

Temple Meadow Primary School



Temple Meadow
Primary School

Growing together, learning together

Remote Learning Policy

Safeguarding Policy Statement

This policy is part of the wider umbrella of Keeping Children Safe in Education - and Temple Meadow's Safeguarding and Child Protection Policy.

Policy Ownership: (HT/ SLT)

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Table of Contents

Intent for remote learning 3

Legal expectation for remote learning 3

 Legal framework 4

Key linked policies 4

Roles and responsibilities 5

School allocated places and remote learning 7

Approach to remote learning 7

The learning day during lockdown 8

 Timetable 8

 Curriculum focus 8

 Breaking down barriers to engagement 9

 Using IT to support home learning 9

 Using work packs to support home learning 10

 Differentiation and meeting needs of SEND 10

 The Hub 10

 Reading 10

 Tracking pupil engagement 10

Safeguarding and behaviour 10

 FSM and Food Poverty 10

 Staff safeguarding and staff handbook 10

 Behaviour and online safety 11

 Staff meetings or multi agency meetings 11

Communication 11

Data protection 11

Health and safety 11

Attendance reporting 11

Wellbeing 12

Intent for remote learning

This policy was in response to national lockdown. The essence of the policy remains; but should there be a further national crisis the policy would be adapted to meet that need.

The Coronavirus (COVID-19) Pandemic has necessitated a robust remote learning approach. Our Temple Meadow approach was tailored to fully meet the needs of our pupils and supports them with the aim of eliminating barriers to engagement; especially given our context with high number of FSM and other barriers.

During the Covid pandemic school life was heavily disrupted by lockdowns, partial opening, bubble closures and staff absence. At times, only vulnerable pupils and the children of critical workers were attending school. At Temple Meadow we understood the need to provide continuity of education and the necessity of delivering high quality education as best we could, given the wider context of so much disruption.

We implemented provision for remote learning to ensure pupils did not miss out on education during this national disruption. Our curriculum was always inclusive and accessible to all and endeavoured to support all of our pupils and staff as they learnt and work from home. Our approach was underpinned by our values at Temple Meadow that embrace inequality and support inclusion.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning
- Work to mitigate pressures on staff workload.

Legal expectation for remote learning

Schools have an ongoing statutory duty to provide remote education to all pupils who require it, when circumstances dictate the need for this provision.

The **headteacher**, in collaboration with the **governing board**, will ensure the school follows the legal obligations regarding remote education, as outlined in The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction. This includes:

- Providing remote education to all pupils of compulsory school age.
- Providing remote education to pupils below compulsory school age who would usually be taught in a class with pupils of compulsory school age, e.g. Reception children.
- Providing remote education where it would be unlawful, or contrary to guidance issued from public authorities, for a pupil to travel to or attend the school.
- Having regard to government guidance issued regarding the delivery of remote education, e.g. the DfE's 'Restricting attendance during the national lockdown: schools'.

Legal framework

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

- Coronavirus Act 2020
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2020) 'Guidance for full opening: special schools and other specialist settings'
- DfE (2020) 'Get help with remote education'
- DfE (2021) 'Restricting attendance during the national lockdown: schools'
- DfE (2020) 'Get help with technology during coronavirus (COVID-19)'
- DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'
- DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'
- Department of Health & Social Care (2020) 'COVID-19 contain framework: a guide for local decision makers'
- DfE (2020) 'Remote education good practice'
- DfE (2020) The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction
- DfE (2020) 'Contingency framework: education and childcare settings (excluding universities)'

Key linked policies

These include:

- Safeguarding Child Protection Policy which includes guidance on Child Missing in Education
- Staff Handbook
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy
- Anti- bullying policy
- Teaching and Learning policies (linked to subjects)
- Feedback and presentation Policy
- Assessment Policy
- E Safety Policy (pupil)
- ICT Acceptable Use Policy (staff)
- Health and Safety Policy
- Attendance Policy
- GDPR Policy.

Roles and responsibilities

Governing board	<ul style="list-style-type: none"> Ensuring that the school has robust risk management procedures in place. Ensuring that the school has a business continuity plan in place, where required. Evaluating the effectiveness of the school’s remote learning arrangements.
Headteacher (who is also the H&S Lead)	<ul style="list-style-type: none"> Ensuring that staff, parents and pupils adhere to the relevant policies at all times. 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. Overseeing that the school has the resources necessary to action the procedures in this policy. Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils. Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning. Arranging any additional training staff may require to support pupils during the period of remote learning. Conducting reviews of the remote learning arrangements to ensure pupils’ education continues appropriately.
Health and safety designated co-ordinator (SBM-School Business Manager)	<ul style="list-style-type: none"> Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher. Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.
DPL - Data Protection Lead (SBM - School Business Manager)	<ul style="list-style-type: none"> Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection. Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR. Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018. Overseeing that any ICT equipment used for remote learning is resilient and set up appropriately.
DSL (Designated Safeguarding Lead) and Deputy DSLs	<ul style="list-style-type: none"> Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period. Ensuring that all technology used for remote learning is suitable for its purpose and will protect pupils online. Identifying vulnerable pupils who may be at risk if they are learning remotely. Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher (currently DSL) and other agencies to mitigate risk. Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working. Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required. Ensuring all safeguarding incidents are recorded and reported in line with our safeguard policy expectations.
SENDCO	<ul style="list-style-type: none"> Liaising appropriately 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, and liaising with the headteacher and other agencies appropriately. Identifying the level of support or intervention that is required while pupils with SEND 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. Children’s needs are considered when planning for remote learning and appropriate provisions are put into place.
SBM – (School Business Manager) and	<ul style="list-style-type: none"> Work with Headteacher on a strategy to manage device distribution and asset tagging; along with loan agreements to parents.

office team	<ul style="list-style-type: none"> Ensuring that the school has adequate insurance to cover all remote working arrangements
SOM (School Office Manager)	<ul style="list-style-type: none"> Point of contact regarding collating pupil engagement and escalation to Pastoral team if any concerns linked to missing in education. Point of contact allocating devices. Completing returns to DfE, LA as required.
ASEC (Assistant Secretary) and SAO (School Administrative Officer)	<ul style="list-style-type: none"> Supporting asset tagging and loan agreements. Fielding technical support concerns Distributing devices.
SIPs Technicians	<ul style="list-style-type: none"> Ensuring devices set up to link to the school network and that all safety features installed; all required curriculum software and remote learning features installed Applying adaptations linked to pupil safety and school (pupil) email accounts.
AHTs (phase leads)	<ul style="list-style-type: none"> Resolving issues and escalating concerns from phase appropriately Ensuring wellbeing of staff high focus and feeding concerns to Headteacher / SLT appropriately. Ensuring actively plan for rewards linked to Rewards Policy. Monitor equitable workload in teaching teams in particular when one at home and one in school. Resolve any low-level concerns for support staff Engaging with any systems and structures that track engagement and support safeguarding escalation and any system in place that gives the big picture of remote learning / lock down learning.
Teachers and support staff	<ul style="list-style-type: none"> Adhering to this policy at all times during periods of remote learning. Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate. Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate. Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software. Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher. Reporting any defects on school-owned equipment used for remote learning to an ICT technician. Adhering to the Staff Code of Conduct at all times.
Pastoral Team	<ul style="list-style-type: none"> Supporting families; completing safe and well checks and home visits as appropriate Work to ensure Safeguard Policy high impact.
Parents and carers	<ul style="list-style-type: none"> Adhering to this policy at all times during periods of remote learning. Ensuring their child is available to learn remotely in line with the timetables set for each year group and supporting completing of tasks set. Reporting any technical issues to the school as soon as possible. Ensuring they engage with school communication and respond for example barriers to learning. Reporting any absence in line with expectations during lockdown. Ensuring their child uses the equipment and technology used for remote learning as intended. Ensure camera off rule in place. Monitor any chat prior to session to ensure conversations appropriate, reporting any concerns to school appropriately.
Pupils	<ul style="list-style-type: none"> Adhering to this policy at all times during periods of remote learning. Ensuring they are available to learn remotely learn remotely in line with the timetables set for each year group

	<p>and complete tasks set.</p> <ul style="list-style-type: none"> • Engage in live sessions and share any barriers they have with remote learning. • Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set. • Adhering to the Behaviour Policy at all times • Ensure camera off rule in place.
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School allocated places and remote learning

Vulnerable and key worker pupils were offered school places. The remainder of our pupils were remote learning; any children not engaging were tracked and monitored and any concerns escalated appropriately through our safeguarding procedures. Particular attention was given to vulnerable pupils unable to attend school due to COVID related risks within the household.

Approach to remote learning

Our approach to home learning was that as far as possible, it mirrors the delivery happening in school with the vulnerable and keyworker pupils.

Our approach for EYS and Y1 was live in school teaching direct to pupils in school; while remote learners access Tapestry and engaged with recorded sessions and tasks. Uploaded learning was assessed.

Year 2 follows the Y1 approach but was hosted on MS Teams.

Our approach for Y3-Y6 was live in school teaching direct to pupils in school; with remote learners accessing live learning and teachers and support delivering live lesson support by staying in the call. We used MS Teams for this. In the call there was live support to learners. Assignments were set and marked (many live marked in the session).

Grid below provides additional detail of how we approached this:

Year Group	In school learners	Remote learners	Differentiated provision	Learning outcomes	Feedback and marking
Nursery	Live teaching in morning Nursery session as DfE expectation is that Nursery pupil provision continues as normal.	For Nursery children not attending in the morning Tapestry tasks and teaching videos are uploaded.		Posted on Tapestry for teacher evaluation.	Staff to comment on each post and then upload to the child’s learning journey.
Reception	Live teaching Phonics delivered in differentiated groups.	Tapestry tasks and teaching videos that mirror in school teaching.	Phonics delivered in differentiated groups.	Posted on Tapestry for teacher evaluation.	Staff to comment on each post and then upload to the child’s learning journey.
Y1	Live teaching Phonics delivered in differentiated groups.	Tapestry tasks and teaching videos that mirror in school teaching.	Phonics delivered in differentiated groups.	Posted on Tapestry for teacher evaluation.	Feedback is given through Tapestry.
Y2	Live teaching Phonics delivered in differentiated groups	Microsoft Teams and teaching videos that mirror in school teaching	Phonics delivered in differentiated groups.	Posted on Microsoft Teams for teacher evaluation.	Feedback is given during live sessions and Microsoft Teams.
Y3	Live teaching	MS Teams live sessions linked to live taught sessions in school. Teacher in the MS		Uploaded as an assignment	Teachers will give immediate feedback to pupils when supporting them via dual live

		Teams sessions supporting learners.		onto Microsoft Teams.	working on assignments. When assignments have been handed in, teachers will return the assignments to pupils with feedback attached.
Y4	Live teaching	MS Teams live sessions linked to live taught sessions in school. Teacher in the MS Teams sessions supporting learners.		Uploaded as an assignment onto Microsoft Teams.	Teachers will give immediate feedback to pupils when supporting them via dual live working on assignments. When assignments have been handed in, teachers will return the assignments to pupils with feedback attached.
Y5	Live teaching	MS Teams live sessions linked to live taught sessions in school. Teacher in the MS Teams sessions supporting learners.	Break out rooms	Uploaded as an assignment onto Microsoft Teams. Also uploaded onto the Year 6 webpage for pupils to view.	Teachers will give immediate feedback to pupils when they can see pupils working on their document live. Pupils will be invited back into the call if teachers see any misconceptions. When assignments have been handed in, teachers will return the assignments to pupils with feedback attached.
Y6	Live teaching	MS Teams live sessions linked to live taught sessions in school. Teacher in the MS Teams sessions supporting learners.	Break out rooms	Uploaded as an assignment onto Microsoft Teams. Also uploaded onto the Year 6 webpage for pupils to view.	Teachers will give immediate feedback to pupils when they can see pupils working on their document live. Pupils will be invited back into the call if teachers see any misconceptions. When assignments have been handed in, teachers will return the assignments to pupils with feedback attached.
The Hub	Live teaching Sensory approach based on needs.	Tapestry tasks and teaching videos that mirror in school teaching.		Posted on Tapestry for teacher evaluation.	Profile updated.

The learning day during lockdown

Timetable

Each year group had an agreed timetable designed to mirror the in-school learning day. For example, there was an agreed school day start time and end of daytime; and breaks and lunch breaks were clearly defined supporting well-being whether at home or in school.

See Web site 'Home Tab' for detail for each year group.

Children engaging with MS Teams had the session times set up in their calendars.

Curriculum focus

Focus was on key skills Maths and English and appropriate wider curriculum sessions. Physical activity and non-screen-based tasks were planned for.

Breaking down barriers to engagement

Our rationale was that children in school (vulnerable or keyworker) or working from home using IT to engage in learning. Only in extreme circumstances would we provide a printed work pack.

Using IT to support home learning

We kept a database of children with barriers to accessing learning due to lack of IT devices and or lack of internet capability.

We keep parents informed of other IT devices that can be used e.g. Play Station / X Box

We actively sourced DfE devices and as soon as we have allocated them we plan need for all the set-up tasks required to issue to them to the parent.

For remote access to Tapestry a SMART Phone or IPAD in the household was sufficient.

We had a clear and fair criterion that prioritises device allocation that can be found in our learning device grid which is in s/COVID Jan 2021/ Allocated IT devices

Intention	Expected impact
1) Eligible for Free School Meals and/or other social vulnerability and no device in the household. In the case of siblings, we would allocate the one device to the older sibling.	Economically vulnerable and vulnerable households capacity for children to access learning via an IT device. With a focus on the older TM sibling being allocated the device.
2) Eligible for Free School Meals and multiple Temple Meadow Pupils needing to access a device when there is limited device in the household.	Economically vulnerable, allocation to sibling in the household. Children able to access learning via an IT device. With a focus on the next eldest sibling being allocated the device.
3) Eligible for Free School Meals and the only available device is in use by a Secondary aged pupil within the household.	Temple Meadow children to benefit within the household with access to a device.
4) Eligible for Free School Meals, multiple Temple Meadow pupils in the household with only one device available.	Improving access to Temple Meadows fairly and in a priority order.
5) Not eligible for Free School Meals or other social vulnerability, no device, i.e. only access to a phone, multiple children attending Temple Meadow.	Improving access to Temple Meadows fairly and in a priority order.
6) Not eligible for Free School Meals or other social vulnerability, only a tablet device in the household or older sibling using device.	Improving access to Temple Meadows fairly and in a priority order.
7) Eligible for Free School Meals, already issued one device to the household now offering second device to families with multiple children attending Temple Meadow.	Improving access to Temple Meadows fairly and in a priority order.
8) Not eligible for Free School Meals, already issued one device to the household now offering second device to families	Improving access to Temple Meadows fairly and in a priority order.
9) Eligible for Free School Meals, already issued two devices to the household, now in a position to offer 3 if multiple children attending Temple Meadow.	Improving access to Temple Meadows fairly and in a priority order.
8) EYFS pupils using Tapestry via Phone	Improving access to Temple Meadows fairly and in a priority order.

Using work packs to support home learning

Only in extreme circumstances would we provide a printed work pack. Circumstances would include very specific SEND needs; or an unresolvable short term issue regarding IT barrier to engagement.

Differentiation and meeting needs of SEND

Where we have a staffing model that can support this and where home learners have IT skills that can access this we introduced MS Teams break out rooms so that LSS or HLTA can deliver bespoke differentiated session to lower ability and or SEND pupils working remotely.

Generally, as in school the pitch and in session support supports differentiation.

In earlier year groups have differentiated phonic sessions that meet their phonic stage need.

SEND needs are met appropriately and may include a work pack.

The Hub

Was up and running in school for children that need this bespoke resource for our vulnerable and keyworker pupils.

Reading

Reading always highly valued. With our COVID Risk assessment books remained in school with school adults hearing children read. At home remote reading challenges were set.

Tracking pupil engagement

We had a comprehensive tracker that:

- tracked in school or remote learner
- logs communication from school re barriers to learning or non-engagement
- that escalates prolonged non engagement to the Pastoral Team working with the DSL to ensure there are no wider safeguarding issues linked to Child Missing in Education.

Safeguarding and behaviour

At all times safeguarding was proactive and follows our safeguarding policy expectations. We tracked non engagement in home learning and we ensured any missing from education concerns were escalated appropriately.

FSM and Food Poverty

School are supplied vouchers to all our FSM families.

Pastoral team supported issues around food poverty by linking families to food parcels and other supports.

Our newsletter and web site sign posted parents to support including food banks.

Staff safeguarding and staff handbook

All aspects of the staff handbook around professional conduct and dress code applied appropriately.

Any support to online learning from home was at the same professional standards as in school i.e. language and tone always appropriate.

Consideration was given to what was revealed within a household setting for example personal details, family pictures, wall art etc so that it was not offensive or put staff at risk regarding revealing any personal details.

When using MS Teams, we had a camera off agreement and adults supported appropriate conversations from pupil to pupil.

Behaviour and online safety

Our E Safety Policy applies when remote learning.

Our Protective Behaviours culture applies.

Teachers to ensure that any behaviour concerns are sanctioned in line with school policy and that rewards are given are in line with whole school policy when remote learning

Staff meetings or multi agency meetings

Conference calls, MS Teams meetings, Zoom meetings etc. were always appropriate and professional with the same expectation as in school.

Meetings were always mindful of confidentiality i.e. a governor meeting where confidential information shared would need to ensure pupils not listening in.

Communication

Effective communication is essential when remote learning involved to ensure momentum continues and that the school community is connected. We continued all our effective communication tools including weekly newsletter, SLT newsletter, email, texts to parents, guidance sheets and on our web site had a clear tab on the home page linked to home learning.

Teachers and Pastoral make direct contact with families regarding learning and other concerns.

When working from home and communicating with families, when using personal phone we stressed the importance of hiding caller details to protect staff privacy.

Data protection

Home learning always follows GDPR expectations.

Health and safety

On site learning will be compliant with our Health and Safety Policy and our COVID Risk Assessment. All using IT devices will be mindful of screen breaks.

Attendance reporting

The attendance policy was adapted to capture the statutory requirements linked to pupil attendance management.

In terms of remote learning parents/ carers were actively encouraged to engage with school to report if pupils were unwell and were unable to join with remote learning. This supported our pupil tracking regarding COVID and supported safe and well checks.

Wellbeing

We endeavoured to ensure the pressures of delivering remote and in school learning were monitored to support staff well-being.

Individual support for well-being is circulated to staff and posters are around schools to advertise this service.

Adaptations to the day and working week are made to support workload.