

WOODLANDS PRIMARY SCHOOL



REMOTE EDUCATION POLICY

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1. SCHOOL PHILOSOPHY

Woodlands Primary School has always strived to be creative, innovative and supportive of our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

2. AIMS

Woodlands Primary School is committed to providing high-quality education & experiences to all of our pupils, and this will not change if we need to deploy a remote education offer and/or a blended learning approach. We aim to ensure pupils are still able to access work at home if they are absent due to a planned, authorised period of absence eg following an operation and/or in the event of self-isolation due to COVID-19 or in the event of a partial or full school closure. **We will not expect pupils to access remote education in the event of sickness.**

Our school's approach is to implement an online/blended learning provision that reflects the following key areas:

- Adherence to our GDPR policy
- Structure and content - a guide for teachers (not contained within this document)
- Structure and content - guide for parents
- Adherence to Safeguarding policy

In the event of a child needing to access remote education we will:

1. provide an effective communication link between home and school so that pupils and parents can share information, work and ask questions when needed.
2. provide high quality on-line learning using Google Classrooms (as the main portal), where pupils will be set work by their class teacher planned from the National Curriculum.
3. provide alternative work for families not able to access on-line provision, or for whom access is limited (or non-existent).
4. encourage diversity whilst social distancing by offering advice and suggestions, for example daily exercise.
5. provide feedback, in a range of ways, on work completed through Google Classrooms.
6. ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos.
7. provide clear expectations for all members of the school community with regards to delivery of high quality interactive remote learning.
8. support attendance.
9. safeguard all parties involved (this is in addition to, but alongside the school's Safeguarding Policy).

3. EXPECTATIONS & CONSIDERATIONS

This policy establishes the expectations for a remote and/or blended learning approach between a Woodlands Primary School pupil and their teacher. This may range from merely setting homework or providing access to online resources, through video tutorials, to interactive video conferencing (perhaps as assembly or collective celebration). The availability of our online resources, together with the age of the children is largely going to determine our combined approach.

We have carefully considered whether we expect our pupils to be **passive or interactive, and where each is the most appropriate** = teacher posts activities and pupil posts responses. e.g. online tutorials via Google Classrooms, setting up work on Google Classrooms, podcasts/voice tutorials,

We have carefully considered whether we expect our sessions to be **interactive, live or synchronous, and where each is the most appropriate** = pupil and staff connected in the same service at the same time – i.e. live video and audio.

We have carefully considered the **age of your children**.

We have carefully considered the **terms of service of Google Classrooms**, together with privacy policies, and in particular checked whether there are any minimum age requirements.

We have carefully considered **Google Classroom online chat** feature, and how this can be moderated.

We have carefully considered what technology and internet connection speed will be required for everyone to participate (e.g. devices). Not all pupils will have access to technologies that will enable them to participate in online classes. We will therefore post work/create paper work packs for children to access

We have carefully considered activities when planning – **online access within school has internet content filtering systems in place that are unlikely to be replicated in your home environment, so we must alert you to this**.

We have carefully considered the fact that we don't want staff and parents incurring surprising **costs**, e.g. mobile data access charges (video utilises significant amounts of data), so we must alert you to this.

We have carefully considered the **security of devices, in particular cameras and microphones**. We must alert you to this so that you can ensure you have checked the security of your camera and microphone.

We expect staff to only use school provided equipment.

Learning applies to lessons where pupils are not able to attend school and be taught face-to-face by teachers and alongside other students.

4. GDPR

Pupils will be asked not to share any personal contact information with teachers or other pupils (such as social media names or phone numbers). If there are any issues with pupils doing this, the teacher will remove the pupil from the online session and contact the parent/carer to discuss how to stay safe online.

There has been and never will be any advertising or tracking in any of the 'GSuite for Education' products including Google Classroom. Therefore children will not be subjected to advertising through the google classroom application. [NB There is a consumer version of Classroom for normal Consumer Google accounts so they may introduce advertising there, but will not in their Education domains or accounts.]

Google LLC (instead of Google Ireland Ltd) is the service provider for UK users. Therefore, Google data protection practices remain intact for UK users (under GDPR). Google in this context meets requirements of article 45 and 46 of GDPR to transfer and store data outside of the EU.

Google Cloud services are not impacted by any of the consumer changes. The [G Suite Data Processing Amendment](#) and [GCP Data Processing and Security Terms](#) haven't changed. You can read more about the privacy commitments and data protection practices for Google Cloud at [GDPR Resource Center](#).

5. STRUCTURE AND CONTENT – A GUIDE FOR PARENTS

Remote Planning of the Curriculum for pupils will be by adapting school's current engaging and challenging curriculum, but may need adjusting to make it accessible 'remotely'. Activities and lessons will be posted online as and when staff are alerted by the admin team that a child is having a planned, authorised absence from school eg following an operation, isolation due to COVID-19 etc and are well enough to complete online learning. School acknowledges that not all work will be completed at home and therefore, staff will prioritise work to ensure pupils have access to a range of work but especially basic skills.

For any child isolating, staff will encourage reading daily, via online and also hard copy text. Where possible, we encourage pupils to work for chunks of time appropriate to age and only if the child is well enough to complete the activities. There should be opportunities to take breaks and do other activities throughout the day that do not involve sitting at a computer screen.

Where possible, we would encourage children to work in a quiet place in the house free from loud music and interruptions. When working at a screen it is best if they sit at a table if possible.

6. SAFEGUARDING

Online safeguarding follows the same reporting process as with face-to-face lessons. Any concerns can be addressed to Woodlands' Designated Safeguarding Leads (names and contact information are as per Woodlands Safeguarding Policy – found here http://www.woodlands.cheshire.sch.uk/serve_file/2617888)

7. HOW WILL LESSONS BE TAUGHT OR PROVISION BE MADE?

If children are well enough, they can access online learning on Google classroom from the day that they are first absent.

8. REMOTE LEARNING IN THE EVENT OF YEAR GROUP SEGREGATION/CLOSURE OR LOCAL/NATIONAL LOCKDOWN

In the event of an entire class/year group segregating and then having to isolate at home, or if a local/national lockdown is enforced, school will still be open in some capacity for critical worker's children and vulnerable children.

In the first instance, therefore, the preference is that lessons will be created or taught, if appropriate, from school. Equally, lesson preparation and delivery may take place in an informal home environment, however, it is important that both teachers and pupils follow the same behaviour as they would in a school environment. This will help minimise any safeguarding risks, and thus advice to staff, parents and pupils includes:

- Having a parent or carer within earshot of the pupil taking part in the online session.
- Appropriate dress (e.g. not wearing pyjamas). Both staff and students should wear clothing that would normally be worn in public.
- Following the teacher's instructions.
- Asking the teacher before leaving the session (e.g. to go to the loo).
- Not taking phone calls, messaging others, or using devices that aren't requested by the teacher for learning.
- Not having other browsers or apps open during the online lesson to reduce the risk of inappropriate content being displayed.
- Taking great care to minimise inappropriate language [NB given the specific needs of some of our children, this cannot be 100% guaranteed from other pupils].

The location in which both pupils and teachers take part in the online sessions should be in an appropriate room (not in a bedroom for example), and within earshot of a parent or carer. This will ensure the student can raise any concerns, whether practical or related to safeguarding.

Whilst space in houses may be limited, and may be shared with others, we request that parents try to make sure that whatever space is available to use is neutral, safe, conducive to learning, doesn't reveal any personal information, and doesn't present a safeguarding risk.

If a session involves a live 'face to face', for example in Google Teams, in order to prevent inappropriate content being shown to others via the webcam, the background shown should ideally be neutral, and not create a risk of offensive or age-inappropriate content being displayed. For example, there shouldn't be a TV or screen switched on, or posters that may cause offence.

Teachers have received sufficient training to be able to lead by example and be aware of making the background visible in their online teaching both professional and neutral. Teaching space will reveal minimal details about the teacher's personal life. Care will be taken to remove anything that would not be

appropriate in a face-to-face session, for example, personal items, laundry drying, or anything that may distract students.

Teachers should check with the student at the start of the session if they feel comfortable in the environment and that they can stop at any time.

Having the support of a parent/carer in setting up the lesson is often needed, particularly for younger children. And being within earshot is important for safety as well as for practical help. Parents are expected to be present at the start and finish of lessons wherever possible.

The level of involvement of the adult during the lesson will depend on the age of the pupil. Younger children may need a person in the room to help keep them focused and safe, particularly if it's a new activity. But too much parental involvement can also be distracting or cause shyness with older students. In general, it is recommended that after the first few lessons, the parent/carer is within earshot but not "in the lesson", particularly with older students wherever possible.

Teachers will not make any video recordings or screenshots of sessions, except in the event of any whole class/school Google Meet sessions. Students will also be instructed not to do this, and this will be stressed in the guidance for parents. In the event of a whole class/school Google Meet session taking place, these sessions will be recorded to safeguard those taking part but will be deleted after the session. The recording will only be kept if an issue arises during the session – this will be investigated by the SLT and upon completion of the investigation the recording will be deleted.

Although teachers don't have control of the student's devices, and so rely on trust, this will minimise the risk of images of children being made or distributed without parental consent.

Although having recordings of sessions available is useful if there are any safeguarding queries, the situation in normal face-to-face lessons is that video recordings of lessons are rarely available, and as parents/carers are asked to be within earshot of the online lessons, the risks associated with online lessons are no different than they would be in a school room with glass door or windows.

9. LINKS WITH OTHER POLICIES

This policy is linked to our:

- Safeguarding Policy
- Behaviour For Learning policy
- Child Protection policy
- GDPR policy and privacy notices
- Acceptable Use Policy
- Code of Conduct and Home School Agreements