



**Five
Rivers®**

**FIVE RIVERS
CHILD CARE LTD**

Remote
Learning
Policy and
Procedure

'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/parent requesting for the safety of the home environment during COVID-19 for the child to access remote learning, we are 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, 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., because 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 schoolwork 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.

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 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 laptops from the commissioning county. This will be requested by social worker and the commissioning county.

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

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

The headteacher will arrange for teachers to deliver content in a 'live' manner. 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 laptop 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/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

5.1 Expectations of teachers

When providing remote learning for a student, teachers must be available for each lesson

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.

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 set of tasks and activities.

Microsoft Teams will be used to teach their students. Screen sharing may be used with a blend of teacher modelling.

- Follow-up tasks/assignments can be uploaded or sent as hard copy 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 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.
- 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 laptop 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 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 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. 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 school for safeguarding , particularly if there are concerns or a lack of communication.

7. 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

7.1 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

7.2 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:

Childline: www.childline.org.uk

UK Safer Internet Centre's 'Report Harmful Content': <https://reportharmfulcontent.com>

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.
- Parents/carers will continue to be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented.
- We 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) using school provided communication channels; for example, Five Rivers email accounts and phone numbers and agreed systems e.g. *Microsoft Teams*
- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our school behaviour policy and 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.
 - 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: [Safeguarding and remote education during coronavirus \(COVID-19\)](#)

o [Remote Learning Guidance for SLT](#)

o [Remote Learning/Communication AUP](#)

o [Online Safeguarding Resources for Educational Settings and Parents](#)

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

8. IT support

IT support is available from Objective technology; they are responsible for,

Helping staff with any technical issues 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 or devices.

Staff are responsible for:

- Asking for support fixing issues with systems used to set and collect work
- Preparing for Remote learning: The following steps should be in place with staff:
- Staff have access to Microsoft Teams for students .
- Pupils have access to the relevant Microsoft Team.
- 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/carers 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.

9. 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.

10. 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

11. 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.

