

Approved by:	Linda Garbett (Headteacher) Christopher Watson (ICT Governor)	Signature
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1. Aims

1.1 This remote learning policy for staff aims to:

- Ensure consistency in the school's approach to remote learning.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.
- Continuously review and improve the quality of remote learning provision in the school.

1.2 Scope

This policy has been written to ensure the school responds effectively where a class, group or small number of pupils need to self-isolate, or if there is a local lockdown requiring pupils to remain at home. It is important to note that remote learning is **not** intended to provide a home education alternative for pupils who are medically well and fit to be in school; full time attendance is always our goal. Conversely, if pupils at home are unwell, they need time to recover and recuperate and therefore are not expected to complete school work.

1.3 Legal requirements

This policy is drawn up in line with DFE guidelines for the full reopening of schools, published September 2020 and to comply with the [temporary continuity direction](#) requiring all schools to provide remote education.

Schools are required to

- (i) have a strong contingency plan in place for remote education provision, and
- (ii) consider how to continue to improve the quality of their existing curriculum.

Further guidance is available in [Appendix 1](#).

1.4 Levels of response

The school will have a 2 level response to providing remote education:

Level 1: Where a pupil or siblings are isolating awaiting a test.

Level 2: Where a contact-tracing group, whole class, bubble or the school are required to enter isolation; or in response to any local lockdown. In this scenario roles and responsibilities of the staff affected are outlined below. Work set will be in line with expectations outlined in [‘Guidance for full opening: Schools’](#),

The school’s procedure and approach to meeting these expectations is detailed in [Appendix 2](#).

2. Roles and responsibilities

2.1 Teachers

Teachers are responsible for:

Complying with the school’s working arrangements

- It is anticipated that teachers’ work base will be their school, unless they are having to self-isolate or are unwell.
- This means that for the majority of the time, teachers are able to use school’s IT facilities and other resources to provide children’s learning and will adhere to the school’s Acceptable Use of IT Policy.

Children’s learning:

- Teachers should ensure that technology used to deliver remote learning is familiar to pupils. Teachers should incorporate this technology into their face to face teaching practice.
- When working from home providing remote learning, teachers should be available between the hours of **8:30am and 3:30 am** each week day. However, responses may not be immediate. These timings are intended to allow time for appropriate breaks and time away from display screens for teaching staff and pupils, but still give children consistency of contact and adequate feedback on their home learning.
- Teachers should avoid setting or responding to online work before 8am and after 6pm.
- There should be a clear body of work for those pupils of self-isolating households, with work to be available from Day 1 of Covid-related school absence.
- Teachers should communicate effectively with parents and pupils to ensure that where children cannot access work online, alternative arrangements are made.
- Teachers should set work which is well sequenced and matches the planned curriculum, so that knowledge and skills are built up incrementally, (with clear expectations on what learning / work to be completed). Open-ended projects or internet research is kept to a minimum.
- Teachers are expected to provide work for their class ***via a Seesaw and Tapestry timetable with learning links and expectations that match the curriculum for that respective class and age group.***
- If teachers are unable to work for any reason during this time, (for example due to sickness or caring for a dependent), teachers should report this using the normal absence procedure.
- **Self –isolation periods.** Staff are required to minimise the period of self-isolation required by actively engaging with NHS testing as soon as possible. Staff should return to work either a) when negative test results confirm there is no risk of infection b) when the required period of self-isolation is completed. During these periods the member of staff must not come into school for any reason and is expected to follow the Government requirements for self-isolation.
- Teachers are expected to make appropriate adaptations for SEND or focus groups in line with what would take place in the classroom.

Providing feedback on work:

- Teachers provide regular feedback on children’s progress and/or oversee support staff doing so if appropriate.
- Teachers endeavor to assess how well children are moving through the curriculum and provide regular support and challenge.
- It is not the expectation that every piece of work uploaded will have a response. However, teachers will be checking work and supporting pupils daily especially those with misconceptions requiring support.

- Teachers must communicate clearly with their class about how regularly they will be providing feedback and in what format.

Keeping in touch with pupils and parents:

- Regular contact with pupil and parents will be managed through Tapestry and Seesaw.
- Regular staff communication ensures that the school's role as a protective factor for vulnerable pupils is maintained.
- Where a pupil is not completing work or interacting with Tapestry and Seesaw, staff will work with the headteacher to formulate a plan. This will often involve a phone call and discussion with parents and pupils.
- Any complaints or concerns raised by parents will be shared with the appropriate teaching staff.

Attending virtual meetings with staff, parents and pupils:

- When attending virtual meetings, staff need to ensure they are in a place with the minimum of background noise and with nothing inappropriate in the background.

2.2 Teaching assistants

Teaching assistants must be available for their contracted working hours. 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 by contacting the secretary (Claire Lenihan) and headteacher (Linda Garbett)

Teaching assistants are responsible for:

Supporting class teachers in curriculum delivery:

- By providing feedback and support to pupils through where directed.
- Assisting the teacher.
- Managing their own Career Professional Development during remote learning and undertake remote training as directed by the headteacher, Linda Garbett.

2.3 Subject leads/SENCO

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Reviewing the subject curriculum/ SEN provision as part of usual school monitoring.
- Considering whether any aspects of this provision need to change to accommodate remote learning.
- Ensuring that the online curriculum reflects the in-school curriculum.
- The SENCO should ensure that online provision is well matched to pupils individual needs, providing additional support and guidance where required to teaching staff or parents.
- The SENCO to liaise with the ICT technician to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- The SENCO to ensure that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the teacher, parents and headteacher.
- Working with other teachers, subject leads and senior leaders should ensure work set across subjects is appropriate, consistent and manageable for families.
- Alerting teachers to resources they can use to teach their subject.
- Working with teachers to support catch up programs put in place.

2.4 Headteacher

The Headteacher is responsible for:

- Coordinating the remote learning approach across the school.

- Ensuring staff are well supported in order to deliver remote learning effectively by providing sufficient training to develop confidence and skills in the effective use of IT and online learning platforms.
- Monitoring staff well-being whilst working from home.
- Monitoring the effectiveness of remote learning through: regular meetings with teachers; monitoring engagement and success of pupils through Tapestry and Seesaw; gathering feedback from parents and governors and making adaptations to approach to engage reluctant and vulnerable pupils and families.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Ensuring the school is aware of pupils who are unable to access online learning and provide appropriate solutions.
- Explore the possibility of loaning ICT hardware to families.

2.5 Designated safeguarding lead

Mithian School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

- The Designated Safeguarding Lead is: Linda Garbett
- The Deputy Designated Safeguarding Lead is: Sioned Young

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

In the unlikely event where a trained DSL (or deputy) is not on site, in addition to the above, teaching staff can contact Jo Harvey, the TPAT Safeguarding Lead for advice. The safeguarding board in the staffroom has all the necessary contacts.

This might include updating and managing access to child protection records and recording systems and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all school staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of who that person is and how to speak to them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

2.6 IT staff

In most cases issues can be resolved by school-based staff.

Where they cannot be resolved the School is supported by NCI who are responsible for:

- Supporting the ICT Lead in supporting parents / staff.
- Reviewing the security of systems and flagging any data protection breaches to the data protection officer.

The process for initiating IT support is contact: Dominic Faint, the ICT Lead at Mithian dominic.faint@mithian.cornwall.sch.uk and NCI: help@ncitech.co.uk.

2.7 Pupils and parents

Staff can expect pupils to:

- Be contactable during the normal hours of the school day – whilst remaining aware they may not always be in front of a device or engaged in home schooling.
- Engage with work set by teachers completing tasks to the best of their ability.

- Upload records of their work through Tapestry and Seesaw.
- Seek help, if they need it, from teachers.
- Alert teachers if they are not able to complete work.

Staff can expect parents to:

- Support their children to complete work set by teachers so that they remain with the teaching sequence being delivered.
- Make the school aware if their child is sick by 9:30 am or otherwise cannot complete work by 3:30 pm.
- Seek help from the school if they need it – for example with using Seesaw effectively or hardware issues preventing home learning.
- Adhere to Remote Learning protocols.
- Be respectful if raising concerns to staff.

2.8 Local Governing board

The local governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.
- Ensure that the school's approach to remote learning is meeting the needs of vulnerable pupils.
- Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons.
- Monitoring staff well-being and workload to ensure it is appropriate.

3. Who to contact

If staff have any questions or concerns, they should contact the following individuals:

- Issues with behaviour – Linda Garbett.
- Issues with their own workload or well-being – Linda Garbett.
- Concerns about data protection – Dominic Faint and Linda Garbett.
- Concerns about safeguarding – DSL Linda Garbett or DDSL Sioned Young.
- Issues in setting work, with ICT or using Seesaw- Dominic Faint or Tapestry- Sioned Young.
- Support with setting appropriate work in individual subjects – Subject leads.

4. Data protection

4.1 Accessing personal data

Data can be accessed through The DSL Linda Garbett and the school office staff Claire Lenihan. Pupil and Parent data is stored on SIMS.

Staff should use school hardware that meets the requirements of the schools GDPR policy, and the security requirements listed in point 4.3 of this policy.

4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as parents email addresses or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

All staff members 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.

5. Safeguarding

5.1. *(To be read in conjunction with Section 2.5)* This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.

- The DSL or DDSL and head teacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- The DSL or DDSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- Phone calls made to vulnerable pupils will be made using school phones where possible. Where this is not possible, staff will ensure their number is blocked.
- The DSL or DDSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.
- All contact with vulnerable pupils will be recorded and suitably stored within the school's online system in line with the Child Protection Policy.
- The DSL or DDSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- All home visits must:
 - Have at least one suitably trained individual present.
 - Be undertaken by no fewer than two members of staff.
 - Be suitably recorded on paper and the records stored so that the DSL or DDSL has access to them.
 - Actively involve the pupil.

- The DSL or DDSL 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 or DDSL immediately.
- Pupils and their parents will be encouraged to contact the DSL or DDSL 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.

6. Monitoring arrangements

6.1 Regular review

- The school's tools, resources and approach to remote learning will be reviewed regularly through the school's scheduled communications e.g staff meetings, management meetings.
- The school regularly audits its provision and actions against the national expectations and legal requirements set out in the Temporary Continuity Direction.
- The school survey the pupils about their experiences of home learning and use this to influence forward planning.
- Teachers' feedback regularly to the headteacher in staff meetings about Remote Learning Arrangements.

6.2 Formal review

This policy will be reviewed annually by teaching staff. At every review, it will be approved by the Chair of Governors.

7. Application of this policy

7.1 Staff engagement

- The content of this policy will be shared with all staff and reviewed regularly.

7.2 Parental and pupil engagement

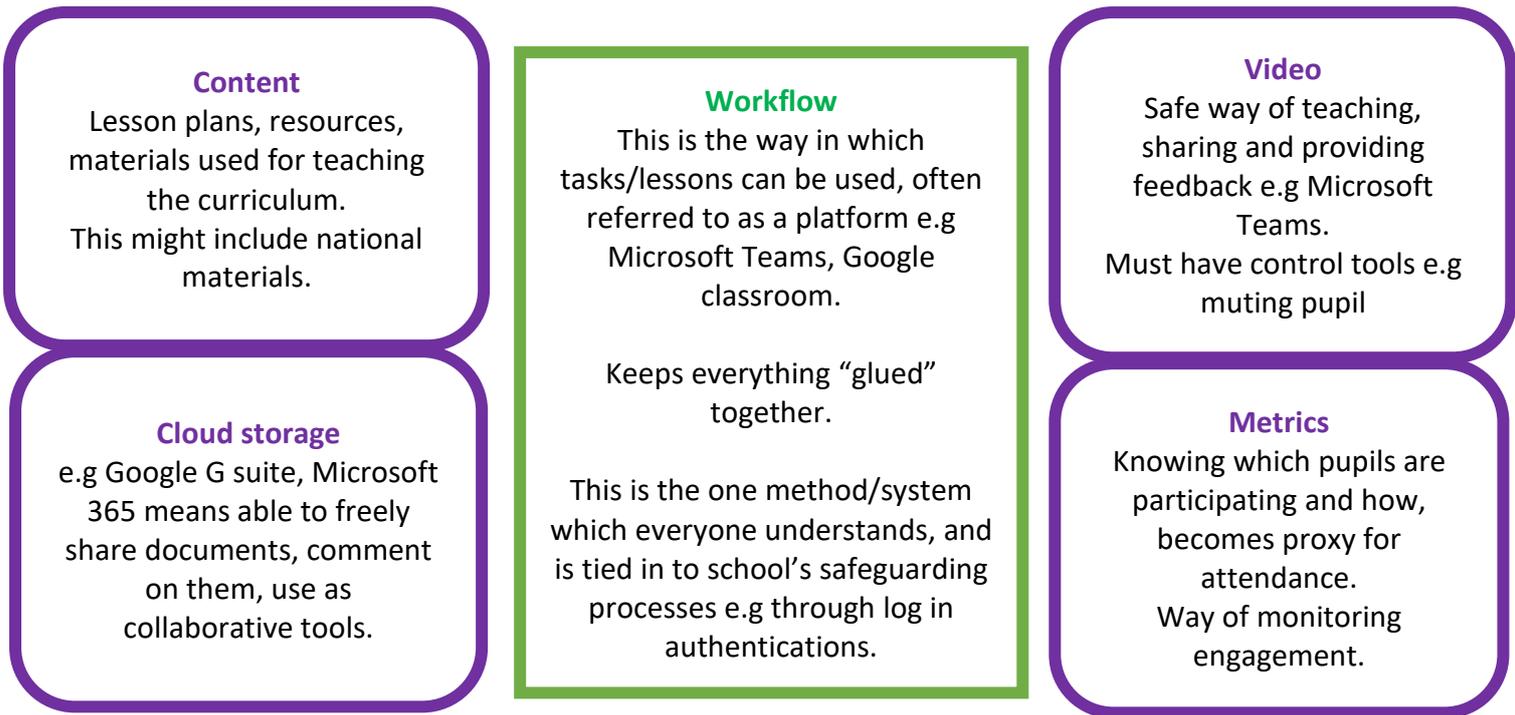
- Parents and carers will be made aware of the content of this policy and all relevant protocols.
- The school will liaise with parents regarding home access to IT. The school will explore the possibility of loaning ICT equipment in the event on an extended lockdown.
- The school provide a Parent Guide with clear advice regarding what to do when a pupil needs to self-isolate and what remote learning will be provided.
- The school promote parental and pupil engagement through Tapestry, Seesaw and phone call (where necessary).

8. Links with other policies

This policy is linked to our:

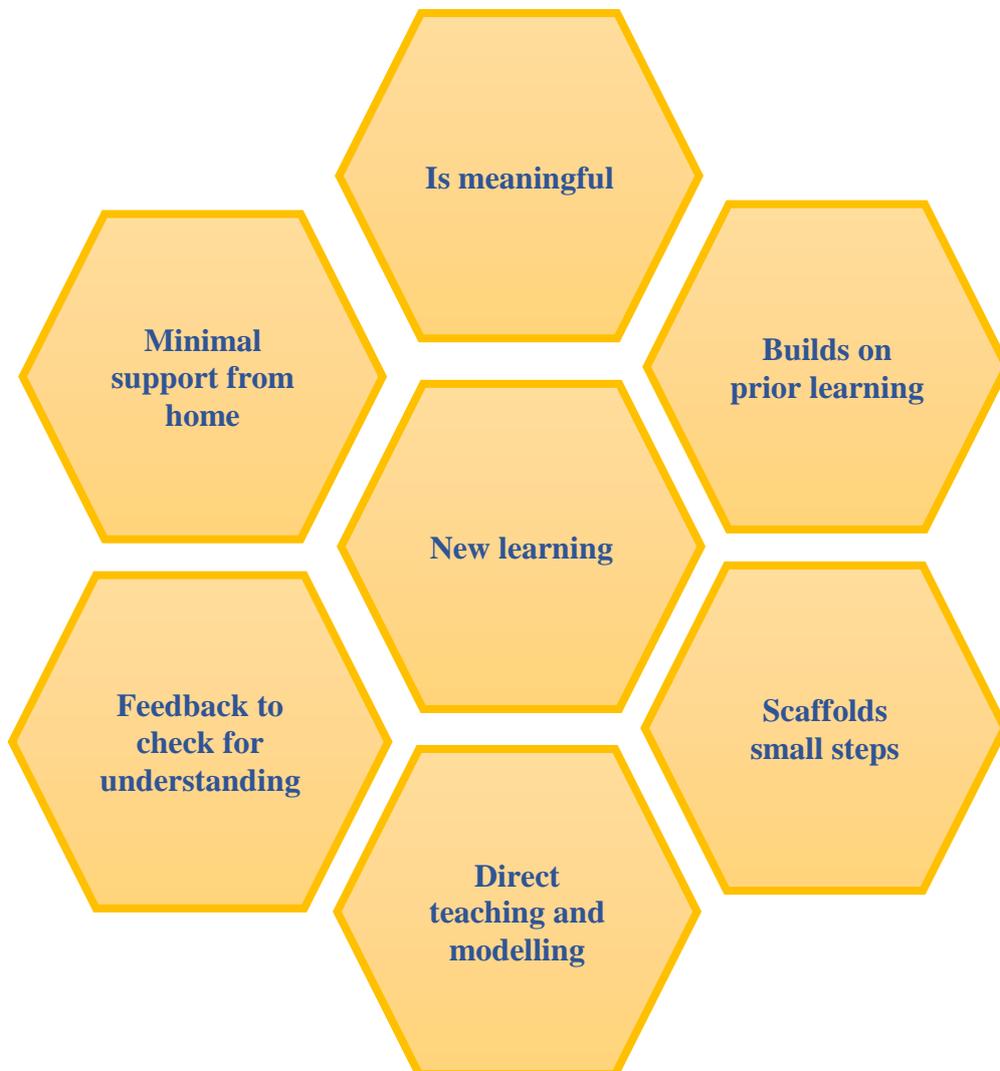
- Behaviour Policy
- Child Protection policy and coronavirus addendum to our Child Protection Policy
- Data Protection Policy and privacy notices
- ICT and internet Acceptable Use Policy
- Online Safety Policy

Appendix 1 Stage 1- Schools are required to have a strong contingency plan in place for remote education provision. The following diagram illustrates what this needs to take account of:



Stage 2 - Schools are required to consider how to continue to **improve** the quality of their existing curriculum, so that their online learning offer matches the in-school curriculum and pedagogy offer.

The following diagram illustrates what this might take account of:



Appendix 2 Level 2 Provision – Mithian School

Blended learning – At the beginning of term each child in the school is provided with a "Remote learning" pack containing work to last 3 – 4 days. The pack contains core basic skill practice e.g consolidation activities such as letter formation, number formation, sight vocabulary, and foundation subjects revision work. It is explained to parents and pupils that these packs are to be kept at home and only used in the event that pupils were needing to self isolate.

Remote Learning at Mithian School

Remote learning will be available for when individual children are in isolation due to members of their family being tested and awaiting results; when whole bubbles are in isolation due to there being a positive case; or (if instructed by Public Health England) that the whole school be closed.

None of these situations are ideal. The best place for children to have access to the National Curriculum is in school, with the required resources, with adults who have chosen their career and have had the necessary training! Although children learn many things at home, no one is expecting parents/carers to take on the teaching role as it would be done in the classroom, especially when juggling their own family circumstances which may or may not be conducive to supporting children with the National Curriculum. Any support which can be given, is valued and appreciated.

No family must feel any pressure during these periods away from school as all family circumstances differ tremendously. However, we have a responsibility to provide learning opportunities for the children. All we ask, in order for us to work together, is to have open conversations about support and pupil learning. We would hope that in any of these situations, learning at home would not be for more than 10 school days.

We also are aware that if multiple bubbles are not able to come into school, or if a family are isolating, access to technology is limited. There are not many options to support you in this, apart from our understanding that siblings will not all be able access as much information as you may want them to, and we can only do what we can do.

If your child is off school, because they are poorly...

Your child is poorly and must rest!

If your child is off school, because they are in isolation due to a member of the household being tested for Covid-19, awaiting results OR

If your child is off school because they are being tested for Covid-19, but is well enough to complete some learning...

There are options of activities which your child can get involved in. Your child has access to these resources (as age appropriate) and it is likely further details will be on Tapestry or Seesaw.

- Spellings (weekly as set by teacher)
- Phonics Resources
- Times Tables Practice
- White Rose Maths Lessons
- BBC Bitesize
- Oak National Academy
- NCETM Online Maths Lessons
- Reading – hearing your child read (fiction and/or non-fiction) and being read to by an adult
- Their remote learning hard pack copy

If your child is off school due to the bubble being sent home or closure...

EYFS – There will be learning film clips and/or a message sent on Tapestry by 9.30am every morning.

Years 1-6 – Daily learning

In Years 1-6, there will be weekly timetable on Seesaw uploaded by the end of the first day of isolation and (where appropriate) daily notes will be added.



Topic	Reading	Maths	Spelling	Handwriting	Other
Can you find pictures to match each of the words in each row?	Year 1 Book	Year 1 Maths	Year 1 Spelling	Year 1 Handwriting	Year 1 Other
Can you find pictures to match each of the words in each row?	Year 2 Book	Year 2 Maths	Year 2 Spelling	Year 2 Handwriting	Year 2 Other
Can you find pictures to match each of the words in each row?	Year 3 Book	Year 3 Maths	Year 3 Spelling	Year 3 Handwriting	Year 3 Other
Can you find pictures to match each of the words in each row?	Year 4 Book	Year 4 Maths	Year 4 Spelling	Year 4 Handwriting	Year 4 Other
Can you find pictures to match each of the words in each row?	Year 5 Book	Year 5 Maths	Year 5 Spelling	Year 5 Handwriting	Year 5 Other
Can you find pictures to match each of the words in each row?	Year 6 Book	Year 6 Maths	Year 6 Spelling	Year 6 Handwriting	Year 6 Other

Teachers will be available through Tapestry and Seesaw. If the class teacher has not had contact with a child for 2 consecutive days, the school will contact you to check you are okay and able to access everything you need.

Teachers will be available through the usual lines of communication via Seesaw and Tapestry.



If your child has additional needs and you would like to speak to Ms Young during this period, please do not hesitate to contact the school on s.young@mithian.cornwall.sch.uk

Appendix 6

Audit of Remote Education Provision

Date of Audit: 04.11.2020

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we offer immediate remote education. We have a strong contingency plan in place for remote education provision. Our planning is particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home. Our plans are summarised below:

	Aspect	We have achieved this by...	Next steps
Developing contingency plans	Use a curriculum sequence that is linked to the school's curriculum expectations	Linking our Home School Provision to our Medium Plan Curriculum Overviews.	Regular monitoring of home school timetables.
	Provides a curriculum which is supported by high quality online and offline resources and teaching videos	Using national materials that are age appropriate and recognised as previously successful	Explore live sessions as age appropriate
	Selectively uses online tools which are used consistently across the school to allow interaction, assessment and feedback	Seesaw and Tapestry provide online feedback and communication with parents (past 3 years)	As above
	Ensure all teaching staff and pupil facing staff are trained in the use of our online learning tools	Already established	Ensure good initiation for EYFS parents using Tapestry and transition for new KS1 parents using Seesaw.
	Provide suitable printed material such as textbooks and workbooks for pupils who do not have online access	Level 1 Hard Packs sent home. Weatherproof boxes at front of school to enable parents to collect work as necessary.	Parental Survey regarding accessing home learning provision.
	Promote supported access to our curriculum for pupils with SEND and other vulnerable learners	Good knowledge of SEN children and family needs.	Adapt IEPs for relevant lockdown situation as appropriate and necessary
Resilience	Set assignments for pupils which are meaningful and ambitious and provide work each day in a	Individual bespoke class	Ensure this still

range of different subjects, avoiding an over reliance on long term projects or internet research activities	timetables	meets the medium term curriculum planning
Provide a well planned and well-sequenced curriculum so that knowledge and skills are built incrementally and pupils clearly understand what they should be learning/ practising	In Spring/Summer 2020, we consolidated/continued previous learning.	Explore priorities for new learning
Provide frequent, clear explanations of new content, delivered by a teacher or through high quality curriculum resources or videos	We have achieved this via bespoke class notes via Seesaw and Tapestry and well-selected resources using knowledge of current class.	Explore priorities for new learning
Provide clear feedback for pupils on how well there are progressing through the curriculum e.g. by using questions or other suitable tasks	Nearpod quizzes in Year 5/6 provide instant feedback on lessons and learning. EYFS and KS1 provide written/audio recorded message feedback via Seesaw and Tapestry.	Explore live sessions as age appropriate
Clarified for teachers the expectations for checking, assessing and feeding back to pupils on progress	Regular comments to individuals via Seesaw and Tapestry.	In the event of a lockdown, an opportunity to share feedback with teaching staff as part of a virtual staff meeting Formal reports Summer 2020.
Ensured teachers can adjust the pace or difficulty of what is being taught in response to questions or assessments including revising material or simplifying explanations to ensure pupils' understanding	Bespoke timetables and opportunity to revise and revisit material as necessary.	More opportunities for pupils to respond to this (survey)
Planned to provide a programme which is equivalent in length to the core teaching pupils would receive in school	As above	Ensure timetables match the 'in-

			school' medium term planning.
	Includes daily contact with a member of staff and additional support for pupils where appropriate	Seesaw/Tapestry	Explore live sessions as age appropriate
	Avoided placing significant demands on parents' help or support	Achieved via bespoke timetables that are age-appropriate with clear lines of communication with Class Teacher and Headteacher.	Remote Learning Policy shared with parents Explaining parental letter Continue to adjust age-appropriate expectations as year progresses

A parent guide to supporting pupils who are self isolating

The key symptoms of possible infection with Covid 19 are:

- A high temperature
- A new, persistent cough
- A change or loss of taste or smell

If you or someone in your household has Covid 19 symptoms - What happens next?

- Your child and all members of the household must now self-isolate and need to take a Covid 19 test as soon as possible. Whilst you are waiting for the test results, your child and their siblings must self-isolate and must not attend school.
- You will need to phone the NHS testing service the same day as symptoms arise to arrange for a test at the first possible opportunity. The phone number to call is 119 or you can book online at <https://www.gov.uk/get-coronavirus-test>. The aim is to have tests available within 24 hours although, at the moment, there may be a short delay.
- You will need to inform the school of the date of your child's test.
- When you receive the results of the test (usually within 48 hours and often within 24 hours), please inform the school immediately.
- If your child's test result is negative, your child may immediately return to school, providing they are well enough to do so.
- If your child's test result is positive they must remain at home for a minimum period of 10 days and may only return to school at the end of this period providing their temperature has returned to normal. Pupils must continue to self-isolate until this time.
- Pupils who continue to experience a loss of taste or smell and/or a cough do not need to continue to self-isolate beyond the 10 day period providing their temperature is normal.
- It is essential that the school is informed of any positive test result as a matter of urgency in order that we can minimise the risk of infection to other pupils and staff.

What school work will be provided during Self-isolation

- When you contact the school to tell us your child is self-isolating, please make sure you also confirm that you have IT facilities at home to give access to our online learning provision. If your child won't be able to work online we can send you printed resources.
- On the first day of self-isolation, your child should use **their Home Pack as sent at the beginning of term**. Other work will be available within 24 hours via Tapestry and Seesaw, direct from the Class Teacher.
- During the self-isolation period, you can contact their class teachers via Tapestry and Seesaw.

What additional support can my child access if they have special educational needs?

If your child has special educational needs, parents with questions can contact Miss Young on her email.

s.young@mithian.cornwall.sch.uk

What other support can the school provide?

If you have concerns about your child's welfare or well-being whilst they are self-isolating then parents should contact either their class teacher for advice or our Safeguarding leads; Mrs Garbett head@mithian.cornwall.sch.uk and Miss Young s.young@mithian.cornwall.sch.uk

We hope that this guide helps to answer parents' questions and that your child is soon recovered and well enough to attend school. Please don't hesitate to contact us if we can be of any further help or provide any additional support.