



**Five
Rivers®**

**FIVE RIVERS
CHILD CARE LTD**

**Remote
Learning
Policy and
Procedure –
Park House**

'Five Rivers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

Policy Owner	Headteacher
Authoriser	Head of Education
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1. Remote learning Policy

1.1 Policy Statement

- In the event of a school closure, or a carer or parent requesting for the safety of the home environment during covid 19 to access remote learning, Park House school is committed to providing continuity of education to its learners and will do so through a process of remote (online) learning.
- Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, or if a student cannot attend due to staffing limitations or at the request of the home for safety during covid 19.
- This policy does not normally apply in the event of short-term school closures (e.g., as a result of inclement weather) or a short-term learner absence.

Remote learning may also be appropriate in situations when learners, in agreement with the school, have a period of absence but are able to work at home, at least to some extent.

- This may apply in cases such as exceptional circumstances, or longer-term illness, assuming learners are able to complete school work at home.
- Another relevant instance would be if, following an infectious disease outbreak, learners are self-isolating at home but are not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to learners who absent themselves from school, with or without parental/carer permission, in contravention to school or government guidance. This may apply, for example, if parents/carers choose to take learners on holiday during term time. Similarly, this would apply if parents/carers made the decision, without prior agreement with the school, to absent their child from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

1.2 Terms and Definitions

The below table sets out a number of terms and definitions used within this document:

Term	Definition
Nil.	

1.3

Data Protection

- Five Rivers supports the objectives of the General Data Protection Regulation (GDPR) & Data Protection Act 2018 and other legislation relating to Data Processing, including the Human Rights Act 1998, Regulation of Investigatory Powers Act 2000 and the Freedom of Information Act 2000. Five Rivers Child Care has a statutory obligation to process personal data in accordance with the provisions of the GDPR & Data Protection Act, 2018¹.
- Every member of Five Rivers Child Care has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the principles of the GDPR & Data Protection Act, 2018 and the Five Rivers Data Protection Policy.

1.4 Disclosure of Information

- Any use or disclosure of information held within Five Rivers Child Care, without there being a legitimate purpose or legal basis, will comply with the requirements of the GDPR & Data Protection Act, 2018.

1.5 Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for safety and data protection

2. Remote learning Procedure

2.1 Remote learning for individual learners.

Assuming an absence has been agreed with the school, and the learner in question is healthy enough to work from home, the school will provide work for learners who are unable to attend in person. If this occurs for an individual learner, the collation of work and communication with the parent/carer will be coordinated by the learner's lead teacher or member of their teaching team.

- Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent/carer would be once per day and work will be set for the timetabled core education hours for that day.
- If a learner was due to attend a therapeutic or vocational companion provision on that day, and is unable to do so, a welfare call will be made to the learner and work offered to be completed
- Work will only be provided to learners in this way if there is an agreed absence or if there is an absence due to exceptional circumstances

If a significant number of learners are absent from school, but the school remains open, the Head will decide whether the method of remote learning operated will take the form outlined here, or as outlined below.

2.2 Remote learning in the event of extended school closure, staff availability or due to remote learning being requested by a parent or carer in Covid 19.

In the event of an extended school closure, staff being unavailable, or remote learning requested by the parent or carer, in the case of covid 19, the school will provide continuity of education in the following ways:

- Regular direct instruction from teaching teachers, with the ability of learners to ask questions online (via email or phone)
- The setting of work that learners complete, written responses (if relevant) completed electronically or physically . This work and activities will be delivered directly to the home by post or doorstep drop off or electronically.
- Learners and teachers are expected to have access to the internet whilst at home; the school recognises that many families may not have access to internet or hardware to access the internet. All students with a social worker and an EHCP should have a supply of internet and lap tops from the commissioning county. This will be requested by social worker and the commissioning county.

To expedite the process and to ensure all students have access Lap tops with a limited internet access and a net nanny system for safeguarding, will be supplied in the interim by the school. Internet Not all homes may have access to printers and will therefore not require the printing of material. Printed materials will be posted or delivered. Homes with poor or limited access to the internet can notify the school and additional data or boosts can be requested by the school from <https://get-help-with-tech.education.gov.uk/about-increasing-mobile-data>

The primary platforms the school will use to deliver continuity of education are:

- Microsoft Teams: accessed via the relevant app or desktop application, or via the following URL: <https://teams.microsoft.com>

An adult should attend with the child on each call and Two teaching staff will be present on each call to safeguard all involved.

- Class Dojo. <https://www.classdojo.com> work will be set and accessed by student without live interaction from staff

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure , remote learning request and the ability of both learners and teachers to participate in remote learning.

The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

3. Live sessions

Park House school will arrange for teachers to deliver content in a 'live' manner (either by text or audio and/or visual means). There is an expectation of teachers to carry out live sessions for all our vulnerable learners .

Microsoft Teams are platforms that allows for resources to be shared, teachers to provide exposition, and learners to ask questions in 'real-time'. Learners will be provided with details of planned sessions, and will be expected to participate in them if they are asked and able to.

Live sessions can be particularly helpful as they can help communication, with learners able to respond to teachers' questions (and ask them) via the conversation functionality in teams and meet.

Learners will be provided with a school email address on a school lap top to avoid any issues regarding GDPR, there will be no expectation for parents/carers or learners to provide their own email addresses for use.

4. Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to learners on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking a piece of work . Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Possible methods may include:

- Providing whole lesson feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
- Using the "Comments" function on online documents or microsoft teams
- Marking and commenting on class dojo activities
- Sending a direct to learners with specific feedback / targets by email or in post or drop off
- Physical marking of work and giving written feedback on work posted to school and returned to home
- Feedback via another website / piece of software
- Awarding dojo points or cool points verbally or electronically
- Awarding headteacher or gold awards

5. Expectations

Expectations of teachers

When providing remote learning for a student, teachers must be available Monday- Friday between 10:00 and 3:00 and teachers will take their PPA time at 8.30-10am daily

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure:

- Contact headteacher by 7:30

When providing remote learning, teachers (along with office manager and the DSL) are responsible for:

- Attendance- Remote Education (DfE Guidance) "If a pupil is not attending school due to circumstances related to coronavirus (COVID-19), we expect schools to be able to immediately offer them access to remote education.

Schools should keep a record of, and monitor engagement with this activity, but this does not need to be tracked in the attendance register. Where attendance is to be limited to certain groups, 'not attending in circumstances related to coronavirus (COVID-19)' - code X - should be used for pupils who are asked not to attend. If a child becomes unwell whilst their bubble has been quarantined, then parents should contact the school office to notify them as usual.

- A register is taken at the beginning of the lesson by the teacher, and a message is then sent to the office attendance time and duration is noted in the daily log . Messages should be sent to the office by 10.30 am or 1.30 Pm for afternoon sessions .
- Setting work – For all children as timetabled including those children with SEND who may not be able to access remote education.
- Teachers will provide programme of work based on the individual curriculum for the child the teaching programme will be of equivalent length to the core teaching pupils would receive in school.
- If a lesson is not able to be delivered remotely due to absence, then work will be provided via Microsoft Teams as an assignment or a classroom dojo set of tasks and activities or physical work and resources delivered to the home .
- Teachers will use an individual child`s curriculum that allows access to high quality resources that is linked to the school`s curriculum expectations. For that child This will be a well sequenced curriculum that meets the needs of the young person so that knowledge and skills are built incrementally.
- Microsoft Teams will be used to teach their students with a 'live' stream (see Safeguarding section). Lesson inputs will include pauses for interactive activities and thinking time, and be between ten and twenty minutes in length according to age and stage.
- Screen sharing may be used with a blend of teacher modelling.
- Follow-up tasks/assignments can be uploaded to classroom dojo as appropriate
- Guidance for teachers will provide a variety of methods for children to record their learning (for example, typing into a document, taking a photograph of learning, videos etc) The teacher will choose which method is appropriate for the assignment and will provide clear instructions .
- Teachers will include success criteria in the instructions
- It is important that teachers ensure they are the last person to leave the call at the end of the session.
- If video clips are used, teachers must check that the video is age appropriate and is able to be accessed by children at home.

- For those children with an EHCP, or children with SEN differentiated work will be provided via Teams or by providing a paper copy of learning.
- Teachers and the head will maintain contact with the children, who will report any issues to the teacher/head . teachers/head will liaise with families this may include early in Term 1 to establish what will be suit the family and child.
- Teachers will provide curriculum assignments via TEAMS or by delivery each timetabled session , these will include EHCP targets as appropriate to the curriculum . The curriculum assignments will be differentiated to meet each child's need.
- Activities specifically linked to EHCP targets and also specifically linked to a therapeutic time table will be provided.
- Timings of these sessions will be liaised by the teacher with the child's parent/ carers .
- Teachers will need to ensure that the dress code is followed, and an appropriate area is used to teach, where there will not be interruptions. There must be an appropriate background, and no other adults should appear in the live stream.
- Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can utilise school bases or the school building ensuring the covid risk assessment is followed.
- All teachers have access to a five rivers lap top and internet accessible phone
- The setting and assessment of remote learning tasks will take place in accordance with the individual needs and abilities of the student and their individual curriculum . Best endeavours will be made to ensure EHCP targets are worked towards.
- All teachers should pay due care to the nature of tasks set, so that learners have a range of activities to complete at home and are not exclusively working on a screen. Teachers are responsible for providing constructive feedback to their learners in a timely manner.
- In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of another staff member set by the Head to ensure work is set for the student .
- Teachers should be available to contact parents/carers if needed, by email or Five rivers supplied phone If contact is deemed excessive the Head will be able to support .
- If parents/carers ask for additional work beyond that set as part of the requirements above, this will be discussed with the teacher and the head to ensure it is appropriate for the young person's needs and abilities

Expectations of learners

Assuming that a learner is healthy and well enough to work, learners will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting tasks promptly and to the best of their ability. Learners will also be expected to read and respond to communication from the school (e.g. an email or post from a form tutor) on a regular basis.

Learners should ensure that, in addition to completing the tasks they should complete any tasks that allow the school to monitor their progress ie thrive based activities , AQA unit award tasks or relevant assessment tools towards any exam series if appropriate .

If learners or parents/carers have any questions about the nature and volume of specific tasks set, these should be directed towards the lead teacher and the head .

If there are questions about a learner's overall workload (e.g. a learner feels they are overwhelmed or falling behind), these should be directed to the learner's teacher .

Teachers must work on the assumption that learners will not necessarily have the full range of books and equipment that they would usually have in school.

However, if advance notice is possible, teachers will ensure the relevant resources are purchased and delivered to the home by post or drop off .

The school does not expect learners to have access to any specialist equipment that would usually be provided by the school (e.g. science or art) the school will supply the resources required .

The school expects that parents/ carers have internet access at home to access remote learning resources, but teachers will make no presumption of the learner's ability to print at home. If no internet access is available physical resources and work will be delivered to the home and contact made by telephone and doorstep distance visits.

6. Support for pupils with SEND, EAL and other specific learning enhancement needs

Teachers should ensure that work is differentiated as required for all learners when setting online tasks. ISP's are available for all SEND pupils and advice can be sought from the head.

In addition, the Head and staff will maintain contact with pupils requiring regular support, by email or phone with parents/carers/learners and feed back to teachers.

7. Pastoral care during a school closure

In event of a school closure, the primary responsibility for the pastoral care of a learner rests with their parents / carers. However, lead teachers (under the guidance of the head) should check in regularly to monitor progress and their general wellbeing. Teacher will be expected to pass on feedback to the park house teaching Team via the daily log or using the clear care system for safeguarding , particularly if there are concerns or a lack of communication.

8. Safeguarding

Pupils, parents, carers and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

Please see the following for updates concerning safeguarding in relation to home learning.

COVID-19 amendments to the Child Protection Policy this also details reference to remote learning curriculum and risks online

8.1 Designated safeguarding lead

The DSL is responsible for:

- Ensuring that when children are online that the parents are blurring the background
- Ensuring that there is a blank wall behind the teacher is in place when filming and delivering the online lessons.
- Ensuring non-attendance welfare calls take place

8.2 Online safety at home

- All staff will continue to look out for any signs that indicate a child may be at risk online and will report and respond to concerns in line with the Child Protection Policy.
- Where necessary, referrals will be made to LADO, children's social care and as required, the police.
- Learners are encouraged to report concerns to a member of staff or a trusted adult at home. Where this is not possible, additional support can be accessed online via:
 - o Childline: www.childline.org.uk
 - o UK Safer Internet Centre's 'Report Harmful Content': <https://reportharmfulcontent.com> o National Crime Agency Child Exploitation and Online Protection Command (NCA-CEOP): www.ceop.police.uk/safety-centre
- Parents/carers will continue to be made aware of what their children are being asked to do online, including the sites they will be asked to access. Park House School will continue to be clear who from Park House school their child is going to be interacting with online.
- Parents/carers will continue to be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented.
- Park House School will ensure any sharing of information, communication and use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.
- All communication with learners and parents/carers will take place:
 - within school hours as much as possible. (Or hours agreed with the school to suit the needs of staff)
 - with staff using park House school devices
 - using Park House school provided communication channels; for example, Five Rivers email accounts and phone numbers *and* agreed systems *e.g.* *Microsoft Teams*

Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.

- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our *Park House school behaviour policy/code of conduct*.
- When delivering remote learning, staff will:
- only use online tools that have been evaluated and agreed by leadership.
- Ensure their background is blurred when delivering the online lessons
 - ensure remote learning activities are planned in accordance with our curriculum policies, taking learner needs and technology access into account.
 - record the length, time, date and attendance of any online lessons/contact held or made.
 - revisit relevant policies such as our acceptable use of technology policy with learners as necessary.
 - Where remote learning is taking place 'live' for example using webcams or chat facilities, staff and learners will ensure a safe and professional environment is maintained in line with our Remote Learning Policy.

More in-depth guidance is available:

- DfE: o [Safeguarding and remote education during coronavirus \(COVID-19\)](#)
- o [Case studies](#)

- o [Remote Learning Guidance for SLT](#)
- o [Remote Learning/Communication AUP](#)
- o [Online Safeguarding Resources for Educational Settings and Parents](#)

All live virtual interactions with students will require a 2;1 staffing ratio . The times of attendance will be logged in the daily log and attendance records will be kept on the sharepoint system

Welfare telephone calls will be made daily if no virtual face to face contact is made with a student.

Safe practice information will be shared regularly with parents and students and they will be directed to the safeguarding advice on the thinkuknow website and will be supplied by post of age-appropriate leaflets for parents and students <https://www.thinkuknow.co.uk/>

All students will sign and agree to a safe internet use document for remote learning (appendix 1)

9. IT support

IT support is available from Objective technology.

Support calls are made and received by the pupil's parent/carer/guardian only and not the pupil

support@objectiveuk.com

01425 205202

Objective are responsible for,

- Helping staff and parents with any technical issues with the hardware they are experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.
- Assisting pupils and parents with accessing the internet whilst using devices loaned by Five Rivers

Parents/carers of Pupils who have Five Rivers devices may contact Five Rivers IT support:

- Objective support will log names and telephone calls therefore from an adult and not a pupil (GDPR)
- During periods where online learning is in place Objective will be available to take calls, use the remote access tool to get onto the device and diagnose,
- If the problem is outside of the hardware/software provided by Five Rivers the adult will have to make contact with their internet service provider , if for example, it is an internet, line or router issue
- A Park House Teams champion will be available and notified to all parent/carers .
- Objective IT support will only accept changes via the schools Teams champion and the Five Rivers IT Manager

staff are responsible for:

- asking for support fixing issues with systems used to set and collect work

Support for Preparing for Remote learning:

The following steps should be in place with staff:

- Staff have access to Microsoft Teams education for students .
- Pupils have access to the relevant Microsoft Teams.
- Pupils will receive a Team`s training session.
- Staff are familiar with the main functions of Microsoft Teams.
- Staff have the ability to host a Teams Meeting (video and/or audio) with their student from home.
- Parents and pupils are made aware in advance of the arrangements in place for the continuity of education.
- Ensure that staff and children have access to a suitable device to use at home to access Teams.

10. Behaviour Support

In the event of a school closure, the teaching team may maintain support or interventions with children and young people through Teams. Staff are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and staff. The teaching team and/or head will also attend EHCP, PEP, CIN, TAF LAC, multi-agency or SEND meetings during this time.

11. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals: Issues in setting work – talk to the

Virtual Leader / headteacher – Teresa.brown@five-rivers.org

- Issues with behaviour – talk to the lead teacher or the head as above
- Issues with IT – talk to the teacher /head as above staff speak with IT support helpdesk@five-rivers.org
- Issues with their own workload or wellbeing – talk to the Headteacher
- Concerns about data protection – talk to the data protection officer - David.Baker-Price@five-rivers.org
- Concerns about safeguarding – talk to the DSL and /or deputy DSL :

12. Data protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Need to ensure that all documents required for home learning are stored/backed up in their school OneDrive account
- Teachers should only use school laptops to stream lessons

- Teachers should ensure all other documents are closed before streaming

Processing personal data

Staff members will not need to collect any further data from parents other than that stored on programmes already used.

Keeping devices secure

All staff members are to use school allocated laptops only.

All objective IT support will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates
- Staff must ensure all these systems are in use

All these measures are undertaken by

Objective IT support: any issues contact IT support - helpdesk@five-rivers.org

12. Monitoring arrangements

This policy will be reviewed at the end of each term by the headteacher . At every review, it will be approved by the head of education .

13. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy
- Attendance policy

14. ROLES AND RESPONSIBILITIES

- **Lead Practitioners for remote learning** ; all teaching staff at Park House School

(Headteacher to become the Virtual Leader, including quality assurance and monitoring of the quality of provision)

Headteacher and teachers to work with those families of pupils with SEND who need alternative provision so they continue to receive a broad and ambitious curriculum, including ensuring best endeavours are made in the requirements of the EHCP are met)

- **Lead Teachers** (delivery of daily live lessons via Microsoft Teams to their own students when possible and set tasks/activities which are checked regularly
- **Designated Safeguarding Lead** (Teresa Brown 07563381870)

Deputy DSL`s (Kristina Baker 07889417413 Stephanie Burton 07715522109)

- The teacher staff and headteacher are responsible for encouraging safe practice and good attendance for remote learning , seeking out reasons for absence, reporting and logging attendance correctly, and for referring any concerns to the DSL`s.

Appendix 1 – Remote Learning Agreement

1. I will only use ICT systems in school/home, including the internet, e-mail, digital video, mobile technologies, for school purposes.
2. I will only use my school e-mail address for school related things.
3. I will not attempt to bypass any computer or user account restrictions to access confidential or otherwise restricted information on the school network.
4. I will not try to bypass the internet filtering system.
5. I will make sure that all electronic communications with pupils, teachers or others are responsible and sensible.
6. I will be responsible for my behaviour when using the Internet. This includes resources I access and the language I use.
7. I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it immediately to my teacher.
8. I will ensure that my online activity, both in school and outside school, will not cause my school, the staff, pupils or others distress or bring them into disrepute.
9. I will follow the school approach to online safety and not deliberately record/video upload or add any images, video, sounds or text that could upset or offend any member of the school community
10. I will respect the privacy and ownership of others' work on-line at all times.
11. I understand that all my use of the Internet and other related technologies will be filtered, and can be monitored, logged and made available to teachers, to protect me and others and the integrity of school systems.
12. I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied, and my parent/ carer will be contacted.

Student Name:	
Signed Pupil	
Signed Parent/Carer	
Signed Staff member:	

Appendix 2

Videoconference Lessons

During video calls with your teachers, it is really important that you stick to these rules:

1. An adult is with you during the video call
2. You are in either your dining room, living room or kitchen and not your bedroom.
3. You must be dressed and ready – not in pyjamas.
4. Please remember that the video conference is part of school. You must be respectful to staff and other pupils. School rules still apply!
5. Staying safe online – keeping yourself, your classmates and your teacher safe.
6. Do not record or take pictures of your teacher or classmates during you online sessions.

Videoconference Lessons (Secondary pupils)

During video calls with your teachers, it is really important that you stick to these rules:

1. An adult is present in the home where during the video call
2. You are in either your dining room, living room or kitchen and not your bedroom.
3. You must be dressed and ready – not in pyjamas.
4. Please remember that the video conference is part of school. You must be respectful to staff
5. Staying safe online – keeping yourself, and your teachers safe.
6. Do not record or take pictures of your teacher or yourself during you online sessions.

Joining the video call

- Your teacher will send you an invitation to join a meeting on Teams. Which will come through in an email.
- Open the invitation and click on yes.
- Go onto the calendar, you should be able to see the meeting on the calendar.
- Click on Join.
- You will have the option to join in the app or to join using the browser. If you can download the Teams app it works better.