



Remote Learning Policy

At Trinity St. Peter's, we take pride in the teachings of our unique Christian school values that underpin all learning. We promote the British fundamental values where British law, democracy and a mutual respect and tolerance for those of other faiths, cultures and beliefs is embedded through all areas of the curriculum. Through ensuring that equality and diversity is promoted across the school, we are also actively promoting fundamental British values where pupils are encouraged to treat others fairly and respect those from different faiths and cultures not just within our own country but globally. This policy should be read in line with school subject policies, Homework Policy, Home Communication Policy, Child Protection and Safeguarding Policy and Acceptable Use policies for ICT, Google Classroom / Tapestry and Zoom (see Appendix). This policy should also be read in line with the School's 'Contingency Plan' document, which was shared with stakeholders in September 2020.

Rationale

In the event of a partial or whole school closure – or an individual child self-isolating as a precautionary measure - the school is committed to providing continuity of education to its children and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, where a high proportion of children and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather).

Remote learning may also be appropriate in situations when children, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as longer-term illness, assuming children are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, children are self-isolating at home but are not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to children who are absent from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take children on holiday during term time. Similarly, this would apply if a child is absent from school, without prior agreement with the school, for example keeping a child off 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

This policy will continue to be under review and may be revised as necessary in light of further experience of remote learning and the circumstances around its necessity. For example, the extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both children and teachers to participate in remote learning.

Study Time

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 2	In accordance with the expected hours of remote learning set out by the Department of Education, remote learning for Key Stage 2 pupils should take a minimum of 4 hours.
Key Stage 1	In accordance with the expected hours of remote learning set out by the Department of Education, remote learning for Key Stage 1 pupils should take a minimum of 3 hours.
Early Years	Our current provision for Reception class currently provides 2.75 hours of teacher-led learning online via Zoom with the option to extend learning further through independent activities.

Remote learning in the event of extended school closure

In the event of an extended school closure, teachers will continue to deliver content in line with the national curriculum and existing schemes of work, as per the contingency plans shared with parents in September.

A timetable will be shared at the start of a closure so families are aware of when lessons will be taking place - along with the daily Zoom details. Individual lessons and resources will be shared a day in advance. However, we are aware that home-school arrangements will vary and so any student who misses significant parts of the content on a particular day will be able to view the material posted online and catch up at a time that suits them. The school will provide continuity of education in the following ways:

- Regular direct instruction from teachers, with the ability of children and parents to ask questions online (via Tapestry / Zoom for EYFS and KS1 pupils; via Google Classroom / Zoom for KS2 pupils);
- The setting of work that children complete through Tapestry or Google Classroom;
- Provide feedback (electronically) on assigned tasks through the use of Tapestry and Google Classroom.

The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

Our aim is to provide work broadly in line with children's normal timetable. Tasks will be set in accordance with existing schemes of work, and tasks will be designed to allow children to progress through schemes of work at the same pace as if they were in school, where possible. Naturally, remote learning will require children and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching and ensure children do not fall behind. The nature of tasks set should allow children to learn independently where possible, however

younger children may require more support from an adult.

In the event of a whole class closure, we will aim to have daily contact with children - mainly through live lessons. Some teaching inputs may also be pre-recorded to support children and families who are unable to access the lessons at their designated times.

Supporting Parents

Teachers are aware that some tasks may be difficult to type up and so exercise books for the will also be sent home for the children to continue to record their work. These books will be a pupil's current academic books in a self-isolation case and new / blank exercise books in the case of a whole school closure. Photographs can be taken of the books and uploaded onto Tapestry or Google Classroom.

Teachers will try to ensure that any planned worksheets or activities can be completed in exercise books to avoid parents needing to print resources in preparation. Teachers will send home any additional resources that the children would usually need during lessons (e.g. times tables grids, phonics packs) along with their exercise books.

As per our Contingency Plans shared in September, the school have a record of all parents requiring electronic devices for their children in the event of a school closure or self-isolation case. These will be available to the child as soon as isolation / closure begins. Any parents who later decide they need an electronic device can contact the school / class teacher and the school will endeavour to support.

Monitoring

Assuming that a student is healthy, well enough to work and can access the online learning platform independently, children will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability. Children will also be expected to read and respond to communication from their class teacher on a regular basis. If there are questions about a child's overall workload (e.g. a child feels they are overwhelmed or falling behind), these should be directed to the class teacher.

If a teacher believes that a pupil is not engaging in the remote learning - either while online, through lack of attendance or quality / quantity of work submitted - parents will be contacted.

The senior leadership team will also monitor class accounts on Google Classroom and Tapestry regularly to ensure routines and practices are continuing smoothly and all children are engaging.

Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide daily feedback to children on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning. Teachers will signpost children and parents to the assignments that will receive written feedback via Tapestry or Google Classroom.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Additional 'Parent Interview' appointments will also take place this year, on a half-termly basis via phonecall / Zoom, to ensure parents are kept well-informed on their child's progress and attainment.

Expectations of teachers

Teachers should ensure they have effective internet and a phone connectivity at home, if required to work from home. If this is not available for any reason, teachers can request a school device. If there are IT related issues while remote working, teachers can contact our IT support APEX via the service desk email – support@apexns.co.uk

The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of children's work – for example, the frequency of substantive task set, and the regularity of written assessment provided – and subject area policies will be applied in the event of remote learning.

In order to ensure that we are providing a consistent approach, subject leaders are responsible for overseeing the nature and frequency of remote tasks set and assessed within their subject areas. All teachers should pay due care to the nature of tasks set, so that children have a range of activities to complete at home and are not exclusively working on a screen.

Teachers are responsible for ensuring that tasks are pitched correctly for each child in their class and also providing constructive feedback to their children in a timely manner.

If parents ask for additional work beyond that set as part of the requirements above, teachers should signpost parents/children to a bank of resources, such as interactive websites (see 'Home Learning' section of the website).

All communication with children/parents should take place during usual hours, as per the Home Communication Policy. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Communication must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are:

- Email using class email addresses only;
- Google Classroom / Tapestry;
- Phone (when phoning from personal devices, dialling 141 before the number will ensure the teacher's own number is kept anonymous).

Please also refer the school's Contingency Plan document, which outlines how the expectations of teachers may vary in different scenarios, e.g. a class teacher falls ill and is

unable to deliver remote learning.

Expectations of parents

In line with the additional policies found in the Appendix, parents will:

- Support their child's learning to the best of their ability;
- Encourage their child to access and engage with remote learning via Zoom;
- Refrain from filming, screenshotting or copying/sharing any information, messages or posts on any form of social media which may cause upset to staff, parents or pupils;
- Know they can continue to contact their class teacher as normal through the usual platforms;
- Check their child's completed work each day if possible and encourage the progress that is being made;
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax;
- Be polite and respectful in their communication with school and / or individual class teachers.

Online Safety

This section of the policy will be enacted in conjunction with the school's Online Safety Policy and Acceptable Use Policies for ICT and Google Classroom / Tapestry, which parents have already agreed to. All staff and pupils using video/audio communication must:

- Wear suitable clothing – this includes others in their household;
- Be situated in a suitable 'public' living area within the home with an appropriate background. Whilst 'private' living areas within the home offer less distractions, such as bedrooms, these are discouraged during video communication;
- We encourage children to have an adult in the room with them;
- Use appropriate language – this includes others in their household;
- Maintain the standard of behaviour expected in school;
- Use the necessary equipment and computer programs as intended;
- Not record, store, or distribute video/audio material without permission;
- Ensure they have a stable connection to avoid disruption to lessons;
- Always remain aware that they are visible.

Usually, there will be at least two members of staff present during Zoom sessions, however

there may be occasions where this is not possible. In this instance, teachers should record sessions for safeguarding purposes.

We ask parents to also be mindful that short, one-to-one Zoom session may arise where a teacher/teaching assistant needs to provide support for an individual pupil. Parents should notify school if they do not give permission for this one to one session for their child.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy. The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections and can recover lost work. The school also has records of which devices have been loaned to parents / children and parents have been asked to complete a disclaimer form.

The school has provided parents with an Acceptable Use Policy for each online platform: Google Classroom, Tapestry and Zoom (see Appendix). It has been taken that if a child participates in a remote learning session then the parent agrees to adhere to the procedures in the agreement.

Safeguarding during a school closure

In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.

School Day and Absence

Pupils should be present for remote learning from Monday to Friday as per the times given in the school's Contingency Plan. In the case of a whole school / full class closure, a further timetable will be shared on the pupils' learning platforms with a more specific details, including times the teacher will be 'live' on Zoom.

Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks. Pupils who are unwell are not expected to be present for remote working until they are well enough to do so. Parents will inform their child's teacher via the class email address if their child is unwell and unable to take part in a class virtual learning session.

Appendix:

Google Classroom Acceptable Use Policy – 2020 / 2021

From September 2020, Trinity St. Peter's will provide KS2 students with filtered, monitored Google Suite accounts for the purpose of facilitating teacher-pupil communication and participation in web-based classroom activities via Google Classroom. The goals of the school are to provide an alternative tool for effective and meaningful classroom instruction whilst children are undergoing remote learning and ensure that these tools are used in a safe manner. Therefore, the Google accounts being provided for children are intended for **educational purposes only** and will be actively monitored through our domain and by TSP staff. Failure to comply with the Acceptable Use Policy of Trinity St. Peter's by children can result in restrictions being placed upon the accounts.

1. Account security and safety

It is the responsibility of children and parents to maintain the confidentiality of their Google account information. Children will not share usernames, passwords, or other account information. Children will report any possible unauthorised use of their accounts to a teacher. Under no circumstances, will children attempt to login to another child's Google account.

Cyber-bullying and harassment will also not be tolerated. Children are expected to report any suspicious or threatening communication immediately to their class teacher.

2. Student use guidelines

Children's Google accounts are to be used for the following purposes only:

- Teacher-pupil correspondence;
- Accessing/submission of classroom assignments or materials;
- Creation of documents for classroom work.

Children may not use Google Suite accounts for:

- Unauthorised personal communication;
- Bullying or harassment of other children;
- Forwarding of chain mail, spam, or commercial content;
- Sending inappropriate or immoral content or language.

3. Privacy

Children's Google accounts are the property of Trinity St. Peter's. Children should not expect any content to be hidden or private from school, and it should not be used to store information that needs to be treated as such. Appropriate action will be taken if dangerous or malicious programs or content are detected.

These terms supplement our ICT 'Acceptable User Policy' which you have already signed last year and follow at all times. By allowing your child to use Google Classrooms, you are confirming your acceptance of these additional terms.

Tapestry Acceptable Use Policy – 2020 / 2021

From September 2020, Trinity St. Peter's will provide parents of EYFS and KS1 students with filtered, monitored Tapestry accounts for the purpose of facilitating teacher-pupil communication and participation in web-based classroom activities via Tapestry. The goals of the school are to provide an alternative tool for effective and meaningful classroom instruction whilst children are undergoing remote learning and ensure that these tools are used in a safe manner. Therefore, the Tapestry accounts being provided for parents are intended for **educational purposes only** and will be actively monitored through our domain and by TSP staff. Failure to comply with the Acceptable Use Policy of Trinity St. Peter's by children and/or parents can result in restrictions being placed upon the accounts.

1. Account security and safety

It is the responsibility of parents to maintain the confidentiality of their Tapestry account information. Parents will not share usernames, passwords, or other account information. Parents will report any possible unauthorised use of their accounts to a teacher. Under no circumstances, will parents attempt to login to another child's Tapestry account.

2. Student and parent use guidelines

Tapestry accounts are to be used for the following purposes only:

- Teacher-parent correspondence;
- Teacher-pupil correspondence;
- Accessing/submission of classroom assignments or materials.

Parents may not use Tapestry accounts for:

- Unauthorised personal communication;
- Forwarding of chain mail, spam, or commercial content;
- Sending inappropriate or immoral content or language.

3. Privacy

Videos and photographs of the children's learning journey are not to be placed on parents' social media or other online platforms without permission from the school. Any incidents where this confidentially is breached may result in parental access being denied.

Tapestry accounts are the property of Trinity St. Peter's. Parents should not expect any content to be hidden or private from school, and it should not be used to store information that needs to be treated as such. Appropriate action will be taken if dangerous or malicious programs or content are detected.

These terms supplement our ICT 'Acceptable User Policy' which your children have already signed this year and follow at all times. By activating your Tapestry account, you are confirming your acceptance of these terms.

Zoom Acceptable Use Policy – 2020 / 2021

As all our live lessons are now taking place daily via Zoom, it is important that all pupils and parents adhere to the following rules. As with Tapestry and Google Classroom, the goals of the school are to provide an alternative provision for effective and meaningful classroom instruction whilst children are undergoing remote learning and to ensure that these tools are used in a safe manner. Failure to comply with this Acceptable Use Policy of Trinity St. Peter's may result in your child being unable to attend any live teaching sessions via Zoom.

Expectations on Zoom

Parents will:

- Support their child's learning to the best of their ability;
- Encourage their child to access and engage with their learning via Zoom;
- Refrain from filming, screenshotting or copying/sharing any information, messages or posts on any form of social media which may cause upset to staff, parents or pupils;
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax as per the class timetable;
- Know they can still continue to contact their class teacher as normal through the usual platforms;
- Be polite and respectful in their communication with school and / or individual class teachers.

Pupils will:

- Find a suitable learning environment to work in.
- Make sure that they are wearing appropriate clothing for their lessons, including PE on a Friday afternoon.
- Agree to try their hardest to not be distracted by things like: eating, playing with their pet or a younger sibling etc.
- Stick to deadlines, making sure they are on time for their lessons.
- Keep their microphone on mute unless otherwise stated / asked by the teacher. They will not chat to others during the lesson or use the chat function unless they have been asked to do so by the teacher appropriately.
- Only display their first name on Zoom and avoid displaying nicknames, emojis etc.
- Not take photographs, screenshots or record during the lesson.

Please note: we encourage pupils to have an adult in the room with them where possible. Teachers will usually have another member of staff in their Zoom sessions, however when this is not possible, teachers will record their sessions for safeguarding purposes.

These terms supplement our ICT 'Acceptable User Policy' which you have already signed last year and follow at all times, as well as our Remote Learning Policy and Google Classroom and Tapestry AUPs, which you agreed to at the start of the year by allowing your child to engage with these platforms.

Reviewed during academic year 2024/25

To be reviewed during academic year 2025/26