with the high standards and expectations expected

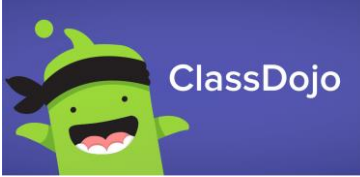







Children will:-

- Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular
- breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;
- Be given several days to complete a task to allow for sharing of devices within the family
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that
- Read daily, either independently or with an adult for at least 15 minutes in KS1 and 20 minutes in KS2
- Consider using the school closure time to learn a new skill, follow their own interests to discover more about the world around us or just be creative.

Parents will:-

- Set up the account in advance to ensure children have access to the learning
- Support their child's learning to the best of their ability;
- Encourage their child to access and engage with posts from their teacher;
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of the Class Dojo/Purple mash
- Know they can continue to contact their class teacher as normal through the Class Dojo App, year group emails or the school office email: enquiries@marshlane.derbyshire.sch.uk
- Check their child's completed work each day and encourage the progress that is being made;
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax

Remote Learning Platforms

	<p>ClassDojo - is one of our main tools which connects primary school teachers, students and families through communication features, such as a feed for photos and videos from the school day, and messaging. It also enables teachers to note feedback on students' skills and creates a portfolio for students, so that families can be aware of school activities outside of meeting with teachers. Pre-recorded lesson introductions and activities are uploaded onto the Class Story as well as planning.</p>
	<p>Purple Mash is also a main primary tool for the delivery of daily learning instruction, resources and activities, when whole Bubble Closure comes into effect.</p> <ul style="list-style-type: none"> • Teachers and children will be able to engage via this platform. • In a whole bubble closure, teachers will be active in utilising this throughout the day and will seek to respond to messages between 8.45am and 12.00pm and 1.00pm – 3.30pm. • Use of Purple Mash will be monitored. Parents will be able to provide videos, photographs, scans etc. of children's completed learning – teachers will give feedback on this.
	<p>Doodle for just 10 minutes a day, either online or on a range of iOS/Android devices, to catch up, get ahead or maintain learning. See progress with regular usage in as little as six weeks. Track your child's progress in our detailed online dashboard and parent app.</p> <p>Teachers will monitor Doodle maths activity and award dojo points and maths certificates.</p>
	<p>Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice.</p> <p>Each week concentrates on a different times table, with a recommended consolidation week for rehearsing the tables that have recently been practised every third week or so.</p>
	<p>A Learn to Read Kids app Read with Phonics games that are colourful and interactive way for your child to learn their phonics sounds through fun games! The phonics games improve letter and sound recognition and is lots of fun whilst helping children learn to read</p>
	<p>Epic offers access to books and videos for children ages 12 and under. The service can be used on desktop and mobile devices.</p>
	<p>A range of free resources to help support home learning of literacy and maths.</p>
	<p>The 'teaching content' will be provided to children through age appropriate video content on the DfE published list of educational resources site; Oak National Academy website. This provides the equivalent of 3 hours of lessons per day for primary school children. In their 'classroom' each lesson is an hour-long. They're delivered by a teacher, with a pre-recorded video as well as quizzes, worksheets and creative activities. It's all easy to use, there's no login or password, and you can access the lessons on any device- pupils only need materials they can find at home.</p>

Contact with pupils/ parents

Parents are able to contact the school primarily through class dojo and tapestry. Alternatively contact can be made via telephone or the school admin email address. Teachers will email back feedback if required, BCC copying the Headteacher into any correspondence. Any response should be made within 48 hours. Where a pupil is self-isolating on medical ground for a significant period of time, contact will be made via telephone on a weekly basis to monitor learning and provide support if needed.

Pupils identified as vulnerable will be contacted by school staff on a weekly basis and support offered as necessary.

Safeguarding

Please refer to Child Protection and Safeguarding Policy.

Data protection

When accessing personal data, all staff members will: only use their official school email account and connect to the school network using their school laptop only.

Sharing personal data

Staff members are unlikely to need to collect and/or share personal data. However, if it does become necessary, staff are reminded to collect and/or share as little personal data as possible online. All data collection will be compliant with GDPR guidelines.

Keeping devices secure

All staff will take appropriate steps to ensure their devices remain secure. Computers should be locked if left inactive for a period of time. Operating systems must be up to date – always install the latest updates.

Monitoring arrangements

This policy will be reviewed by the SLT as and when updates to home learning are provided by the government. At present the only 'live lessons' will be used via the Oak Academy.

Links with other policies

This policy is linked to our:

- ✓ Positive Behaviour policy
- ✓ Child Protection and Safeguarding policy
- ✓ GDPR policy
- ✓ IT and Online safety policy
- ✓ Staff Code of Conduct