INCLUSIVE | MULTI ACADEMY TRUST

REMOTE LEARNING PLAN

This plan is continually reviewed and amended to:

- **reflect government guidance**
- **reflect school practice**
- **react to Covid 19 infections and bubble closures**
- **react to nationally imposed tier restrictions**

Statement of intent

At the Inclusive Multi Academy Trust, 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 plan, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

This plan 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.

In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms

- o A continuous, dry cough
- o A high temperature above 37.8℃
- o A loss of, or change to, their sense of smell or taste
- o Have had access to a test and this has returned a positive result for Covid-19

The plan will be rolled out in the event of a local or national lockdown which results in whole school closure, or in the case of individual bubbles closing under the direction of Public Health England. For pupils who are one off cases, the school cannot provide remote teaching, but will provide a link to resources for a two week self-isolation work pack.

Legal framework

This plan 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

This plan 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 (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 school children'
- DfE (2016) 'Children missing education'

This plan operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy
- Accessibility Policy
- Marking and Feedback Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- GDPR Policy
- Children Missing Education Policy

Role and responsibilities

The trust board is responsible for:

- Ensuring that the trust has robust risk management procedures in place.
- Evaluating the effectiveness of the trust's remote learning arrangements.
- Review the budget requirements of remote learning

The local governing committee 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.
- Evaluating and reporting the effectiveness of the school's remote learning arrangements.

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 plan.

- Reviewing the effectiveness of this plan on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.
- Managing the effectiveness of health and safety measures designed to eliminate or reduce the risks associated with remote learning, through a robust system of reporting, investigating, and recording incidents.

The DPO 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.

The DSL is 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 the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.

The SENCO is responsible for:

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to pupils with SEND 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 and IHCPs.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

The School Business Officer is responsible for:

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

The ICT technician is 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 headteacher to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

Staff members are responsible for:

- Adhering to this plan at all times during periods of remote learning.
- Reporting any health and safety incidents to the health and safety officer 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 plan, 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.
- Providing logins for home learning platforms (TTRockstars/ Mathletics/ Purple mash).

Parents are responsible for:

- Adhering to this plan at all times during periods of remote learning.
- Ensuring their child is available to learn remotely across the school day 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. Reporting any illness and subsequent absence from remote learning
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Help children log on in an independent space to minimise disruption to their learning.
- Supporting children to login to home learning platforms.
- Encourage and support children to exercise either through teacher direction or during breaks.

Pupils are responsible for:

- Adhering to this plan at all times during periods of remote learning.
- Ensuring they are available to learn remotely and that their schoolwork is completed on time and to the best of their ability.
- Seeking help if they need it, from teachers or teaching assistants.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behaviour Plan at all times.

School day

- The school understands that parents may have other commitments, be working from home or have a shared need for the computer/laptop. Parents should discuss these issues with the class teacher.
- Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.
- Pupils who are unwell are not expected to be present for remote working until they are well enough.
- Parents will inform their child's teacher no later than 8:30am if their child is unwell.
- The school will monitor absence and lateness in line with the Attendance Policy.
- Example timetables and activities can be found in Appendix A – Beechfield School, Appendix B Cherry Tree Primary School and Appendix C Laurance Haines School.

Learning materials

- The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. Google classroom will be the predominant online learning platform. For the purpose of providing remote learning, the school may also make use of:

  o Work booklets
  o E mail
  o Current online learning portals
  o Educational websites
  o Reading tasks
  o Live webinars
  o Pre-recorded video or audio lessons
  o Past exam papers

- Work packs will be made available for pupils who do not have access to a printer.
- Teaching staff will liaise with the headteacher and other relevant members of staff including the SENCO to ensure all pupils remain fully supported for the duration of the remote learning period.
- Early Years Foundation Stage will share work expectations through Tapestry and will run a timetable that facilitates the principles of learning through play
- 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.

- For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through the government laptop scheme or loan school devices out. The school will also consider loaning out school based devices.
- Pupils and parents will be required to maintain the upkeep of any equipment they loan to access remote learning resources.
- The ICT technicians are not responsible for providing technical support for equipment that is not owned by the school.
- Where children are deemed vulnerable, with no access to support at home or a device to work on, school may invite them into school.

Marking and feedback

- 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 headteacher as soon as possible.
- Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.
- 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.
- The school accepts a variety of formative assessment and feedback methods, e.g. through live feedback commentary, quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

Communication

- The school will communicate with parents via e mail, letter, text message and the school website about remote learning arrangements as soon as possible.
- The headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.
- Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours. As much as possible, all communication with pupils and their parents will take place within school hours

Costs and expenses

- The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
- The school will not reimburse any costs for travel between pupils' homes and the school premises.
- The school will not reimburse any costs for childcare.
- If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the ICT Acceptable Use Agreement (Appendix 1) and loan agreement (Appendix 2) prior to commencing remote learning.

Online safety - This section of the plan will be enacted in conjunction with the school's Online Safety Policy and acts as supplementary guidance for it.

- All staff and pupils 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.
  - Ensure they have a stable connection to avoid disruption to lessons.
  - Always remain aware that they are visible.

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

  - Reinforce the importance of children staying safe online.
  - Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
  - Direct parents to useful resources to help them keep their children safe online.

- 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.

Safeguarding – This section of the plan will be enacted in conjunction with the school's Child Protection and Safeguarding Policy and acts as supplementary guidance for it.

- The DSL and headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) prior to the period of remote learning.
- The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact arranged where required.
- The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- All members of staff will report any safeguarding concerns to the DSL immediately.
- Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

Data protection – This section of the plan will be enacted in conjunction with the school's Data Protection Policy and acts as supplementary guidance for it.

- 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 and 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 pupils' 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
- The school will not permit paper copies of contact details to be taken off the school premises.
- Pupils 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 Policy
- Any intentional breach of confidentiality will be dealt with in accordance with the school's Behavioural Policy or the Disciplinary Policy and Procedure.

Food provision

- Where applicable, the school will provide food vouchers for all children in receipt of the pupil premium. The Pastoral Team will signpost families with additional need to the food bank and may supply them with items from within school.

BEECHFIELD SCHOOL

Nursery: 1 main task a day that is cross curricular, a story at the end of every day that is pre-recorded.
Reception: Phonics every morning (pre-recorded on Tapestry), Maths task, English/Theme task, story time.

KS1	Daily timetable
9:00 check in	Phonics
	English
11:00 check in	Maths
	Lunch
2:15 check in	Afternoon tasks: PE, Music, Computing, History/Geography, Science, PSHE, D&T/Art RE

LKS2	UKS2	Daily Timetable
9:00	9:00	Purple Mash Reading
9:30 check in	**9:15 check in**	Register (Google Meet). E-Safety discussion. Introduction to English English activity will go on google classroom for children to complete. Questions can be asked via comments on google classroom.
10:45 check in	**10:15 check in**	Google Meet Discuss Maths Introduction to Maths and times tables quiz Maths activity will go on google classroom for children to complete. Questions can be asked via comments on google classroom.
11:45	11:45	Lunch.
1:00	1:00	Afternoon tasks will go on google classroom for children to complete: Computing/RE/ART/D&T/Science/History/Geography/PSHE/Music/Spanish/PE) Questions can be asked via comments on google classroom.
2:30 check in	**2:45 check in**	Register (Google Meet). Mark maths. Discuss and celebrate work from the day. Read a story/assembly.
3:00	3:00	Daily Mile

Assemblies
Monday   Whole school
Tuesday   Class Assembly
Wednesday   First News Assembly
Thursday   PSHE
Friday   Celebration Assembly

PPA
Wednesday afternoons

CHERRY TREE
PRIMARY SCHOOL

Daily Timetable

Suggested Soft Start Activities

- Mindfulness Colouring
- Diary writing
- Reading
- Word puzzles eg scrabble games, anagrams, alphabet challenges etc
- Number puzzles eg Here is the total, what are the questions, times tables practice
- Listening and responding to music
- Children's TV educational programmes

Log in times for children in each year group bubble

Year groups	Start of day check in	Lunch time check in	End of day check In
Year 1/2:	8:45	11:00	2:15
Year 3/4:	9:15	11:30	2:45
Year 5/6:	9:45	12:00	3:15
Nursery	10.00 - register and story - zoom		
Reception	10.20 and 10.40 Register and Phonics - zoom		2.00 Story and register

Suggested Daily Timetable for Y1 – Y6

Time (will change according to phase)	Activity
8.45 – 9.15am	Register and soft start activities (Year 1/2 live log in with teachers)
9 – 9.30am	Register and soft start activities for Years 1 & 2 (9.15am Year 3 & 4 live log in with teachers)
9.30 – 10am	Phonics/handwriting tasks (9.45am Year 5 & 6 live log in with teachers)
10am	Writing task video will go on google classroom for children to watch and complete task. Questions can be asked via comments on google classroom.
11am	Maths task video will go on google classroom for children to watch and complete task. Questions can be asked via comments on google classroom. (11am live check in for Y1 & 2) 11.30am live check in for Y3 & Y4
12pm	Live check in for children in Y5 & 6
12.00pm – 1.15pm	Lunch break
1.15pm	Afternoon task (Science/Theme/Art/PE/PSHE) video, live teaching or set tasks will go on google classroom for children to watch and complete task. Questions can be asked via comments on google classroom or to support staff
2.15pm	Live check in and register (via Google Meet). Discuss and celebrate work from the day – Y1 & Y2
2.45pm	Live check in and register (via Google Meet). Discuss and celebrate work from the day – Y3 &Y4
2.45 – 3.15pm	Live check in and register (via Google Meet). Discuss and celebrate work from the day – Y5 &Y6

Additional activities to fit in where appropriate:

Daily mile	Outside games
Outside learning/Forest School	Gardening

Check in times	Daily timetable
9:00am check in	Calm start and English/Maths dependent on the year group
11:00am check in	English/maths live session dependent on year group
12:00-1:00pm	Lunch
1:00pm check in	Afternoon tasks: Topic work including PE, Music, Computing, History/Geography, Science, PSHE, D&T/Art RE
3:00pm Check in	End of the day meeting with teachers
Nursery/Reception	Registration via comments on Tapestry at 9:00am Activities set across the day

Time	Activity – Google classroom will be used for all online learning
9:00 – 9:30	Registration. Staff meet with the children via Google Meet to check in with Zones of regulation, activities for a calm start
9:30 – 10:00	Go through timetable for the day. English task/maths task with live teaching
Through the morning	Children complete set independent English Task/Maths task with live teacher teaching
Through the morning	Children complete independent work outside of the live teaching which is then turned in on Google Classroom
1:00	Registration via Google Meet wellbeing check and teaching of activities for the afternoon
1:15	Afternoon task (Science/Themed/Art/PE/PSHE/History/Geography) Staff will teach skills and set activities for the afternoon
Through the afternoon	Children complete topic work for the afternoon with live teaching where appropriate
3:00	Google Classroom meet. Staff will give feedback. Discuss and celebrate work from the day.

Assemblies

Mon   Jigsaw - PSHE
Tue - Thurs   Class assemblies
Fri   Whole school celebration

PPA
Friday   Children across the school are set a subject based activity by Subject Leads. All are
                encouraged to take a break from screens during these afternoon sessions.