

# Remote (Virtual)/ Digital Learning Policy & Guidance

## Yew Tree Primary School



<b>Date of Policy:</b>	January 2024
<b>Responsibility:</b>	Computing and digital learning lead – Rebecca Feist
<b>Review Date:</b>	January 2027
<b>Consultation:</b>	This policy was developed with staff & governors, with awareness of DfE expectations, following best practice advice and guidance available.

### ETHOS STATEMENT

It is the aim of the Governing Body of Yew Tree Primary School to develop policies and procedures which support the school's vision of:

***“Learning Without Limits”***

### INTRODUCTION

Yew Tree Primary School is committed to supporting remote learning for our pupils when they are not able to attend due to reasons beyond their control. Of course, we know that nothing we do will replicate the quality of experience which pupils receive during face-to-face learning opportunities in school. Nevertheless, we hope that our remote learning strategies mitigate any detrimental impact of not being able to attend school. We are committed to supporting learning and making it accessible for all pupils, through the use of quality first teaching and digital resources and technologies. The COVID-19 pandemic showed the need for schools to quickly adapt and for children to be technologically capable.

This policy aims to ensure continuity of education during times when access to face-to-face learning is adversely affected. This means that the policy is evoked when, for example, there are school closures during normal term time (e.g. Covid19 bubble closures, individual isolation and adverse weather closures). It is not designed for use when it is possible for pupils to attend in person or when pupils are poorly as we believe it is important they rest and recover quickly during these times.

### LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Data Protection Act 2018
- General Data Protection Regulations

- Freedom of Information Act 2000

This policy operates in conjunction with the following school policies:

- GDPR Policy
- Acceptable Use Policy
- ICT Security Policy
- Code of Conduct
- Guidance for Safe Working Practices

## **OBJECTIVES**

- To ensure that teachers, and learning support staff, are able to plan, deliver and assess the curriculum effectively using digital technologies to support, where appropriate, ensuring the curriculum is able to be accessed remotely when needed.
- To ensure that the curriculum is delivered, as much as reasonably possible, in line with curriculum plans for Yew Tree Primary School (thus ensuring progression of skills and knowledge), during any closure.
- To ensure that pupils are able to access learning materials remotely and that this work is blended seamlessly with face-to-face learning as appropriate.
- To ensure that pupils do not have to miss key learning at times of unexpected school closures or unavoidable absence from school.
- To ensure that remote learning is integrated appropriately into the ongoing work and responsibilities of teachers, and learning support staff, so that it is not a 'bolt on activity' with little affiliation to the 'in-school' curriculum.
- To support teacher workload through the use of digital technologies
- To support the eco focus of the school saving paper and ink through the use of digital technologies
- To make effective use of technology across the curriculum
- To ensure all children leave Yew Tree Primary School as effective digital citizens, able to navigate and use technology responsibly and effectively.

## **USE OF DIGITAL TECHNOLOGIES**

As a school, our vision states 'We aim to create an inclusive and exciting environment in which every child succeeds and achieves the best they can.' One way we can do this is through the use of digital technologies to ensure all children can access learning and succeed, both in school and during any times of remote teaching. As a modern society being technologically capable is important in many jobs and we aim for all children to leave our school able to confidently use computers and a variety of software and programs.

## **AVAILABLE TECHNOLOGY**

We have invested heavily in technology to support our pupils. All pupils from Years 2-6 are provided with an individual laptop which they use within lessons at school.

Reception and Year 1 children have access to a bank of 30 class laptops to make use of within school. Reception and Nursery children also explore and engage with different technologies through role play such as pressing buttons on a washing machine/ using a vacuum in the home corner.

The school subscribes to a variety of websites to support the children's learning across the curriculum.

## **DIGITAL LEARNING ACROSS THE CURRICULUM**

We aim to use digital technologies to support learning for all children but also balance how much time the children spend on laptops. Subject leaders will work with staff to see where digital technologies can enhance the learning in their subject area e.g. data handling in Maths.

Learning completed on laptops will be saved in the children's individual folders on j2e, sorted by term and subject so when subject leaders are completing MER work they can quickly find any digital work.

## **DIFFERENTIATION (INC. SUPPORT FOR CHILDREN WITH SEND)**

As they would be expected to during face-to-face learning our teachers, and learning support staff, will ensure that any learning activities which are set are as differentiated as possible in order to meet the needs of the pupils. Clearly this is much more difficult when the children are not working directly with the teaching staff. Therefore, any feedback from parents/carers is always helpful.

In the event of a whole class/year group bubble closure, the learning activities set will also be complemented by interactive sessions which pupils can participate in. This will vary, depending on the age of the children, but can include check in sessions via Zoom or telephone calls with individual families in order to support any assessments of understanding. Parents/carers will be informed, in advance, about any arrangements for interactive sessions.

Yew Tree Primary School will endeavour to continue to provide support for children with SEND (inc. those with an EHCP). This may include sending home additional resources to support remote learning for those pupils. However, it may also include online or remote interventions or therapies which utilise the skills of learning support staff and other professionals. Parents/carers will be informed, in advance, of the arrangements for this and this provision will be mapped out and quality assured by the Inclusion Leader.

There are also many tools teachers have available to make use of in order to use technology to differentiate learning to support all children within the class including but not limited to the ideas below:

- Immersive reader which can be used across different platforms to support readers
- Different year group/ level tasks can be set for individuals on Education City
- Targeted intervention programs which adapt to the children's needs e.g. Lexia Reading
- Word bank tool on j2e
- Talk to type tool

Through the effective use of technology, teachers can ensure all children receive learning appropriate/ personalised to their level without adding to teacher workload, both when teaching in school and remotely.

## **SCHOOL CLOSURE**

In the event of a school closure, for any reason, such as for adverse weather conditions staff will be expected to provide lessons for children following the remote learning strategy.

## **PROVISION OVERVIEW**

This policy should be read in conjunction with the '**Covid19 Contingency Plan**' which details specific expectations for teachers, and learning support staff, in the event of pupil's self-isolation/quarantine or when a year group bubble has closed. The expectations of a bubble closure can also be applied if the school had no choice but to close, during term time, for other reasons, e.g. adverse weather conditions.

Teachers, and learning support staff, are not expected to follow the expectations of this policy where a pupil could otherwise be reasonably expected to attend school in-person (e.g. we will not set work for children who are unwell or who are taking unauthorised leave of absence in term time).

The school has access to a wide range of platforms for the children to use to support learning both within school and at home. These include: Education City, j2e, tapestry, dojo, myon, and Lexia Reading. As children use these in the classroom environment, they should then be able to continue their learning at home and be competent to use these sites independently, without heavy reliance upon adult support.

Whilst there is an expectation that our teachers, and learning support staff, oversee delivery of provision (including contact and checking in with pupils) we do not necessarily expect streaming of live lessons. This is not prohibited but use will also be made of national external resources such as recorded lessons from Oak National Academy and activity ideas from Hungry Little Minds (EYFS).

## **FEEDBACK**

There is an expectation that pupils participate in any remote learning activities. Therefore, if a teacher or member of the learning support staff is unable to make contact with families in any way, they shall pass this information to our Every Child Matters team who may carry out a home visit or make a safeguarding referral if we cannot make contact.

Where remote learning is provided, there is an expectation that work is returned in line with any arrangements published. This could include sharing any written or practical work upon return to school or it could be sharing images, documents and other evidence of learning via Class Dojo Portfolios and/or Tapestry.

Teachers, and learning support staff will note and comment on any learning evidence shared with them. They will use information from this to inform any assessments about a child's progress as well as any subsequent planning. Teachers, and learning support staff, will also provide feedback (individually or as a whole class) through any interactive sessions which are planned.

## **SUPPORT FOR DISADVANTAGED PUPILS**

Yew Tree Primary School makes every effort to support disadvantaged pupils with their learning. For the purposes of this policy, the term disadvantaged goes beyond the Government's definition of those eligible for Free School Meals or Pupil Premium and includes those who may struggle to access remote education whilst not attending school (i.e. pupils facing difficult circumstances in the home environment of those with limited or no access to technology at home).

The school proactively explores opportunities to mitigate this and to prepare for this contingency. This includes distributing any devices supplied for use by the DfE ([www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-](http://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus)

covid-19) and utilising any devices available within the school. Furthermore, every effort will be taken to support pupils with 'emergency learning packs' where access to technology is limited.

## **SAFEGUARDING & VULNERABLE PUPILS**

Yew Tree Primary School retains full responsibility for the safeguarding of its pupils regardless of whether they are accessing face-to-face education or remote education. In the event of the imposition of remote learning, the Covid19 Safeguarding Addendum will be evoked in conjunction with the usual Safeguarding Policy.

All staff have appropriate safeguarding training and are reminded of the Zoom security guidance (published separately) and online lessons safety reminders at the end of this policy. Furthermore, in the event of utilising Zoom to support remote learning, roles and responsibilities are outlined below.

## **ROLES & RESPONSIBILITIES**

### **The Member of Staff (Meeting Host) is responsible for:**

- Ensuring that the protocol for conducting virtual learning is agreed upon by all members of the meeting prior to it taking place.
- Notifying pupils (inc. parents/carers) in advance that a session will be convened virtually.
- Reporting any issues from the meeting immediately using the School's system for sharing concerns or information (CPOMS).
- Using the waiting room function to control access to meetings and only admitting those who are expected.
- Monitoring attendance throughout the session and noting/making contact with anybody who has not attended.
- Stopping the session if they become unsure about who else is present and checking attendance if necessary.
- Sending pupils (and parents/carers) back, where necessary, to the waiting room during the meeting until identity concerns are resolved.
- Advising members about the appropriateness of their behaviour during in any online sessions (which will be context dependent).
- Ensuring that everybody understands the rules regarding safeguarding and confidentiality and that they recognise no recordings are permitted.

The Meeting Host should be available for the session 5 minutes prior to the scheduled start time in order to check identities and admit members.

There may be occasions where the meeting host is not the class teacher. As part of quality assurance processes, additional staff may be present and could take the role as Meeting Host. Where this is the case:

### **Pupils & Parents/Carers (Members) involved in the session will:**

- Be aware of, and act in accordance with, the procedures outlined in this document.
- Act in accordance with the Parents' Code of Conduct.
- Not take covert recordings of meetings.
- Notify the member of staff (meeting host) of any issues they are aware of which may affect the session (inc. the security and safety of those involved).
- Be respectful of the rights of individuals who are participating.

- Ensure they have a quiet space that's well lit, that their camera and microphone work well, that they will not be interrupted and that the environment is confidential, using headphones where appropriate.

## **SESSION ETIQUETTE & PROTOCOLS**

All of those involved in online sessions (Members) should:

- Give the session their full attention and focus, in the same way as if they're attending face-to-face learning in person, to ensure their full attention to the topics being covered.
- Keep microphones on mute, if directed, unless they are talking. The staff member (Meeting Host) may mute/unmute people during the meeting as they feel this is necessary
- Use physical cues when appropriate, like putting your hand up, during discussions so the staff member (Meeting Host) knows who's about to speak, ask questions or requesting to be taken off mute
- Be mindful of clothing to ensure that they maintain dignity or that offence isn't caused by what they are wearing.
- Ensure body language is considered and not likely to offend others.
- Speak to the camera and not the screen.
- Consider the location carefully. This should be a quiet location, without direct sunlight or any personal items in the background.
- Position the camera at eye level where possible and enable this (unless agreed in advance).
- Attend the whole session unless agreed otherwise.

## **CONFIDENTIALITY, SECURITY & DATA PROTECTION**

Full consideration will be given to the privacy and security features of the chosen remote platform for any online sessions and software will not be used if the security provision is insufficient. At Yew Tree Primary School, we have adopted the use of Zoom and follow all of their security guidance protocols (published separately).

The session shall not be recorded on any digital device or programme used by the any member of a session unless otherwise agreed and notified in advance.

Any data, including the creation, storage, retention and disposal of recordings, will be in line with the provisions of the Data Protection Act 2018, GDPR and Freedom of Information Act 2000, where relevant.

## **MONITORING & REVIEW**

The effectiveness of this policy will be monitored by the Remote Learning Leader & Head Teacher and reported to the Governing Body as appropriate.

Any amendments to this policy will be shared with the whole school community as appropriate.

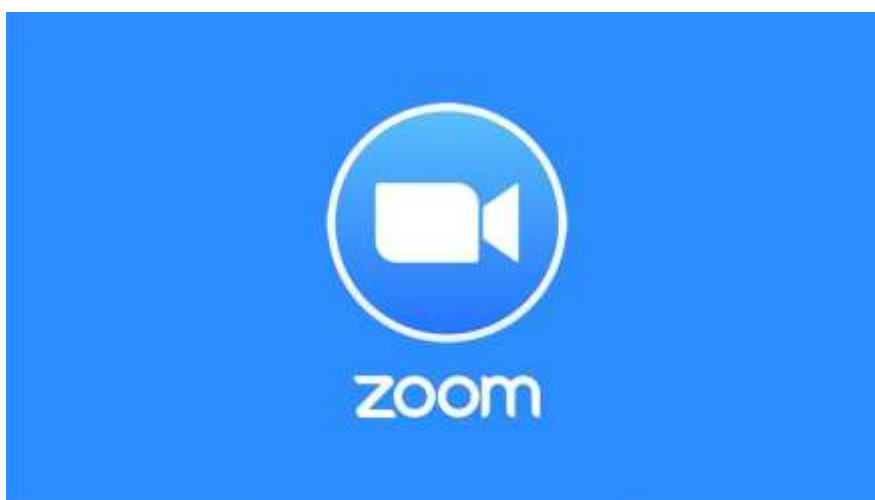
## APPENDIX 1: VIRTUAL SESSION SUMMARY GUIDANCE FOR STAFF:

### Zoom Video Meeting Protocol

During any times where virtual sessions are required, staff are permitted to use Zoom. This platform will be used to host and attend different session which involve pupils & parents/carers.

We expect staff to follow this guidance:

- ✓ To ask permission from the Head Teacher should you need to create a user account using your school email address.
- ✓ To participate in a school Zoom session using a school issued device wherever this is available.
- ✓ To allow software updates on your device to ensure that your device is kept secure.
- ✓ To not share the details of the Zoom meeting with anyone not affiliated with Yew Tree Primary School unless agreed with the Head Teacher in advance. The session details/invite should only be shared with those who need to attend, i.e. class or year group bubble.
- ✓ To not attempt to record the session or take any pictures unless permission has been granted.
- ✓ To consider the background and environment that you are situated in when participating in Zoom session.
- ✓ To mute your microphone when not participating in the conversation. This will ensure that background disturbances are kept to a minimum.
- ✓ To request access to share your screen, prior to the start of the meeting, if this is required.
- ✓ To be ready in the waiting room 5mins before the agreed start time of a session.
- ✓ To position your camera for others to see you clearly.
- ✓ To consider confidentiality arrangements at all times.
- ✓ To contact the DSL immediately should any safeguarding matter arise.



# Twenty Safeguarding Considerations for Lesson Livestreaming

Just because schools are supporting students remotely and sending work home does NOT mean that you need to livestream lessons. This should only be done where you are equipped to do so safely. But if you are considering it, bear these things in mind:

1

Only use school-registered accounts, never personal ones

2

Don't use a system that your SLT has not approved

3

Will some students be excluded? Do they have internet, a device and a quiet place?

4

Do students and staff have a safe and appropriate place with no bedrooms or inappropriate objects/information visible?

5

Check the link in an incognito tab to make sure it isn't public for the whole world!

6

Has your admin audited the settings first (who can chat? who can start a stream? who can join?)

7

What about vulnerable students with SEND and CP needs?

8

Don't turn on streaming for students by mistake – joining a stream ≠ starting a stream

9

Never start without another member of staff in the 'room' and without other colleagues aware

10

Once per week may be enough to start with – don't overdo it and make mistakes.

11

Keep a log of everything - what, when, with whom and anything that went wrong

12

Do you want chat turned on for pupils? Can they chat when you aren't there?

13

Avoid one-to-ones unless pre-approved by SLT

14

Remind pupils and staff about the AUP agreements they signed\* The rules are the same

15

Remind pupils and staff about the safeguarding policy and reporting process – does it work remotely?

16

Do you want to record it? Are students secretly recording it? You may not be able to tell.

17

How can students ask questions or get help?

18

What are the ground rules? When can students speak / how?

19

If you don't understand the system, if it won't be safe or reliable, if teaching won't be enhanced, DON'T DO IT.

20

Is your DPO happy? GDPR covered? Parental consent needed?

THE DIGISAFE TEAM WILL BE EXPLORING SAFE SETTINGS FOR THE MAIN PLATFORMS CHECK OUR SOCIAL PAGES

@LGfLDigiSafe

\* Need templates? See safepolicies.lgfl.net

LGfL

DigiSafe  
Keeping children safe



## APPENDIX 2: RISK ASSESSMENT



RISK ASSESSMENT FOR:	Use of Zoom	RISK RAG	
Establishment: <b>YEW TREE PRIMARY SCHOOL</b>	Assessment by: <b>REBECCA FEIST</b>	Date: <b>11.01.24</b>	

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?  What is degree of risk?	Normal Control Measures	Are Normal Control Measures Y/N/NA	
				In Place	Adequate
Staff/Pupils/Parents might not have the latest software updates on phones or other devices which restrict security arrangements	Staff/ Pupils/ Parents	Inappropriate content shared in a session, unrestricted access to a meeting  <b>Risk Level: LOW</b>	<ul style="list-style-type: none"> <li>School used laptops/iPads used, wherever possible, to host or stream video conferencing sessions.</li> <li>Remind staff/pupils/parents regularly about enabling app security updates and/or clearing cache/refreshing memory on website browser.</li> <li>Ensure all other security features are always adhered to, e.g. waiting room.</li> <li>Review any queries regarding usage and security updates with SIPs IT as they become available.</li> </ul>	Yes	Yes
Information not kept secure	Staff/ Pupils/ Parents	Information shared beyond level intended, breach of GDPR regulations  <b>Risk Level: LOW</b>	<ul style="list-style-type: none"> <li>Details of the session should only be shared via secure school email. The link sent by the host should not be shared by anyone beyond the intended meeting membership.</li> <li>Any session will only be scheduled by a school user account created with the permission from the Head Teacher.</li> <li>All security arrangements to be followed and all protocols adhered to regarding video arrangements and confidentiality.</li> </ul>	Yes	Yes

Unauthorised access to the meeting	Staff/ Pupils/ Parents	Inappropriate content shared in a meeting, unrestricted access to a meeting compromising privacy of individuals  <b>Risk Level: LOW</b>	<ul style="list-style-type: none"> <li>Meeting Host should follow all security procedures in place inc. enabling the 'waiting room' function. This will allow the host to give access to participants who were invited:</li> </ul> <p>NB: There are two options when you set up a meeting:</p> <ol style="list-style-type: none"> <li>'All Participants' - this will send everyone to the virtual waiting area when they 'arrive', where you can admit them individually or all at once.</li> <li>'Guest Participants Only' - this allows known staff to skip the Waiting Room and join but sends anyone not signed in/part of your school into the virtual waiting area.</li> </ol> <p>The Meeting Host will:</p> <ul style="list-style-type: none"> <li>Ensure all meetings have a password.</li> <li>All meetings are encrypted.</li> <li>Any questions by members about access to the session are answered before the session starts.</li> <li>A session does not start more than 5mins before the agreed time.</li> <li>Ensure that the screen share option is only enabled to staff who requested access prior to the session and that it is not enabled for pupils.</li> <li>That the session is not recorded</li> </ul>		
Session not secure.	Staff/ Pupils/ Parents	Inappropriate content shared in a meeting, unrestricted access to a meeting  <b>Risk Level: LOW</b>	<ul style="list-style-type: none"> <li>The host will 'lock down the chat' once all participants have been given access to the conference.</li> </ul>		