Unity Federation of Church of England & Community Primary Academies

Remote Learning Policy

May 2020

Updated January 2021 in line with possible lockdown guidance

Summary of Changes			
The policy has been amended as follows:			
Page Ref.	**Section**	**Amendment**	**Date of Change**
3	2.1	Addition of two bullet points to clarify the remote learning / remote teaching offer and the use of any live sessions.	12.01.2021
4	2.2	Addition of bullet point expanding the support staff role to provide weekly pastoral phone calls and learning conversations for families working remotely.	12.01.2021
6	2.3	Bullet point setting the expectation that subject leads will be directing and supporting staff to provide innovative and creative learning opportunities for their subject within the remote learning context.	12.01.2021
7	2.4	Addition of a bullet point clarifying the intended amount of remote learning and it's alignment to the intended and planned curriculum in each academy.	12.01.2021
7	2.5	Additional DSLs and contacts added	12.01.2021

General Policy Roles and Accountabilities

The Diocese of Norwich Education and Academies Trust (DNEAT) is accountable for all policies across its Academies. All policies, whether relating to an individual Academy or the whole Trust, will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high-quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured, and talents released.

A Scheme of Delegation for each Academy sets out the responsibilities of the Local Governing Body and Executive Head Teacher/ Head of Federation/ Head of School. The Executive Head Teacher/ Head of Federation/ Head of School of each Academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

Introduction

During the initial period of long term school closure and now in preparation at risk of local lockdown, staff at Unity Federation will continue to provide education and support to our children using remote learning. All learning will be conducted using the SEESAW Class and Purple Mash platforms of by providing paper work packs for families who cannot access learning digitally. This will allow staff to keep in daily contact in a professional and confidential manner with their class.

Teachers will be able to schedule learning in a manner that does not overwhelm our children and is manageable within the context of full time teaching commitment if their bubble remains open. Teaching and learning can be tailored, changed and updated as time progresses, allowing for replication of classroom activity to the best of our ability.

In all communications we will prioritise the wellbeing of our children and consider staff well-being and workload to ensure correct work life balance. As children begin to return to school a once a year group is back in school remote learning will end for that year group.

We realise that the circumstances that cause our academies to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:-

- parents may be trying to work from home so access to technology as a family may be limited;
- Parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation;
- teachers may be trying to manage their home situation and the learning of their own children;
- systems may not always function as they should.

An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

We believe that it is in the best interests of our children that we continue to provide structured support to the best of our ability. Bearing in mind the need for flexibility, no deadlines will be set. It must be noted that the work children engage in during a period of closure will be part of our current planning and so cannot be considered as optional. Children and parents should consider the arrangements as set out in this document as highly recommended.

Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

1. **Roles and responsibilities**
   - Executive Head / Head of Federation/ Head of School – manages expectations for remote learning and sets policy and guidance, as DSL lead on any safeguarding linked to remote learning
   - Head of School / Class Teacher – plan and deliver the agreed remote learning for their academy
   - Support Staff – may if requested support the marking and feedback of remote learning
   - Parent Support Adviser – will offer remote behaviour support, well-being checks and safeguarding as an additional DSL

2.1 Teaching Staff will:-

- Share teaching and activities with their class through the SEESAW and Purple Mash platforms and if required provide paper copies for families on request.
- Remote Learning will include remote teaching through pre-recorded videos by staff to introduce new concepts, direct learning or model learning (e.g. phonics). This may also include high quality published resources in video format from Oak Academy, White Rose Maths Hub etc.
- Pre-recorded Collective Worship will also be provided.
- Some live sessions may be arranged to provide feedback and catch-up seminars for children or celebration events linked to remote learning as this is important to ensure pupils and families still feel a sense of a learning community whilst at home.
- Continue teaching in line with current, long term curriculum planning that is already in place throughout the federation;
- Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this and may need video clips or exemplification for them to be understood and achieved;
- Keep in contact with children through the SEESAW and Purple Mash platforms, closed social media pages or secure email ONLY;

- Reply to messages, set work and give feedback on activities during the normal teaching hours 9.00 am – 3.15pm; BUT there is no expectation this should be continual. It is acceptable that staff reply once in the morning and afternoon.
- Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways;
- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow e.g. Policy Development; well-being, comfort breaks etc.
- Where possible collaborate with colleagues to share planning and provision to reduce administration burden.
- Refer to Ten Top Tips for Teachers – Appendix 1
- If teachers need to attend virtual meetings they will do this wearing appropriate work attire, try to ensure the background of the room they are working from is neutral and not containing any material that is personal or offensive to others. They will avoid noisy work areas, areas that provide adverse

2.2 Teaching assistants

- When assisting with remote learning, teaching assistants must be available between 9am-3.15pm.
- If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.
- When assisting with remote learning, teaching assistants are directed by the class teacher with agreement from the Head of School.
- If they are required to attend virtual meetings with teachers, parents and pupils they will do this wearing appropriate work attire, try to ensure the background of the room they are working from is neutral and not containing any material that is personal or offensive to others. They will avoid noisy work areas, areas that provide adverse
- Will be asked to telephone weekly (at least) all children working at home remotely for a regular check in on their mental well-being; also a learning discussion about any aids or barriers to remote learning and any help they may require. This will be fed back on a recorded form to the Head of School and Parent Support Adviser. These where appropriate will then be followed up and provided with additional support.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning

- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely
- Alert teachers to innovative and creative learning opportunities for collaborative remote learning e.g. Norfolk Music Hub live lessons and choir.

2.4 Senior leaders (Head of School / Head of Federation)

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – if you've assigned one member of staff to lead on this, highlight them here
- Monitor that staff are providing a minimum of 4 hours remote learning per day that matches the quality and ambition of the taught curriculum in school, following the intended and planned curriculum for the academy.
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

Across Unity Federation the following people are DSLs:

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	**Executive Head Teacher (Mr C Allen)**	**Any academy office** **head@sculthorpe.norfolk.sch.uk**
Deputy DSL	**Head of Federation** **Heads of School** **Business Manager** **Parent Support Advisor**	**S Potter (Sculthorpe) 01328 862704** **G Duthie (Colkirk) 01328 862684** **L David (W Raynham) 01328 838317** **V Langley (Little Snoring) 01328 878362** **S Thomson (PSA) any academy office** **G Yendall (HoF) any academy office** **C Melton (FBM) 01328 862704** **C Marshall (Colkirk) 01328 862684**

Headteacher/Principal	**Christopher J Allen**	**01328 862684/ 862704/ 838317/ 878362** **head@sculthorpe.norfolk.sch.uk**
Named Safeguarding Governor	**Julia Little** **Grant Harrison** **Gill Yarham** **Julie Mutton**	**Any academy office**
Chair of Governors	**Julia Little**	**Any academy office**
Trust Safeguarding Lead	**Sharon Money**	**sharon.money@dneat.org** **Tel:01603 882329** **Mobile: 07471 033539**

2.6 Children will:-

- Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;
- Potentially work a day or two behind what has been shared through the SEESAW and
  Purple Mash platforms;
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly;
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that;
- Read daily, either independently or with an adult;
- Consider using the school closure time to learn a new skill, follow their own interests to discover more about the world around us or just be creative.
- Follow the Ten Top Tips for Children – Appendix 2

2.7 Parents will:-

- Support their child's learning to the best of their ability;
- Encourage their child to access and engage with SEESAW or Purple Mash posts from their teacher;
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of the SEESAW or Purple Mash;
- Know they can continue to contact their class teacher as normal through the SEESAW or Purple Mash platforms, closed social media pages or direct email if they require support of any kind;

- Check their child's completed work each day 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 mindful of the reasonable and unreasonable expectations they may place on teachers working remotely – in how frequently they will get a reply or contact and time frames for this (i.e. not instant feedback as they are one of several in a class – within 24 hours is reasonable).
- Follow the Top Ten Tops for Parents – Appendix 3

N.B. In compliance with Copyright Law and regulations governing the use of photocopiable materials parents must note that resources are for viewing online only on our secure class platforms. They must not be printed, photocopied or distributed. The school will not take responsibility for any breach of Copyright Law.

2.8 Governors

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to the relevant head of school or head of federation
- Issues with IT – talk to IT staff RM ICT Services directly through our school technician
- Issues with their own workload or wellbeing – talk to their line manager or Norfolk Support Line
- Concerns about data protection – talk to the data protection officer (Federation Business Manager)
- Concerns about safeguarding – talk to the DSLs listed in this policy

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Login through an encrypted system for Purple Mash / SEESAW/ PS Connect

- School staff laptops are to only be used for any staff setting remote learning

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

5. Safeguarding

5.1 Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open to provide care for a limited number of children; children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

From 1st June 2020 the DfE's expectation was for schools to begin welcoming back more children from nominated year groups. Whilst the ages and number of children returning will vary from institution to institution, the safeguarding principles to protect those children from harm and abuse will remain the same.

From September 2020 local lockdowns or bubble closures will be operating as the management of the covid-19 pandemic enters a new phases. This may impact on a whole school, class, or year group bubble depending on the lockdown measure or bubble closure advice from the DFE / Public Health England/ DNEAT.

It is crucial that all staff and volunteers understand the continued importance of acting immediately on any safeguarding concerns that arise. The key principles of our approach to safeguarding and promoting the welfare of children and young people at our school remain the same. This guidance has been developed to give clear direction to staff, volunteers, visitors and parents about our

safeguarding procedures in light of the current national and local situation. This appendix should be read in conjunction with the whole school safeguarding policy and not as a standalone document. Unless otherwise stated within this guidance, our normal safeguarding procedures should be adhered to.

5.2 Key Contact Information:

Role	Name	Contact details incl. those when working remotely:
Designated Safeguarding Lead (DSL)	**Executive Head Teacher (Mr C Allen)** **G Yendall (Head of Federation)**	**Any academy office** **head@sculthorpe.norfolk.sch.uk** **G Yendall (HoF) any academy office** **headoffederation@sculthorpe.norfolk.sch.uk**
Deputy DSL	**Heads of School**	**S Potter (Sculthorpe) 01328 862684** **G Duthie (Colkirk) 01328 862704** **L David (W Raynham) 01328 838317** **V Langley (Little Snoring) 01328 878362**
Other Alternate DSLs	**Business Manager** **Parent Support Advisor**	**S Thomson (PSA) any academy office** **C Melton (FBM) 01328 862704**
Nominated Senior Leader in the absence of a trained DSL	**V Lucking** **K Alderton**	**vlucking2nr9@nsix.org.uk** **kalderton2bre@nsix.org.uk**
Headteacher/Principal	**Executive Head Teacher (Mr C Allen)** **G Yendall (Head of Federation)**	**Any academy office** **head@sculthorpe.norfolk.sch.uk** **G Yendall (HoF) any academy office** **headoffederation@sculthorpe.norfolk.sch.uk**
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Chair of Governors	**Julia Little**	**Any academy office**
Trust Safeguarding Lead	**Sharon Money**	**01741033539/01603 882329** **sharon.money@donesc.org**

5.3 Providing School places for Vulnerable Children

For the purposes of this guidance, vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHC plans, in line with the DfE guidance.

At Unity Federation we will risk assess the needs of all pupils with an EHC plan in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. In line with Government guidance, we appreciate that many children and young people with EHC plans can safely remain at home.

At Unity Federation our Designated Safeguarding Leads and other Senior Leaders will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and school staff will explore the reasons for this directly with the parent. Where parents are concerned about the risk of the child contracting COVID-19, school staff and/or the child's allocated social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Our Designated Safeguarding Leads know who our most vulnerable children are. As a school, we have the flexibility to offer a place to other pupils we identify as being vulnerable who may be on the edge of receiving children's social care support.

5.4 Attendance monitoring

In line with the current DfE guidance School Attendance Guidance for Schools we will resume taking an attendance register using the appropriate codes to record attendance and absence in the attendance register.

At Unity Federation our DSLs will liaise with allocated social workers and will agree with parents/carers whether children in need should be attending school. School staff will then follow up on any pupil that we were expecting to attend, who does not. We will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

In all circumstances where a vulnerable child does not take up their place at school, or fails to attend as expected, school staff will notify the child's allocated social worker and agree a plan to contact the family.

To enable us to effectively support the attendance of vulnerable children, we will ask parents/carers to confirm that emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

5.5 The Designated Safeguarding Lead

We have identified key designated contacts for safeguarding at our school in section 4.2. of this guidance.

At Unity Federation we aim to have a trained DSL (or deputy) available on site whenever possible. We recognise however that this may not be possible, and where this is the case, we will endeavour to ensure that a trained DSL or deputy from the school or college can be available to be contacted via phone or online when they are working remotely from home. In some circumstances we might also work with other settings to share trained DSLs or deputies with other schools or colleges (who should be available to be contacted via phone or online video).

Where a trained DSL or deputy is not on site, a senior leader will take responsibility for co-ordinating safeguarding arrangements in place on-site. This might include updating and managing access to child protection/ our online safeguarding management information system, liaising with the off-site DSL (and/or deputy) and, as necessary, liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

We will ensure that all staff and volunteers know how to contact and have access to advice from a trained DSL (or deputy). Each day, staff will be made aware of who that person is and how to contact them.

We will continue to work in partnership with children, parents and other agencies to safeguard and promote the welfare of children. Our DSLs will keep up to date with the latest Norfolk Safeguarding Children Partnership advice and guidance from the LA as well as guidance from our Academy Trust. Our DSLs will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely in line with the NSCP guidance on attending and contributing to child protection conferences and Developing Child Protection Plans.

In line with the Department for Education guidance, for the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

5.6 Procedures for Reporting Concerns

The principles for responding to safeguarding concerns as outlined in Section 5 of the main body of the safeguarding policy still apply. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy. Staff should continue to use the current/online [delete as applicable] safeguarding reporting format eg CPOMS/CURA to record any Safeguarding concerns. If staff are unable to access this remotely, they should immediately contact the DSL or named DSL for that day. Alternatively contact the Trust DSL Sharon Money on 07471 033539.

As more children return to school from 1 June staff are reminded of the need to report any concern immediately and without delay in line with our usual procedures. This will include identifying new

safeguarding concerns about individual children as they see them in person following partial school closures.

We will also continue to support pupils who are not attending or expected to attend and consider the vulnerability of these children and families

.It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk including at risk from peer on peer abuse and exploitation. Any such concerns should be dealt with as per the child protection policy and where appropriate referrals should still be made to children's social care and as required the police.

Staff need to complete the required safeguarding form and upload to the TASC Cura system for identification and action by the DSLs.

Staff are also reminded of the need to adhere to our Staff Code of Conduct and safer working practices guidance. Staff should continue to report any concerns they have about adults who are working with children in line with Section 12 of the safeguarding policy. If your concern is about an adult (other than the Headteacher/Principal) you should contact the Headteacher/Principal [insert contact details here], If your concern is regarding the Headteacher, please contact either your Chair of Governors [insert details here] or the Trust DSL Sharon Money on 07471 033539 sharon.money@donesc.org

5.7 Staff Training and induction

All existing staff and volunteers have received a safeguarding induction and training. They have read part 1 of Keeping Children Safe in Education (2020) and are expected to continue to follow this guidance. The DSL will ensure that all existing staff receive this addendum to the safeguarding policy and will communicate any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers join our school, they will continue to be provided with a safeguarding induction as outlined in Section 4 of the main policy.

If staff are deployed from another education or children's workforce setting to work in our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic. This means that on arrival to our school, we will verify that they have received safeguarding training and they will be given a copy of our safeguarding policy and information about our procedures including information about our DSL arrangements.

5.8 Safer recruitment of staff & volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, we will continue to follow our safer recruitment and selection policy, the procedures outlined in Section 10 of the safeguarding policy and Part 3 of Keeping Children Safe in Education (2020).

In those circumstances where we continue to use volunteers in our school, we will continue to follow the checking and risk assessment processes as set out in paragraphs 167 to 172 of KCSIE and our own safer recruitment and selection policy. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

If staff are deployed from another education or children's workforce setting to work in our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic. This means that we will risk assess the movement of staff and seek written assurances from the current employer that the individual has undergone all the safer recruitment required checks as set out in Part 3 of KCSIE and there are no concerns about their suitability to work with children.

At Unity Federation we will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult in accordance with 'Keeping Children Safe in Education' (2020). We will also continue to make referrals to the Teaching Regulation Agency (TRA) in line with statutory guidance and understand that during the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk .

Whilst acknowledging the challenge of the current environment, Unity Federation we understand that it is essential from a safeguarding perspective that, on any given day, we are aware of which staff/volunteers will be in the school, and that appropriate checks have been carried out. We will continue to keep the single central record (SCR) up to date and use this as a means to log everyone that will be working or volunteering in our school or college on any given day, including any staff who may be on loan from other institutions. The SCR will also be used to log details of any risk assessments carried out on volunteers and staff on loan from elsewhere.

5.9 Children moving schools and colleges

Whilst we will endeavour to keep our school open, in some circumstances our pupils may need to attend another setting. In order to support children attending another setting during this time, the DSL will endeavour to contact the DSL at the receiving school to provide any relevant welfare and child protection information including any arrangements in place to support them. We will continue to pay regard to data protection and GDPR but these do not prevent the sharing of information for the purposes of keeping children safe.

As a minimum, we will ensure that the receiving setting has access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is). This will ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable. Where it is not possible for this exchange of information to occur between DSLs the identified senior leaders will take responsibility for this.

5.10 Online Safety

At Unity Federation we recognise that it is more important than ever that we provide a safe environment for pupils including online. We will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online via our IT systems and/or recommended resources.

The safety of pupils when they are asked to work online is of paramount importance. The same principles as set out our staff code of conduct must be applied to all online teaching. All staff should ensure that they have read the staff code of conduct and associated safer working practice guidance

and DfE guidance Safeguarding and remote education during coronavirus Covid 19 and are clear about the acceptable use of technologies, staff pupil/student relationships and communication including the use of social media.

We will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

We will ensure that children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes to key school staff, we will also signpost children to age appropriate practical support from external organisations such as:

- Childline - for support
- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse

We will also communicate with parents to reinforce the importance of children being safe online. We will ensure that parents and carers are aware of what their children are being asked to do online, including the sites they will asked to access as well as who from the school or college (if anyone) their child is going to be interacting with online.

Where parents and carers choose to supplement the school's online offer with support from online companies and in some cases individual tutors, we will emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

We will signpost parents and carers to advice what will help them keep their children safe online including:

- Internet matters - for support for parents and carers to keep their children safe online
- London Grid for Learning - for support for parents and carers to keep their children safe online
- Net-aware - for support for parents and careers from the NSPCC
- Parent info - for support for parents and carers to keep their children safe online
- Thinkuknow - for advice from the National Crime Agency to stay safe online
- UK Safer Internet Centre - advice for parents and carers
- Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.
- Let's Talk About It has advice for parents and carers to keep children safe from online radicalisation.

5.11 Mental Health

At Unity Federation we recognise that negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. As more children return to school, we will ensure appropriate support is in place for them.

We will ensure that staff understand that mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. DSLs will make reference to the DfE guidance Mental health and behaviour in schools to help identify children who might need additional support, and to put this support in place.

6 Remote Learning Accessibility

- SEESAW and Purple Mash are secure sites that require a login process to access learning. Pupils will be allocated login details shared with parents to do this securely and safely;
- Staff have access to the full platform to monitor and approve comments, feedback and sharing of work;
- Heads of School act as administrators for their academies chosen platform and follow all acceptable ICT use Policies and procedures in ensuring the platforms remain secure and protected;
- Pupils requiring printed copies of work need to request this through their parent in a direct email or telephone message to the Class Teacher by the Thursday of each week to then enable printing and distribution by the Friday;
- Staff will set work in a learning sequence as far as possible, using a range of online resources, videos etc. They will NOT provide live lesson streaming as a safeguarding measure for themselves;
- Staff will post work either daily by 6pm for the next day or in weekly blocks using the daily distribution options for parent and pupil access to the platform;

7 Remote Learning Content Expectation

- Daily phonics or spellings (with video clips to aid the teaching of this, links to games and activities where possible);
- Daily English including writing and grammar over the learning sequence (using Talk for Writing resources and other – hyperlinks to online stories where possible);
- Daily Maths including practical, concrete and abstract learning, supported by basic number skills counting or times tables (using White Rose Maths Hub online resources and other games and websites);
- Science and/ or Topic – with a focus on the long term curriculum plan. This can be creative practical, fun!
- Daily reading;
- Any additional challenge is at the academy or teacher discretion – this may be a daily physical challenge or weekly family project e.g. cooking.

Policies to Read in Conjunction with this Policy

- Acceptable use of ICT Policy
- E-safety Policy
- Safeguarding Policy

- Teaching for Learning Policy
- Marking & Feedback Guidance 2019-20
- Staff Conduct Policy

8 Review

This policy will be reviewed as the circumstances and guidance is updated by the UK Government or DFE that may lead to a local lockdown or if a positive covid case occurs and a bubble has to close. When it is reviewed then this will be approved by the local governing body as appropriate.

Appendix 1

National Online Safety®
#WakeUpWednesday

10 TOP TIPS
REMOTE LEARNING FOR TEACHERS

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For school staff and teachers, there is a lot to consider and planning is key to ensuring a smooth transition from classroom to home. That's why we've created these top tips to help school staff ensure they deliver the most secure and safest remote learning experience they can, both for themselves and their students.

1) Familiarise yourself with the relevant policies

Whilst remote learning might be unchartered territory for you and your school, ensure you still adhere with the relevant policies around safeguarding, acceptable use, data protection, student behaviour and online conduct, for example.

2) Consider your surroundings

The use of webcams, video and live streaming must be done with careful thought. Ensure the positioning of any camera is in an open space with a plain background if possible and with no personal information on display. Avoid bedrooms.

3) Create and disseminate a clear distance learning policy and guidance

This is important so that parents and pupils are clear as to what is expected of you, including around behaviour and conduct. It will also provide them with a level of confidence and reassurance.

4) Only use school approved platforms and communication channels

Make sure that you keep to communicating through official outlets, such as your school online portals or assigned email addresses. Never communicate using personal emails or numbers and refrain from communicating outside of school hours.

5) Maintain professional dress at all times

Treat any online lesson the same as delivering a lesson in the classroom. Maintain a professional image and never wear anything inappropriate or revealing. Encourage your students to also wear their school uniform.

6) Distribute a class timetable/schedule for remote learning

CLASS SCHEDULE

This will help to maintain a structure and lesson plan to classes. Include the frequency of lessons, duration, how they will be delivered, times for online and offline learning and any links. This will give parents a sense of structure and reassurance around lesson delivery.

7) Ensure you use the correct/ appropriate technology

Remote learning will mean that you will need to employ the right technology and software to ensure that students are able to access learning in the safest and most secure way. Look to distribute a list of safe apps and software that are secure and won't raise any safeguarding concerns.

8) Protect personal data

Only use appropriate systems and software that require email and password login. It's always best-practice to only use school-provided email addresses.

9) Consider the needs of SEND pupils and vulnerable learners

It's important to try and accommodate all students, including children with SEND or those who are more vulnerable, and take into account different levels of learning.

10) Try to make lessons fun and engaging and encourage regular feedback

LOL!

Remote learning is a fantastic way to be imaginative with teaching and learning and a great way to encourage independent thinking. Try to encourage a two-way flow of communication with parents and students to help maintain transparency and confidence in the learning process.

Appendix 2

#WakeUpWednesday

10 TOP TIPS

REMOTE LEARNING FOR CHILDREN

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For students, it's the perfect way to ensure they still get the education they need, despite not being at school. However it also requires a level of discipline and careful planning. That's why we've created this guide to help pupils understand different aspects of remote learning and to support them in ensuring their experience is as safe and secure as it can be.

1) Treat remote learning the same as classroom learning

Despite being at home, it's important to remember the same rules apply as being in the classroom, particularly in respect of behavior and conduct. Focus on learning and don't get distracted by your surroundings.

2) Use classroom language

If you are encouraged to communicate through emails and online messages, don't use shorthand text speak and write as though you would speak in class. Remember to be respectful and polite and avoid positing negative comments or spamming the chat.

3) Take regular screen breaks

Whilst remote learning might be an exciting experience to begin with, having prolonged periods of time in front of a screen isn't always healthy. Remember to have regular screen breaks where possible and in your spare time, try to get some fresh air and enjoy other activities away from electronic devices.

4) Always conduct video learning in an open space at home

To get the best experience from remote learning, it's important to create the right environment around you. Try to set up a mock 'classroom desk' at home in an open space so parents can supervise if necessary. Avoid bedrooms as this could be considered inappropriate.

5) Only communicate through approved school portals and platforms

It's important that you send messages and any pictures or images required for class through approved school channels, such as internal learning portals or approved platforms. This will help to keep your personal information safe and secure.

6) Stick to teacher rules and guidelines around online learning

Your school should issue you with guidance around remote learning and the rules to follow. Always maintain classroom behaviour and try to remember that you are in a learning environment and not a social setting.

7) Dress in school uniform

As part of your learning environment, try to maintain school uniform/dress. This will help as part of replicating classroom learning in the home. Try to avoid wearing anything too casual as this could be deemed inappropriate for school.

8) Don't share passwords or other sensitive information

In order begin your online lessons or to gain access to learning materials, you may be provided with login details and passwords. In the same way you keep your personal details private, always keep these safe and never share them with others.

9) Don't use school platforms to discuss personal matters

It's important to keep your school communication channels separate from your own personal communication with friends and family. Don't be tempted to engage in casual discussions or send images, videos or links via official school apps or platforms that aren't associated with your learning.

10) Look after your mental health and wellbeing

Remote learning ultimately means working alone and missing out on daily social interaction with your friends. If you ever feel frustrated, low or sad, it's important to discuss how you feel with your parents or your teacher. Keeping in touch with friends over the phone or on social media can also help to keep your spirits up.

Appendix 3

National Online Safety
#WakeUpWednesday

10 TOP TIPS
REMOTE LEARNING FOR PARENTS

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For parents and carers, the idea of remote learning isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote learning experience.

1) Take an active interest in your child's learning

As a parent or carer, remote learning will be a new concept for your child and there are bound to be a few teething problems to start with. Take an active interest in their learning and help support them whenever they need a helping hand.

2) Monitor your child's communication and online activity

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.

3) Establish a daily schedule and routine

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.

4) Encourage screen breaks away from devices

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teacher's will invariably advise on screen breaks however it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.

5) Ensure your learning device is in a public space in the home

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.

6) Implement safety controls and privacy restrictions on apps and software

Dependant on how your school implements remote learning, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.

7) Ensure your child only uses official school communication channels

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.

8) Familiarise yourself with relevant school policies

Schools should have a policy on remote learning and direction that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.

9) Maintain feedback with teachers

Engage in communication with teachers where possible and try to feed back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.

10) Monitor your child's wellbeing and mental health

Remote learning will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as you can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends everyday might take its toll.