

# Policy and Principles for Remote Learning



Parents and Carers Autumn 2020 v1

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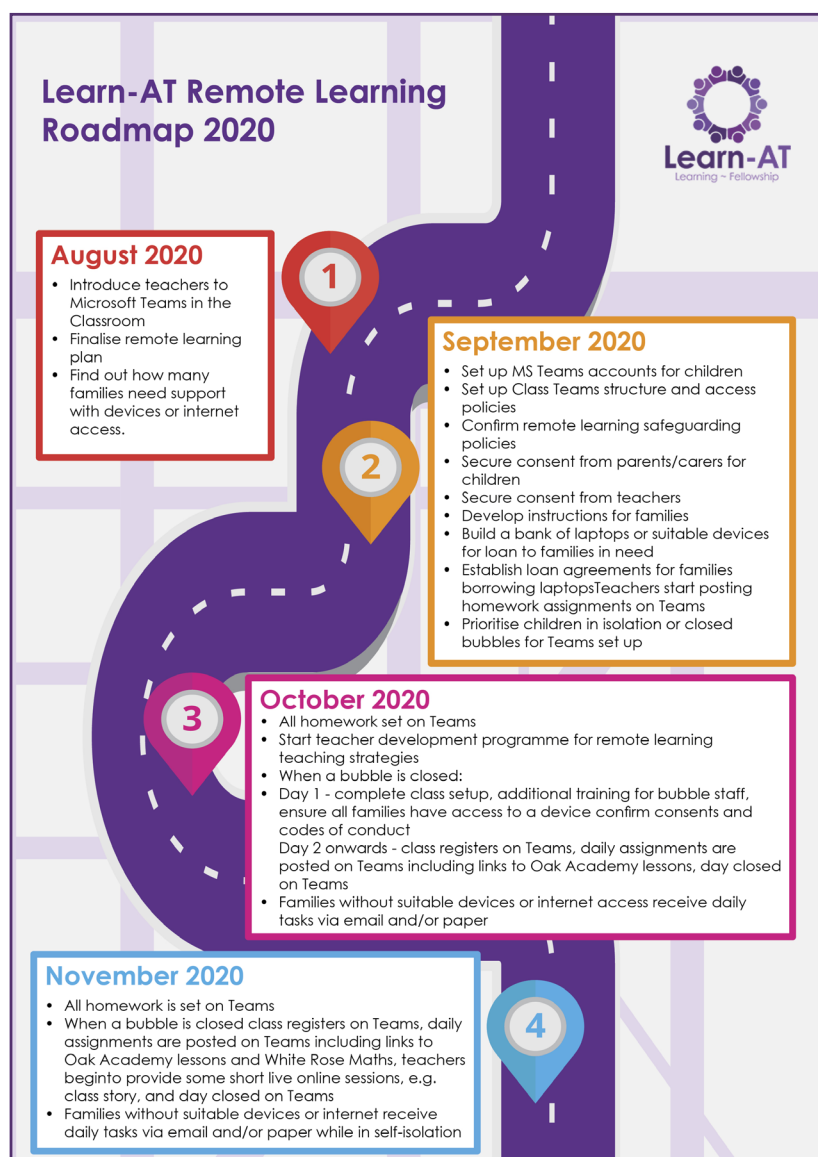
## Principles of the Learn-AT approach

Remote learning started earlier this year when schools closed to most children because of the coronavirus pandemic. Learn-AT schools worked together to develop a simple 'emergency' model based on a daily schedule of independent tasks emailed to families via Arbor. As time went on, teachers used Microsoft Teams to communicate with parents using audio calls.

We know now that there is likely to be a lot of disruption to school attendance throughout the winter and into next year, so we have reviewed our approach to remote learning.

This handbook sets out how Learn-AT schools will use the MS Teams platform to provide remote education for children who cannot attend school. Sometimes teachers will have to self-isolate when their classes are still at school. They will also be able to use Teams to continue teaching their classes, remotely, from home, provided of course that they are well.

This road map illustrates our remote learning implementation plan:



## Access and inclusion

We know that there may be several children who cannot access Teams from home because they do not have a suitable device. We are working hard to build a central bank of laptops to loan to families who have to self-isolate. Schools will continue to provide paper resources and daily activities via email for any families who do not have any internet access. The government is piloting a scheme to provide free access to BT Wi-Fi hotspots. We will be supporting families with no internet to access this scheme as soon as it is more widely available.

## Planning for a range of scenarios

In all the scenarios outlined below, pupils will be offered lessons and activities which follow the school's usual curriculum plan. This means that as far as possible they will be learning what they would have been learning if they were in school. There will be a mixture of pre-recorded short lessons, live interaction with the teacher or teaching assistant, where children will be able to listen and talk to the teacher and answer questions, and independent practical, creative and written work.

### Scenario 1: Full attendance – all children in school

Teaching and learning will continue as usual. The government is expecting schools to be prepared to make a smooth transition to remote learning from the beginning of October 2020. School leaders do not know a bubble will be closing until the day before it happens. This means that teachers will need to make some changes to the way they work so that they can switch to remote learning at short notice and keep disruption to children's education to a minimum. For this to be possible, teachers, children and families need to be familiar with how Teams works, and ready to make the switch before their bubble has to close.

These are the things that need to be in place before remote learning can happen when a bubble closes:

- School leaders need to know which children will need a loan device.
- Learn-AT needs a bank of suitable devices to loan to families who need one during periods of self-isolation. This is a huge financial undertaking for which schools do not receive extra funding. The government has promised devices for children eligible for pupil premium, but these will only be available if there is a local lockdown order and all the schools in the area are closed. This is unlikely to happen as the government is determined to keep schools open if at all possible. We are working hard to raise funds to buy new devices and to recycle and refurbish donated old devices so that we have enough for every family who really needs one.
- Schools will need to have a member of staff available who provides technical support for families during the loan period. People might need help with their devices, with setting up Teams, with trouble-shooting etc.
- All parents, carers need to have read and agreed to the remote learning code of

conduct and remote learning safeguarding protocol. They need to have completed a Microsoft Form to confirm their understanding and their consent to using the MS Teams digital platform for remote learning. **Children's individual logins for Microsoft Teams cannot be activated until consent is confirmed by completing and submitting the consent form. There is a link to the form in the Safeguarding Protocol and Code of Conduct at the end of this handbook.**

- Teachers will start using Teams to set homework while children are attending school in the usual way. This means children and families will be able to get used to how Teams works, without the need for an individual device throughout the school day.

## **Scenario 2: Teacher has to self-isolate (at home, well), children are still at school**

Each school has special technical kits which mean that teachers can teach remotely from home, supported by a member of support staff in the classroom. Some lessons (maths, English, science, RE, geography and history) may be taught by the teacher who is self-isolating at home in this way. School-based support staff and specialist instructors may teach other subjects such as Art, PE, DT and Music in school, either directly, or by using lessons pre-recorded by specialists in other Learn-AT schools, or provided by Oak National Academy.

## **Scenario 3: Individual children are required to self-isolate, or cannot attend school for medical reasons. The rest of their class attend school as normal**

In this case the teacher will provide a programme of work which closely follows the in-school curriculum, using a range of web-based and paper resources.

Children at home will have regular contact with the class teacher and/or support staff via MS Teams. Their daily schedule and tasks will be posted on MS Teams. They may register with a member of staff in the morning and at lunchtime and have direct contact with a staff member at the end of the day. They will not, as a rule, participate remotely in live lessons taking place in the classroom but they may join the class for a whole class session such as story time or collective worship. They may be able to see the teacher, but will not be able to see the whole class.

## **Scenario 4: Whole class, year group, phase or key stage is asked to self-isolate**

Notification of a bubble closing happens at very short notice, because confirmation of a COVID-19 case may happen over a weekend or in the evening. It is not possible to provide the full remote learning offer on Day1 of a 14-day self-isolation period. Therefore, Day 1 will be spent ensuring self-isolating teachers and teaching assistants are confident to implement remote teaching from their own homes using MS Teams as a platform. Teachers and teaching assistants will receive two remote training sessions:

1. Technical training to use Teams effectively and safely for live remote interaction with pupils at home; safeguarding protocols and codes of conduct will be revisited.
2. Training in some important and useful remote teaching strategies

While teachers and teaching assistants take part in training, school and trust administration and technical staff ensure all self-isolating pupils have:

- a suitable loan device (families already identified)
- a remote learning resource pack
- paper-based resources where internet access is not possible.

*(Delivered to families who need them via non-isolating family members, nominated friends or neighbours, or by members of school staff.)*

The following daily schedules are examples only. We expect that timetables and activities offered to children will develop over the course of a two-week bubble closure period, and throughout the year. Teachers will develop their skills and confidence in using Teams and their knowledge and understanding of the various online teaching strategies and online tools available. We will learn from experience what is possible and manageable and adapt accordingly.

On Day 1 of a bubble closure, while preparations are being finalised for the remainder of the self-isolation period, children will be sent a selection of learning activities by email for that day only. This will ensure that there is as little disruption to their education as possible.

Day 1	Day 2	Days 3-10																
<p>Remote refresher training for teachers and TAs (pre-recorded):</p> <ul style="list-style-type: none"> <li>• Technical set-up and live, remote interaction with self-isolating pupils.</li> <li>• Key principles of curriculum pedagogy for remote learning.</li> <li>• Planning time for teachers.</li> </ul>	<p>Establish the daily schedule:</p> <ul style="list-style-type: none"> <li>• Practice run through.</li> <li>• Iron out any gremlins/barriers/login issues.</li> </ul> <p>Teachers post daily timetable, links, information and activities in the Class Notebook in advance:</p> <p><b>Example practice timetable:</b></p> <table border="1" data-bbox="469 539 986 1935"> <tr> <td>9.00</td> <td>Register – live online with the teacher</td> </tr> <tr> <td>9.05</td> <td>Teacher explains morning activities</td> </tr> <tr> <td>9.15</td> <td>Lesson 1 – Oak National Academy/White Rose Maths - short video lesson online, followed by: <ul style="list-style-type: none"> <li>• Independent maths work following up from video lesson</li> <li>• Break</li> <li>• Physical activity</li> <li>• Independent reading</li> </ul> </td> </tr> <tr> <td>11.30</td> <td>Class checks in with the teacher in Teams – dialogue and feedback about their work. (Children could practise using their clip-on visualisers to share their work with the teacher.)</td> </tr> <tr> <td>12.00</td> <td>Lunch and physical activity</td> </tr> <tr> <td>1.00</td> <td>Register live in Teams with the teacher. Teachers sets afternoon lesson and activities: <ul style="list-style-type: none"> <li>• English – Oak National Academy</li> <li>• Follow-up independent work</li> <li>• Break</li> <li>• Physical Activity</li> </ul> </td> </tr> <tr> <td>2.45</td> <td>Check-in live with the teacher. Dialogue and feedback about the afternoon's work</td> </tr> <tr> <td>3.15</td> <td>Close</td> </tr> </table>	9.00	Register – live online with the teacher	9.05	Teacher explains morning activities	9.15	Lesson 1 – Oak National Academy/White Rose Maths - short video lesson online, followed by: <ul style="list-style-type: none"> <li>• Independent maths work following up from video lesson</li> <li>• Break</li> <li>• Physical activity</li> <li>• Independent reading</li> </ul>	11.30	Class checks in with the teacher in Teams – dialogue and feedback about their work. (Children could practise using their clip-on visualisers to share their work with the teacher.)	12.00	Lunch and physical activity	1.00	Register live in Teams with the teacher. Teachers sets afternoon lesson and activities: <ul style="list-style-type: none"> <li>• English – Oak National Academy</li> <li>• Follow-up independent work</li> <li>• Break</li> <li>• Physical Activity</li> </ul>	2.45	Check-in live with the teacher. Dialogue and feedback about the afternoon's work	3.15	Close	<p>Daily schedule becomes established.</p>
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3.15	Close																	
<p>Issue loan laptops where needed.</p>																		
<p>Facilitate set up, provide technical support for families.</p>																		
<p>Deliver or post remote learning packs to families if it has not been possible for children to take them home in advance:</p> <p>Exercise books – maths and writing; pen, pencil, colouring pencils, mini-visualiser (when available).</p>																		
<p>Paper learning resources for any pupils unable to access the internet.</p>																		

\*\* Short, recorded 'mini-lesson (max 10-15 minutes) on screen, followed by independent practical/pencil/paper activity.

## Example daily EYFS schedule:

Time	Activity	Live in Teams	Independent
9.00	Register online in Teams with the teacher	✓	
9.10	Teacher explains daily activities for children and parents	✓	
9.15	Phonics video lesson with Oak National Academy or similar		✓
	Follow-up reading and/or writing activity		✓
	Break and physical activity		✓
	A range of suggested practical activities, including singing, rhymes and stories covering other areas of learning for children for parents to supervise.		✓
11.45	Check in with the teacher at the end of the morning on Teams	✓	
12.00	Lunch and physical activity		✓
1.15	Register online in Teams with the Teacher	✓	
1.20	Teacher explains afternoon activities	✓	
1.30	Maths video lesson with Oak National Academy		✓
	Follow-up activity		✓
	A range of suggested practical activities including singing, rhymes and stories covering other areas of learning for parents/carers to supervise		✓
2.45	Check-in with the teacher on Teams	✓	
3.00	Story	✓	
3.15	Close	✓	

## Scenario 5:

### The whole school closes because of an outbreak or there is a full local/national lockdown

**In the case of a local or national lockdown teachers should continue to attend work in school.**

Key workers' children will be taught in their usual classes. Because teachers will also be providing education for the children who have to stay at home, an adapted version of Scenario 4 (above) will be followed.

With the help of support staff, provision for key workers' children in school will be aligned with the remote teaching being provided for the children at home.

Sometimes, teachers in the same bubble, or year group or phase, may take turns either to interact on Teams with the children at home or the key worker children in school.

Children learning from home should log into Teams to register at 9.00 each morning, dressed and ready for school as they would normally be. .

## Attendance

Where children cannot attend remote learning on Teams, for example where there is no internet access, teachers will provide daily learning activities either by email (using 4G) or on paper. Even in these situations, daily registration and regular contact with the teacher might still be possible using a mobile phone. Where children can access remote learning via Teams, daily attendance and punctual registration is expected in the same way that physical attendance at school is expected in normal circumstances. If a child can't attend because of illness parents/carers should inform the school office in the usual way. Office staff will follow up any child who has not attended daily registration and a message has not been received.

**Young children should not be spending hours staring at screens. It is essential that all children have daily opportunities for reading aloud, physical and creative activity, and to practise their handwriting. Teachers will plan daily learning so that there is a balance of time spent on screen and time to work independently.**



## Learn-AT Remote Learning Safeguarding Protocol

When children have to stay at home for self-isolation, our school will use Microsoft Teams to communicate with children, provide access to remote learning assignments, activities and recorded lessons and some live interaction with their teachers and classmates online. To keep children and staff safe there is a strict safeguarding protocol which everyone must follow very carefully.

**All parents and carers must read the protocol below carefully and complete the online form at [http://bit.ly/learnt\\_rl](http://bit.ly/learnt_rl)**

***Your child will only be able to access remote learning after you have given your consent.***

### Joining the Teams session

- The teacher will set a day and time for the call and send an invitation to the children's Teams accounts via the Teams calendar
- Your child will need to click on the 'Join' button in the Teams calendar to join the session at the set time
- You should be able to join the call from a smartphone, tablet or laptop as long as it has a microphone and speaker.

### Safeguarding Protocol

- Children should be dressed in clothes suitable for school
- Anyone else who might be seen on screen during the call must also be appropriately dressed (e.g. parents and carers, siblings)
- Please make sure that your child joins the call in a shared area of your home, e.g. living room, dining room, kitchen, and not from a bedroom. A neutral background such as a plain wall would be ideal. If this is not possible please check the background behind your child to ensure that it is suitable to be visible to others on the call.
- If you have any concerns about your child, family or home being seen on screen by others you may choose to turn off the camera for the call.
- A parent or carer should remain in the room with the child while they are on the call but should not be visible on the screen or speak to the teacher or other children.
- Language must be professional and appropriate, including any family members who might be heard in the background of the call.
- All calls will be recorded for safeguarding and training purposes.
- Videos will be kept for 21 days in case of any complaints or queries. They may also be shared with any member of the class who is not able to join the call 'live' to allow them to catch up at a later time.
- Calls must not be recorded or screenshots taken by anyone other than the school.
- Normal school rules will apply during the call including:

- ◆ being on time for the lesson
  - ◆ behaving respectfully towards others
  - ◆ following instructions
  - ◆ listening to the teacher as they are talking.
- Teachers may have to remove a child from the call if the rules above are not followed.
  - If the teacher has any safeguarding concerns during the call, these will be followed up in the usual way according to the school's Child Protection Policy.

## Code of Conduct for Parents and Carers

Learn-AT's Social Media Code of Conduct for Parents and Carers (<https://www.learnat.uk/attachments/download.asp?file=72&type=pdf>) will apply to remote learning calls. In particular:

All Learn-AT schools expect parents and carers to behave in a respectful, civil and courteous way online and will not tolerate any of the following online behaviours:

- Sending or posting abusive or unkind messages to or about parents or teachers
- Posting anything negative or unkind about fellow parents, pupils, the school or its employees on social media
- Complaining about the school's policies, values and methods on social media  
*We welcome constructive feedback, provided in the right way, either by email or in person to school staff. Teachers and school leaders are always happy to listen and talk to parents to address any concerns they may have. Complaints should be made following the guidance outlined in the Learn-AT Complaints Policy: <https://www.learnat.uk/attachments/download.asp?file=71&type=pdf>*
- Behaviour on social media which is likely to damage the reputation of the school, the trust or any member of staff

This applies to any comments relating to anything to do with the teacher or other children that is observed during remote learning sessions and includes social media platforms, such as Facebook, Instagram, TikTok or Twitter, and messaging apps, such as WhatsApp.

Breaches of this code of conduct will be taken very seriously by the school and the trust. Breaches could lead to the school withdrawing access to online remote learning for the children of the family involved.

Posting illegal, defamatory, or discriminatory content could lead to prosecution.

## Resources used by Learn-AT schools to support remote learning:

Resource	Weblink	Paper-based
Tapestry	<a href="https://tapestry.info/">https://tapestry.info/</a>	
Oak National Academy	<a href="https://www.thenational.academy/">https://www.thenational.academy/</a>	
White Rose Maths	<a href="https://whiterosemaths.com/homelearning/">https://whiterosemaths.com/homelearning/</a>	
NCETM	<a href="https://www.ncetm.org.uk/in-the-classroom/support-for-schools-addressing-ongoing-coronavirus-impact/primary-video-lessons/">https://www.ncetm.org.uk/in-the-classroom/support-for-schools-addressing-ongoing-coronavirus-impact/primary-video-lessons/</a>	
Times Tables Rock Stars	<a href="https://trockstars.com/">https://trockstars.com/</a>	
BBC Bitesize	<a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a>	
Literacy Trust online library	<a href="https://wordsforlife.org.uk/virtual-school-library/">https://wordsforlife.org.uk/virtual-school-library/</a>	
Home learning paper packs	Provided by the school	✓
CGP	<a href="https://www.cgpbooks.co.uk/">https://www.cgpbooks.co.uk/</a>	✓
PiXL	<a href="https://www.pixl.org.uk/">https://www.pixl.org.uk/</a>	
ReadTheory	<a href="https://readtheory.org/">https://readtheory.org/</a>	
Oxford Owls	<a href="https://www.oxfordowl.co.uk/">https://www.oxfordowl.co.uk/</a>	
PhonicsPlay	<a href="https://www.phonicsplay.co.uk/">https://www.phonicsplay.co.uk/</a>	
ICT Games	<a href="https://www.ictgames.com/">https://www.ictgames.com/</a>	
Stories	<a href="http://www.lancsngfl.ac.uk/curriculum/literacy/lit_site/html/fiction/picture.htm">http://www.lancsngfl.ac.uk/curriculum/literacy/lit_site/html/fiction/picture.htm</a> <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a>	
BorrowBox	<a href="https://www.borrowbox.com/">https://www.borrowbox.com/</a>	

## Internet Safety Websites

South West Grid for Learning - safeguarding	<a href="https://swgfl.org.uk/resources/safe-remote-learning/">https://swgfl.org.uk/resources/safe-remote-learning/</a>
NSPCC	<a href="https://www.nspcc.org.uk/keeping-children-safe/online-safety/">https://www.nspcc.org.uk/keeping-children-safe/online-safety/</a> <a href="https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely/">https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely/</a>
Internet Matters	<a href="https://www.internetmatters.org/advice/">https://www.internetmatters.org/advice/</a>
Think-U-Know	<a href="https://www.thinkuknow.co.uk/">https://www.thinkuknow.co.uk/</a>
Safer Internet Centre	<a href="https://www.saferinternet.org.uk/">https://www.saferinternet.org.uk/</a>
Safety Net Kids	<a href="http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/">http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/</a>
Childnet.com	<a href="https://www.childnet.com/">https://www.childnet.com/</a>

## Learn-AT Remote Learning Access Instructions for Parents and Carers

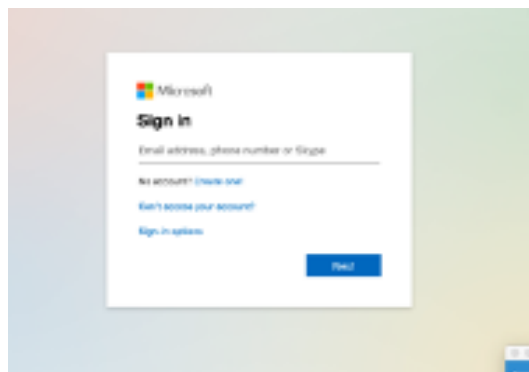
We will be using Microsoft Teams for online remote learning. You can access this using a smartphone, tablet or computer. If you don't have a suitable device we will continue to send activities by email for the time being.

Your child's username and password will be sent to you in a separate email.

Each child has their own unique username and password and this shouldn't be shared with anyone else.

### Logging in

Go to <https://teams.microsoft.com/>



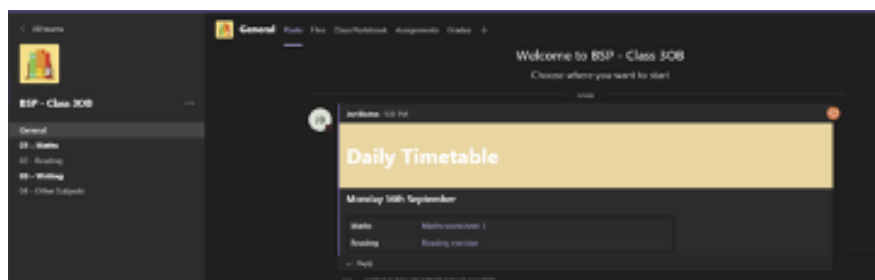
Enter your child's username and password.

Once you have logged in you will be given the option to download the Teams app. If you don't want to do this, just click on 'Use the web app instead' to continue in your browser.

Your child's login won't work until you have given consent for them to access remote learning – please complete this form [https://bit.ly/learnt\\_rl](https://bit.ly/learnt_rl)

### Accessing activities

Once you are logged in, click on the class team and you should see a timetable for the day with links to the activities that your child will need to complete. Click on each link to open the activity.



### Having trouble?

If you are having any problems logging in or accessing the activities please contact the school office.