



Star

NURTURING TODAY'S **YOUNG PEOPLE**,
INSPIRING TOMORROW'S **LEADERS**

REMOTE LEARNING POLICY

Primary Setting





Document control

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|--------------------------------------------------------------|---------------------------|----------------------------|---------------|
| This document has been approved for operation within: | All Trust Primary Schools | | |
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Introduction

1. During the pandemic, Star schools adapted their teaching so that pupils could access lessons remotely and therefore have the best possible continuity of provision during periods of lockdown or self-isolation.
2. Access to continuous high-quality education is the right of all our pupils and the provision of remote education continues to be part of our offer for pupils who have medical needs that necessitate their short-term absence from school.
3. Any pupil who is suspended from school will be expected to attend remote learning.
4. Any pupil who is expelled from school will be expected to attend remote learning for the first five days of their exclusion.
5. Remote provision will be made in the event of an unplanned school closure, for instance in the case of heavy snow.
6. Remote provision will be made available in the event of infection necessitating school closure or the self-isolation of affected staff or pupils.

Aims

7. To ensure that all children have access to high quality teaching when they are learning off site.
8. To ensure that all children have appropriate resources to support their learning.
9. To support all staff through the provision of good professional development to enable them to teach children who are learning at home and those who are learning in school simultaneously.
10. To ensure that children's online learning takes place within a safe environment.
11. To ensure that children's learning is delivered in a way that takes account of their age, stage of development and any additional needs.
12. To support parents as valued partners in their children's education.
13. To support the mission, vision and values of the trust and its establishments.

Who is responsible for this policy?

14. The trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or trust framework. The trust has delegated day-to-day responsibility for operating the policy to Star Central, the local accountability board and the principal of each trust primary school.
15. The local accountability board senior leadership team at each trust primary school has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

Attendance codes

16. An 'E' code will be used for any pupils who is accessing remote learning because they are suspended from school.
17. An 'E' code will be used for the first five days of exclusion for any pupil who is accessing remote learning because they have been expelled from school.
18. An 'I' code will be used for any pupil who is medically unable to attend school but is fit enough to access remote learning from home.



19. A 'Y' code will be used for pupils who are absent from school because of unforeseen closure (such as in the case of heavy snow or lack of utilities).
20. In the event of a pandemic necessitating closure of schools or self-isolation of individuals, the trust will await and implement national guidance on the use of attendance codes.

Definitions

21. **Simultaneous learning or hybrid learning:** teaching model in which the teacher is in the physical classroom teaching pupils face-to-face while teaching others 'live' online at the same time.
22. **Flex learning:** teaching model in which the teacher is in a location other than the physical classroom (such as at home). The lesson is live streamed to an interactive whiteboard in the classroom where pupils are being taught. Some pupils may also be accessing learning from home.
23. **Fully online learning:** teaching model in which the teacher/s and pupils are dispersed and all are joining the lesson online from different locations. This could be because they are all self-isolating or because there is full lockdown.
24. **Synchronous learning:** real-time teaching and learning, either online or face-to-face.
25. **Asynchronous learning:** online learning without real-time interaction.
26. **Flipped learning:** classroom and homework activities are switched: conventional content delivery is moved to a pre-session task for pupils to complete. Lesson time is then freed up for more one-to-one support and exploration of misconceptions.
27. **Blended learning:** combination of face-to-face teaching and online learning in which both are blended together.

Equipment

28. The school's learning platform is MS Teams.
29. In classrooms/ teaching rooms, teaching staff are provided with touch screen devices (interactive whiteboards, laptops or Wacom style tablets).
30. In the event of simultaneous teaching, all pupils will be able to see the content being delivered by the teacher.
31. All teachers are provided with wireless headsets with microphones to enable simultaneous teaching without background interruption.
32. Pupils working from home require access to a laptop with functioning microphone and speakers. A camera facility will enable higher quality learning in the event that a fully online model is required.
33. Pupils may require a camera (such as on a smartphone) to photograph and upload work completed on paper. The Office Lens and One Note applications can also be used for recording work.

General principles for remote learning

34. Every effort will be made to ensure that curriculum quality, breadth and balance are not sacrificed where pupils are required to learn remotely. The school's schemes of work will continue to be delivered.
35. Remote learning will follow the normal school timetable as far as possible. Children need learning routines and consistent expectations when working at home. Every effort will be made to ensure



- equality of curriculum provision and continuity between pupils learning at school and those learning at home.
36. The principles and qualities underpinning effective teaching and learning are the same, irrespective of whether learning takes place remotely or in the classroom. The Star Teaching Framework defines these characteristics and is applicable in simultaneous, flex and fully online models.
 37. Online learning will be complemented with accessible resources that enable pupils to develop their skills confidently.
 38. Pupils will be equipped with age-appropriate stationery for use during remote learning.
 39. All classes will have a dedicated MS Teams site.
 40. Where a pupil is learning at home and their peers are learning in the classroom, they will access the same teaching and resources via MS Teams.
 41. In the event of full school closure, all pupils/parents will have access to resources to support learning via MS Teams.
 42. School will make appropriate use of high-quality resources, such as those produced by Oak National Academy and BBC Bitesize, to support learning. These will be used judiciously to complement the school's schemes of work, not to replace them.
 43. Reading will form a key aspect of children's work throughout the primary years. All children will be given appropriate reading books to read at home. The school will provide guidance to parents on supporting their children's reading. This will include guidance on how to engage with free and subscription-based online reading tools that the school has adopted, such as Oxford Owl.
 44. Teachers will assess pupils' remote learning in ways appropriate to the child's age, stage of development and learning objectives. MS Teams Assignment and One Note are helpful tools that may be used for feedback and assessment, particularly in upper Key Stage 2.
 45. Where a child has SEND, appropriate differentiation will take place. This may involve setting alternative tasks, using supplementary resources and, where appropriate, having a member of staff 'visit' the pupil during online learning. Microsoft Learning Tools may also help teachers to meet the needs of pupils with SEND.
 46. Opportunities for pause points, rest and exercise need to be built into a child's remote learning day, just as they are during a day in school.

Learning in Nursery

47. Children of Nursery age who are self-isolating will be provided with a guided learning programme and activities. The Class Dojo, You Tube channel or Tapestry will be updated daily with videos and ideas linked to the usual medium-term planning including counting, fine motor and other themed activities. Resources such as those available on BBC Bitesize may be used.
48. Where the teacher is self-isolating, the class will be covered by other members of staff who will continue to deliver the curriculum to pupils in school. If well, the self-isolating teacher will continue to support with planning and may be asked to support remote learning in other year groups.

Learning in Reception and Year 1

49. Pupils in Reception who are learning at home should not spend extended periods of time watching a screen. The balance of activities for these children should be practically based in order



that they benefit from a range of opportunities to develop their skills in each of the areas of learning: communication and language; physical development; personal, social and emotional development; literacy; mathematics; understanding the world; expressive arts and design.

50. In Year 1, following the timetable may entail spending gradually more time watching teacher modelling as the year progresses. The time pupils spend online should be in short bursts interspersed with other activities.
51. In both Reception and Year 1, any online activities should be high value in supporting children's emotional wellbeing and development. An online morning welcome from the teacher will help children learning remotely to tune in to the school. An element of teacher modelling, such as the 'morning meetings' used during 'carpet time' will be used. Teacher modelling will be punctuated with time for pupils to spend on practical application of skills.
52. Storytime and phonics sessions will be offered to pupils as live learning via MS Teams. They may also be recorded and shared on the school's website to support any families without access to MS Teams. As the story of the week is revisited several times during the school day in Reception, a recorded version will be particularly helpful for remote learning.
53. Children learning at home will need physical resources including reading books, pencils and stationery. Packs will be made available to all children learning at home. These will include maths, reading, phonics, writing and science activities to cover the usual lessons being taught. An exercise book will be provided for children to use during home learning. Children will be provided with lined, square and blank paper to enable them to complete their activities appropriately.

Learning in Year 2

54. During Year 2, pupils learning remotely will continue to follow their normal timetable. They will receive direct 'live' instruction from their teachers, as would be the case in school. 'Live' teacher modelling is especially crucial in the core subjects.
55. In Year 2, pupils will still need plenty of opportunities to work with equipment to practise their basic skills, including letter formation, handwriting fluency and mathematical jottings. Pupils will be provided with the appropriate stationery and , where necessary, equipment, to enable them to do so.
56. Pupils should use an exercise book to record their home learning.

Learning in Years 3-6

57. It is essential that pupils learning remotely have the same high-quality experience as their peers who are learning in the classroom. This means engaging in the same lessons; any other model risks fracturing curriculum sequencing and continuity.
58. Pupils learning at home will attend 'live' lessons as they would in school. These lessons will include teacher modelling and opportunities for pupils to consolidate their skills.
59. The configuration of lessons will vary according to what is being taught. Teachers will provide differing levels of modelling and direct instruction depending on learning objectives and intended outcomes. On some occasions, pupils may need to discuss ideas with peers, through the creation of additional channels in MS Teams or through MS Teams break out rooms. They may be asked to share their work with the class. They may need to respond to 'cold call' questions. Finding opportunities to make learning interactive will help to make knowledge stick and maintain pupils' engagement.



Mechanics of online learning

Access

60. For pupils in Reception and Year 1, access to MS Teams, YouTube, Class Dojo or any other platforms or programs will be via parents.
61. School will ascertain which children do not have a device or connectivity and offer other options to parents, such as for phonics sessions and story time. For example, these sessions may be recorded and made available via You Tube.
62. Pupils in Years 2-6 will receive login information themselves. The school will also communicate this information to parents and seek their help in assisting their children to get online successfully.
63. The parents of any pupils joining the school will be asked to confirm their home broadband access and availability of a device on which their child can access lessons.
64. Parents will be asked to notify schools if there are changes to their home IT provision.
65. Where pupils do not have a suitable device, every effort will be made to provide them with the necessary equipment.

Scenario where Reception/Year 1 child/ children are self-isolating and learning from home, but the rest of the class and teacher are in school

66. The school will provide a guided learning timetable/schedule for the child for each day of their remote learning. This will include a range of activities to engage pupils, including attending short bursts of online direct teaching from the class teacher when children join their peers.
67. The school will upload resources to the class MS Teams site. This may include links to resources such as those provided by Oak National Academy and BBC Bitesize as well as materials on the Class Dojo or You Tube. Any resources that are recommended will be quality assured by the school to check that they complement the school's schemes of work and enable progressively sequenced learning.
68. The 'remote' child will receive a phone call, at least weekly, of around 10-15 minutes from the teacher or teaching assistant to check on their learning and wellbeing.
69. Parents are encouraged to listen to the children reading, and where possible spend time interacting with them as they play and complete their tasks.
70. Elements of pupils' work should be recorded on paper or digitally as advised by the school, depending on the nature of learning.

Scenario where the Reception /Year 1 teacher is self-isolating and teaching from home. Pupils are learning in the physical classroom and some may also be self-isolating

71. The class teacher, provided that they are well, will teach from home. This may require some adjustment to the normal schedule of classroom activities to enable the teacher to provide direct whole class input and also to work with groups of children.
72. The teacher's camera and microphone will need to remain switched on while direct teaching is taking place.
73. If the teacher needs to work with a small group of children in the classroom, a camera in the classroom (such as on a teaching assistant's laptop) can be switched on to face those pupils who



are to receive this teaching. Care should be taken that this activity is not observed by those children who are working remotely.

74. Any children who are self-isolating will be able to access the lesson as indicated in points 60-64.
75. Teaching assistants will be deployed to ensure that children learning in class and those learning remotely are well supported.

Scenario where the Reception / Year 1 teacher(s) and all pupils are all self-isolating.

76. A guided learning timetable / schedule will be provided for each day, to include a range of activities focused on developing key skills.
77. The schedule will include four or five live inputs during the day (each for a maximum of 15-20 minutes). In the intervening time, children will engage with suggested activities, including some which are play-based.
78. The school will upload resources to the class MS Teams site. This may include links to resources such as those provided by Oak National Academy and BBC Bitesize as well as materials placed on the Class Dojo or You Tube. There are various other options, such as Britannica, which has a primary portal for resources, journals, video and audio content.
79. Any resources that are recommended will be quality assured by the schools to check that they complement the school's schemes of work and enable progressively sequenced learning.
80. Parents are encouraged to listen to their children reading, and where possible spend time interacting with them as they play and complete their tasks.
81. Elements of pupils' work should be recorded on paper or digitally as advised by the school, depending on the nature of learning. Phone calls will be made by the teacher or teaching assistant at least three times per week to check on the progress and wellbeing of any child who is self-isolating at home.

Years 2-6 Simultaneous learning where child/children are self-isolating and learning from home, but the rest of the class and teacher are in school

82. Pupils will dial in daily to access their lessons.
83. Pupils will follow their normal timetable. They will be informed by text / announcement on MS Teams / phone call home as appropriate, of the times for each lesson.
84. The teacher may use a headset with microphone to deliver the lesson. This has the advantage of blocking out background noise for the 'remote' child/children and helping to maintain a safe environment.
85. The teacher will welcome the 'remote' child/ children at the start of the lesson. During the lesson, care will be taken to have the camera facing the teacher / teacher's screen/whiteboard/working area as appropriate, rather than the class. This enables the pupil at home to see the modelling that the teacher is undertaking so that they are receiving the same input as the rest of the class. For some aspects of work, such as phonics teaching, it may be necessary for the teacher's face to be visible. It is for the school to decide on the relative benefits of teachers' visibility at particular points during the school day.
86. The 'remote' pupil will be able to see documents, text, PowerPoint presentations, interactive whiteboard files and models shared by the teacher, on their own screen. If the teacher uses One Note, teaching content is automatically available to the pupils through MS Teams.



87. The teacher will deliver full class input and then mute their microphone when the class are carrying out tasks. They may also switch off the camera when the pupils are working independently.
88. The teacher, as part of their monitoring, can unmute their microphone and privately ask the 'remote' child a question.
89. Each time the teacher addresses the whole class, they will unmute their microphone.
90. Teachers may decide to use the MS Teams 'chat' function during lessons, enabling the child to ask the teacher a question. The teacher must monitor this throughout the lesson.
91. The 'remote' child may record their work electronically or in a physical workbook. If the work is recorded electronically, it can be uploaded into MS Teams. If the work is completed as a hard copy, it can be scanned / photographed and shared on Teams or returned to school by arrangement.
92. Phone calls will be made by the teacher or teaching assistant at least once per week to check on the progress and wellbeing of any child who is self-isolating at home.

Years 2-6 Flex learning where the teacher is self-isolating and teaching from home - pupils are learning in the physical classroom and some may also be self-isolating

93. The teacher will deliver the lesson via MS Teams. This is shown on a large screen. The pupils will work in the classroom / other teaching space, supported by the teaching assistant and/or other available staff who will manage behaviour and support pupils in setting up their equipment.
94. The teacher is responsible for setting up the lesson as a meeting and inviting pupils to join. This will enable pupils to share the teacher's screen. The teacher needs to arrive punctually in order to welcome the class.
95. The teacher should use their camera and microphone effectively to ensure that all pupils can access their lesson fully. The lesson should start with a greeting to the class to re-establish the relationship. The teacher can choose a suitable background in MS Teams (either blurring the background or selecting a suitable alternative) so that their home is not visible to the pupils.
96. Microphones will be muted in the classroom unless a pupil is giving a response to a question, or the teaching assistant or other staff member is providing feedback to the teacher.

Years 2-6 Fully online teaching where the whole class bubble and teacher are at home self-isolating

97. The teacher will deliver lessons online via MS Teams.
98. Lessons will take place in accordance with pupils' normal timetable. Pupils will be sent reminders as appropriate by text/ announcement on MS Teams about lesson start times.
99. All pupils will be muted during teacher input, but they can be cold called to share their ideas with the rest of the class.
100. A balance of activities will be provided, including direct teacher input and opportunities for pupils to work independently. Care will be taken that pupils are not required to look at the screen of their device for extended periods of time.
101. Pupils may be assigned to break out rooms for structured discussions with their peers. The teacher is able to visit the team rooms to check on progress.
102. The 'chat' function can be used for pupils to ask questions or share their ideas.
103. Pupils' cameras are enabled. It is for teachers to decide if and when they wish pupils' cameras to be switched on and off during the lesson.



104. Phone calls will be made by the teacher or teaching assistant at least once per week to check on the progress and wellbeing of any child who is self-isolating at home.

Staff roles and responsibilities

105. Roles defined below are specific to the remote learning context.

106. The principal is responsible for:

- ensuring that staff, parents and pupils adhere to the relevant policies at all times
- ensuring the wellbeing of staff, taking cognisance of the demands of remote teaching
- ensuring that teams adhere to the security of remote learning systems, including data protection and safeguarding considerations
- ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning
- ensuring that there are arrangements in place for monitoring incidents associated with remote learning
- maintaining review of the effectiveness of remote learning arrangements to ensure pupils' education does not suffer

107. The **Digital Leader or Ed Tech Leader** is responsible for:

- arranging any additional training staff may require to support pupils during the period of remote learning
- providing advice to staff on digital pedagogy

108. **Subject leaders** and **phase leaders** are responsible for:

- supporting the work of teachers in their subject by providing advice as necessary on how learning can be adapted to the remote environment
- ensuring that resources to support schemes of work are readily accessible
- ensuring that schemes of work are being followed and that there is alignment between the learning being undertaken by pupils who are learning remotely and that of their peers who are learning in class
- monitoring the quality of remote learning in their subject/phase

109. **Class teachers** are responsible for:

- reminding pupils about online safety and ensuring that protocols for safe working are followed
- ensuring stationery packs and exercise books/worksheets are sent home in preparation for remote learning
- maintaining the usual timetable, curriculum and content, avoiding any adaptations being made at the expense of ambition, breadth or continuity
- teaching in a way that provides high quality learning and equality of opportunity for pupils, irrespective of whether they are learning in class or remotely
- assessing pupils' work and providing pupils with appropriate developmental feedback
- deploying learning coaches/ teaching assistants appropriately to support teaching and learning
- identifying children requiring additional support and making these a priority
- uploading resources to MS Teams



- maintaining a record of any non-engagement and following this up with phone call (to be made by teacher, teaching assistant or other designated staff member)
- conducting and agreeing a risk assessment with the DSL and SENDCO in the event that one-to-one teaching is required.

110. The **Designated Safeguarding Lead (DSL)** is responsible for:

- ensuring that daily check-ins occur with identified vulnerable children and families where this level of intervention is appropriate
- liaising with staff to identify any concerns and follow up with phone calls home
- overseeing concerns and checking that they are appropriately documented
- liaising with and supporting the SENDCO as appropriate
- liaising with the principal and IT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online
- conducting and agreeing a risk assessment with the class teacher and SENDCO in the event that one-to-one teaching is required
- identifying vulnerable pupils who may be at risk if they are learning remotely
- ensuring that child protection plans continue to be implemented while the pupil is learning remotely, and liaising with the principal and other organisations to make alternative arrangements for pupils who are at a high risk, where required
- identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place
- liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working

111. The **SENDCO** is responsible for:

- liaising with the IT technicians and Digital Leader to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required
- ensuring that pupils with EHC plans continue to have their needs met while learning remotely
- identifying specialist software packages to support individual pupils
- identifying the level of support or intervention that is required for pupils with SEND to enable them to learn remotely
- ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period
- conducting and agreeing a risk assessment with the class teacher and DSL in the event that one-to-one teaching is required

112. **Teaching assistants** are responsible for:

- supporting pupils with learning, remotely
- supporting the teacher with the preparation of resources
- supporting the teacher with marking and feedback (as directed by the teacher)
- supporting the teacher with virtual lessons (as directed by the teacher)
- contacting children if not engaging with learning
- making daily phone calls to assigned children to check on their welfare (as directed by the teacher / SENDCO)



113. The **IT technician** is responsible for:

- overseeing and supporting the setting up of the MS Teams infrastructure in school
- ensuring that all trust-owned devices used for remote learning have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required
- ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required
- working with the SENDCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff
- supporting staff who are logging into MS Teams from home, as required
- supporting any pupils who are having technical problems with their hardware or software

Staff training

114. Every school has a designated Digital Lead/ Ed Tech lead who is responsible for assessing training requirements of staff, supporting their development and accessing central training where required.

115. All staff receive induction and training to enable them to deliver online lessons. This includes, at the most fundamental level: MS Teams, MS Forms, MS OneNote.

116. All staff are required to read and uphold a staff code of conduct for online teaching ([see appendix 1](#)).

Pupil training

117. Pupils will need a laptop with microphone and speaker facilities to access remote learning.

118. Pupils will be inducted on the use of their class's own MS Teams site.

119. Pupils will need their school email address and password in order to join MS Teams lessons. These should be written down and memorised by pupils. Teachers will point out that any errors in transcription will prevent them from accessing the site.

120. Staff will provide additional support to pupils who may have difficulty in following the process of logging into MS Teams independently so that they practise the route before they are in the position of having to learn remotely.

Working with parents

121. Maintaining a strong relationship with parents will be a significant factor in ensuring the success of remote learning.

122. Parents will be informed in writing about the duration of their child's remote learning (template letters are provided by the trust). They will also be informed about how to access MS Teams or other sites, where appropriate. Parents and pupils will be given a lesson timetable by the school. In the case of children in early years and Year 1, parents will take responsibility for logging into sites. In Years 2-6, parents may need to assist their children in getting online.

123. Parents will be provided with a brief parents' guide to home learning. This will explain the basic functions of MS Teams. The school may also invite parents to an introductory webinar. Any concerns that parents have with regard to remote learning should be resolved in partnership with the school.



124. A parent code of conduct ([see appendix 2](#)) will be provided outlining the support that the school hopes parents will provide to keep their children safe and the staff safe during remote learning. Parents will be asked to read and uphold the principles stated within this document.
125. The school will provide parents with individual support accessing MS Teams if this is required.
126. The school's expectation is that parents will continue to hear children reading and support their children's learning by talking to them about their work.
127. For children in early years especially, learning through play remains crucially important. School will provide ideas and suggestions.
128. The school will maintain regular contact with any children who are self-isolating via phone calls home, at least once per week.

Behaviour and pastoral care

129. Pupils who are self-isolating need to feel that they are part of the school community. Retaining the structure of the school day for learning at home will go a long way to ensuring this continuity.
130. Assembly is a focal point for the class or school community. Joining assembly remotely will give pupils an important sense of belonging. Participation in class story time via Teams, for all year groups, is another key opportunity to provide continuity and togetherness.
131. Attendance at online sessions / lessons of children who are self-isolating is essential if they are to maintain progress and be able to re-join their peers in class having been taught the same content. Teachers will check pupils' attendance in MS Teams and parents will be notified of any absences.
132. The requirements for online behaviour (using the chat function courteously to express ideas, being punctual to lessons, joining in when asked to respond, working hard) will be discussed with children and included in the pupil code of conduct (see appendix 3) which all pupils in Years 2-6 are asked to abide by.
133. Children will be encouraged to let staff know if they have a problem with which they need help.
134. The positive rewards culture that school maintains during 'normal' times will continue when pupils are learning remotely, so that good behaviour and embodiment of the STAR values is recognised.
135. The school's safeguarding policy, addendum and procedures continue to apply when children are learning remotely.

Online safety

136. Online safety is a matter of paramount concern. The following points made in relation to online safety during remote learning should be considered in conjunction with the school's [ICT Acceptable Use Policy](#).
137. Pupils should be directly taught practical online safety techniques in age-appropriate ways throughout their school lives.
138. Key considerations for online safety when planning remote learning are to be applied with regard to video and audio delivery to ensure that pupils and staff remain safe at all times.
139. Lessons will be planned for teaching to groups. The SENDCO and senior leaders will determine whether elements of remote learning may be delivered individually to pupils. Where this is the case, care will be taken to ensure that there is no potential breach of safeguarding protocols. A risk assessment will be agreed by the class teacher, DSL and SENDCO in the event that any one-



to-one teaching will take place. A separate risk assessment is required for each child who receives such teaching. This provision must be carefully monitored. If a pupil who is subject to a child protection plan is to receive one-to-one teaching, a chaperone should be provided, or if that is not possible, a member of staff should visit during the session.

(Where necessary, a private MS Teams channel can also be created for use by more than one member of staff with the pupil.)

140. Staff should wear suitable clothing for lessons, as should pupils and household members in the event that cameras are to be used. If pupils wear inappropriate clothing, the matter should be discussed with their parents.
141. Appropriate backgrounds should be selected by any staff or pupils who are on camera and joining lessons from home.
142. Staff and pupils should always use appropriate language during online learning, as should others in the household who may be audible.
143. The same high standard of behaviour expected in school also applies online. Courtesy includes the 'chat' function responsibly and avoiding any comments that could cause offence. Pupils should indicate they require attention by raising their hand.
144. Pupils must follow teachers' directions with regard to the use of hardware and software. The school's behaviour policy will apply to any pupil who does not use equipment responsibly.
145. In the case of particularly poor behaviour, the teacher will remind the pupil of the required behaviour. If behaviour persists that interferes with the learning of other pupils, or is a safeguarding risk, the teacher can remove a pupil from an online session and take action in accordance with the school's behaviour policy.
146. No material should be recorded, stored, or distributed without the permission of the principal. Teachers may record and share some of their own delivery, for instance phonics input sessions or story time. The decision on recording lessons rests with the school. Recorded delivery must not show visible interactions with identifiable children. The recording of lessons by pupils or families is forbidden.
147. When delivering from home, teachers should ensure that they have a stable connection to avoid disruption to lessons. Families should be encouraged to do likewise.
148. Staff should remain aware that they are visible whenever their camera is switched on and audible whenever their microphone is unmuted.
149. The trust will ensure that all trust-owned equipment and technology used for remote learning can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.
150. The school will communicate to parents about any precautionary measures that need to be put in place if their child is learning remotely using their own /family-owned equipment and technology, such as ensuring that their internet connection is ensured.
151. During the period of remote learning, the school will maintain regular contact with parents to reinforce the importance of children staying safe online.
152. The school will ensure that parents are aware of what their children are being asked to do, including sites they have been asked to use and staff they will interact with.
153. The school will encourage parents to set age-appropriate parental controls on family-owned devices and internet filters to block malicious websites and will direct parents to resources to help them keep their children safe online.



Risk assessment

154. The school has undertaken a risk assessment in relation to remote learning and reviews its control measures termly.

Data protection

155. This policy should be read in conjunction with the school's Data Protection Policy.

156. Staff members will be responsible for adhering to GDPR when teaching remotely and will ensure the confidentiality and integrity of their work at all times.

157. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote teaching and learning.

158. Any data that is transferred between devices will be suitably encrypted.

159. Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning. All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.

160. Paper copies of contact details will not be taken away from the school premises.

161. Pupils are not allowed to let their family members or friends use trust-owned equipment. It is provided solely for the purpose of pupils' learning.

162. Any breach of confidentiality will be dealt with in accordance with the school's [Behaviour Policy](#) or [Disciplinary Policy](#).

163. If the school decides that some lessons should be recorded so that pupils can revisit them, these lessons will be stored correctly and only used for pupils in the year group where the lesson was filmed. These recordings can be retained for one year and then destroyed.

164. If the school decides that teachers can film high quality input as a teaching resource, these materials will also be correctly stored and may be retained for up to four years.



Appendix 1: Staff code of conduct for online learning



Staff Code of Conduct - Online Learning

The STAR values – Service, Teamwork, Ambition, Respect – apply to remote learning as they do to learning in the conventional classroom.

Staff are expected to uphold the following principles.

Staff should:

- ✓ briefly remind pupils of the need for positive participation and adherence to etiquette at the start of each lesson.
- ✓ maintain the same high expectations of pupil behaviour that apply in the physical classroom.
- ✓ use positive praise and rewards in recognition of engagement, effort and progress.
- ✓ remember that pupils may be anxious about remote learning; emphasise building positive relationships.
- ✓ sign into MS Teams a few minutes before the lesson is due to begin and ensure that all resources are in place.
- ✓ ensure that all pupils are muted unless they are invited to contribute verbally to the lesson.
- ✓ monitor the chat function to ensure it is being used appropriately.
- ✓ ensure that they model high professional standards at all times including through the use of professional language and provision of high-quality resources.
- ✓ ensure that safeguarding requirements are met. In general, pupils should be taught in groups. One-to-one meetings with pupils (such as the provision of individual support to a pupil with SEND) should be carefully risk assessed. Notify the DSL of any safeguarding concerns.
- ✓ ensure settings are configured so that only the teacher can present during the lesson and share their screen.
- ✓ ensure that emails are closed and only those programs that are necessary for the lesson are open.
- ✓ at the end of each lesson, select 'end the meeting' (not 'leave the meeting') so that pupils cannot continue the meeting unsupervised.
- ✓ where teaching from home, blur the background (or choose a background) to protect personal privacy, wear suitable professional clothing and try to teach from a place in the house that is quiet, with minimal disruption.
- ✓ when teaching pupils online, ensure that all communication is through MS Teams. Never share personal details or contacts with pupils or communicate through social media or other channels. Private 'chat' with pupils is prohibited.



Appendix 2: Parent code of conduct for online learning



Parent Code of Conduct - Online Learning (Primary Setting)

When pupils are learning remotely, they are joining 'live' lessons. Their teachers may be streaming the lesson from school or from another location, depending on the circumstances. Our expectation is that pupils continue to follow the full curriculum, attending lessons every day and participating fully. We expect pupils to behave respectfully and work hard. We value your support in ensuring that your child learns safely and helps to keep others safe.

Parents are expected to uphold the following principles.

As a parent/carer I will:

- ✓ ensure, as far as possible, that my child can access their online lessons in a quiet environment.
- ✓ support my child's personal organisation so that they attend lessons punctually, in accordance with their timetable.
- ✓ where possible, be situated where I can see/hear my child's online lessons.
- ✓ encourage my child to participate fully in online lessons and to complete independent work set by the teachers.
- ✓ ensure that no element of an online lesson is recorded by my child, myself or family members.
- ✓ not try to communicate with the class teacher during an online lesson as this will disrupt the learning of all pupils in the class.
- ✓ avoid making any comments, or sharing any material, on social media that could identify my child, their school or staff.
- ✓ ensure that my child takes care of any equipment that they have been loaned by the school and uses it only for the intended purposes.
- ✓ report any concerns that I have about my child's learning with appropriate staff at the school.



Appendix 3: Pupil code of conduct for online learning (primary)



Pupil Code of Conduct - Online Learning (Primary Setting)

The STAR values – Service, Teamwork, Ambition, Respect are important when we are learning online, just like when we are learning in school.

Pupils are expected to uphold the following principles.

I will:

- ✓ arrive on time to all my online lessons.
- ✓ have everything that I need ready for the lesson – pen, pencil, paper, books.
- ✓ keep my camera / web cam turned off at all times during lessons unless my teacher asks me to turn it on.
- ✓ keep my microphone muted unless the teacher asks me to speak, and mute myself when I have finished.
- ✓ under no circumstances record the lesson or share any images from the lesson on any platform.
- ✓ only use 'chat' if my teacher or teaching assistant asks me to answer a question.
- ✓ stay focused on my lesson – I might be asked a question at any time.
- ✓ use the 'raise my hand' function if I need to ask a question.
- ✓ ask the teacher if I need to leave the lesson at any point.
- ✓ behave in sensible, kind way throughout the lesson.
- ✓ follow my teacher's instructions.
- ✓ complete my tasks as well as I possibly can.
- ✓ always remember that I am a member of my school and the Star family.