



St Ann's CE Primary School

Remote Education Policy

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Owner: CEO/Directors

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We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:

Article 3 (best interest of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 15 (freedom of association) Every child has the right to meet with other children

Article 16 (right to privacy) Every child has the right to privacy.

Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and others cultures, and the environment.

for more information on the convention and the rights of each child visit: <http://www.unicef.org.uk/>.

INCLUSION STATEMENT

At Rainhill St Ann's Church of England Primary School we are committed to overcoming all barriers to learning and raising standards in all aspects of school life. We aim to promote inclusivity as an integral aspect of our school development, permeating all our policies, in order to increase the learning and participation of all our pupils. We recognise and value the varied life experiences and needs of our children. Our school is one in which the teaching, learning, achievements, attitudes and well-being of each child matters. We are committed to ensuring that school practice reflects our inclusive aims by utilising resources both within the school and the Local Community, by responding to diversity and by nurturing an understanding of difference with our staff and children. The school strives to establish inclusive values by having high expectations for all pupils, by valuing all children and through the sharing of the same philosophy by all staff, governors and parents alike.

CONTENTS

SCENARIOS WHERE REMOTE EDUCATION WILL BE PROVIDED.....	3
REMOTE LEARNING VALUES.....	4
REMOTE LEARNING SYSTEM AND SOFTWARE	5
MICROSOFT TEAMS FOR REMOTE LEARNING OVERVIEW	5
BARRIERS TO REMOTE LEARNING.....	8
TEACHING AND LEARNING	10
FEEDBACK AND ASSESSMENT	11
LIVE LESSONS	12
SMALL GROUP WORK AND 1:1 SESSIONS	16
USING SUPPORT STAFF DURING REMOTE LEARNING.....	17
STUDENT AND PARENT EXPECTATIONS.....	18
SYNCHRONOUS LEARNERS.....	20
ASYNCHRONOUS LEARNERS	20
PAPER PACK DROP-OFFS AND COLLECTIONS	21
SCREEN TIME.....	21
E-SAFETY	22
MENTAL HEALTH AND WELLBEING	23
MONITORING.....	23
REMOTE LEARNING OVERVIEW DOCUMENT	24
FIRST DAY RESPONSE.....	24

PURPOSE

At St Ann's Church of England Primary School, we know that the priority should always be to deliver high-quality face-to-face education to all pupils and that remote education should only ever be considered as a short-term measure and as a last resort where in person attendance is not possible.

Delivery of remote education enables students to continue to learn and progress and mitigates any widening of attainment gaps between the most disadvantaged and others nationally. It also ensures contact with peers and teachers is maintained, so that children continue to feel included in the school community, which is especially important for the most disadvantaged

This policy outlines how St Ann's meet statutory requirements in relation to remote education; our procedures and expectations for staff, pupils and parents; and also act as working document which can be used to address queries in relation to remote education in a consistent way across the school.

SCENARIOS WHERE REMOTE EDUCATION WILL BE PROVIDED

Attendance is mandatory for all pupils of compulsory school age but schools will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- occasions when the Headteacher decides that it is not possible for school to open safely, or that opening would contradict guidance from local or central government
- occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example pupils with an infectious illness

In these circumstances pupils should have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.

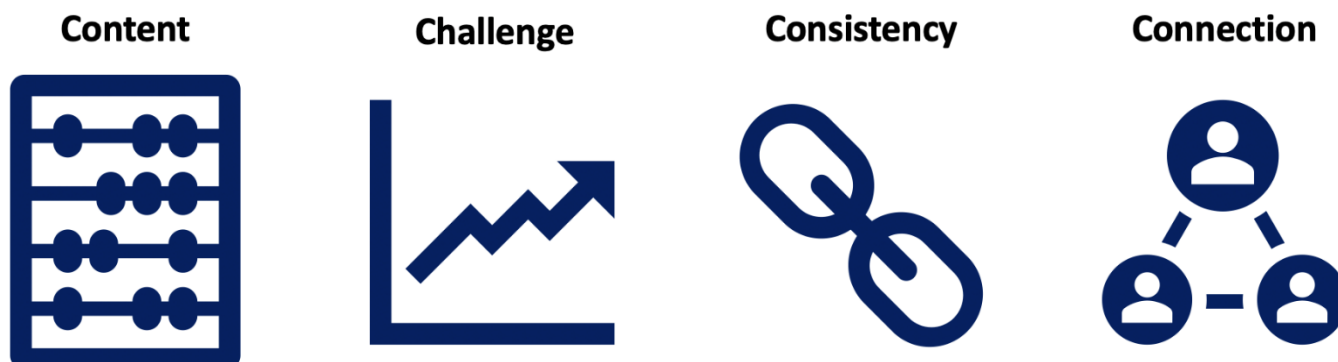
Where needed, school will provide remote education equivalent in length to the core teaching pupils would receive in school and including recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently.

The Government consider good practice to be:

- 3 hours a day on average across the cohort for key stage 1, with less for younger children
- 4 hours a day for key stage 2
- 5 hours a day for key stages 3 and 4

REMOTE LEARNING VALUES

Our approach to remote learning at St Ann's is underpinned by four key values:



These values summarise the key components of remote learning best practice, and are the key areas in which we strive to ensure our remote learning system excels in.

Content – The lessons and lesson materials provided in our remote learning should match the outstanding standard of those used within school. The lessons should follow a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations. It will encompass online tools that will be consistently used across the school in order to allow interaction, assessment and feedback. Knowledge and skills will build incrementally, with a good level of clarity about what is intended to be taught and practised in each subject and will be of equivalent length to the core teaching pupils would receive in school, including daily contact with teachers.

Challenge – Teachers will set meaningful and ambitious work each day in a number of different subjects, replicating the student's in-school timetable as closely as possible. The system will enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding or creating higher-order thinking challenges to stretch those students who require it. We recognise that younger pupils and some pupils with SEN/D may not be able to access remote education without adult support and so as part of our provision we will work with families to deliver a broad and ambitious curriculum delivered in a flexible manner.

Consistency – The delivery and style of remote learning will remain consistent across classes, cohorts and key stages. By doing this, we can guarantee the same high-quality, remote learning experience for every student at St Ann's. Our remote learning procedures will be explicitly taught during in-school class hours to ensure that, should the need arise, the transition to remote education is as seamless as possible, minimising the amount of lost learning time. Behaviour, punctuality, attendance and work expectations will remain the same as in school: remote

learning is in place to ensure that no further learning time is lost, and it is paramount that all the curriculum for all students continue, wherever they may be learning from.

Connection – Research shows that engagement and productivity of remote learning increases when the learning is centred around connection and communication. This can be both between teachers and students, and amongst peers. We know the importance of interaction (both academic and social) and the distinct lack of interaction students may have had following lockdown. Our system will have teacher-to-student interaction at its very core, with guidance, feedback and pastoral support available throughout the school day. There will also be a large focus on peer communication, with moderated chat channels for pupils to talk to each other, and live lessons which will allow students to see and hear both their classmates and teachers.

REMOTE LEARNING SYSTEM AND SOFTWARE

St Ann's uses Microsoft Teams as its remote learning platform. The software can easily be installed on computers, laptops, tablets and smart phones as integrates well with the school's existing Microsoft 365 package.

All students are assigned their own unique Three Saints Academy email and password which grants them access to their own class' Teams home page.

Video guidance on how to install MS Teams can be found here: <https://youtu.be/UOyIRsQoQJU>

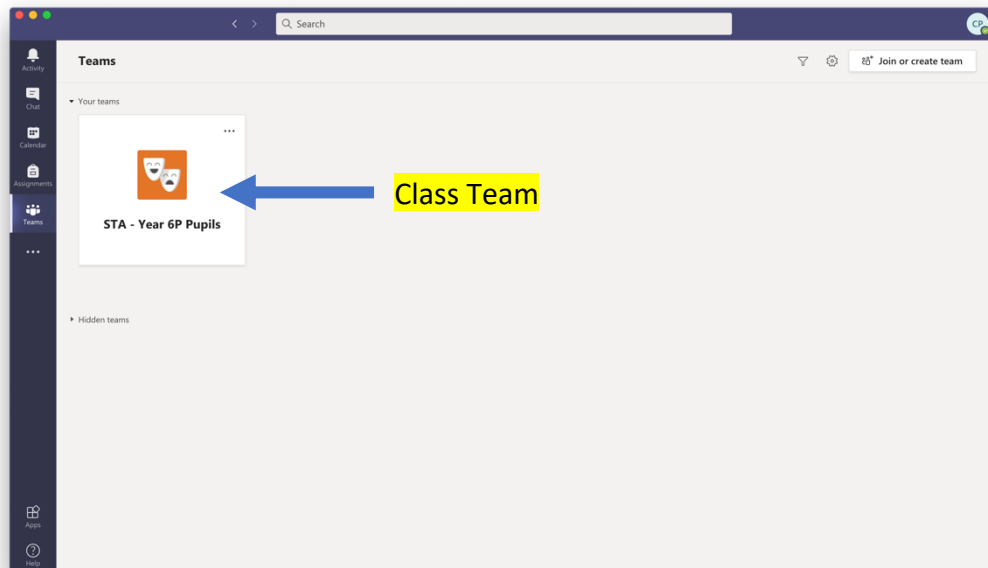
MICROSOFT TEAMS FOR REMOTE LEARNING OVERVIEW

All students are provided with their own MS Teams login details as they enter Year 1, and will be accessing MS Teams weekly to collect spellings, homework and to complete simple tasks to help them become familiar with the system and its interface.

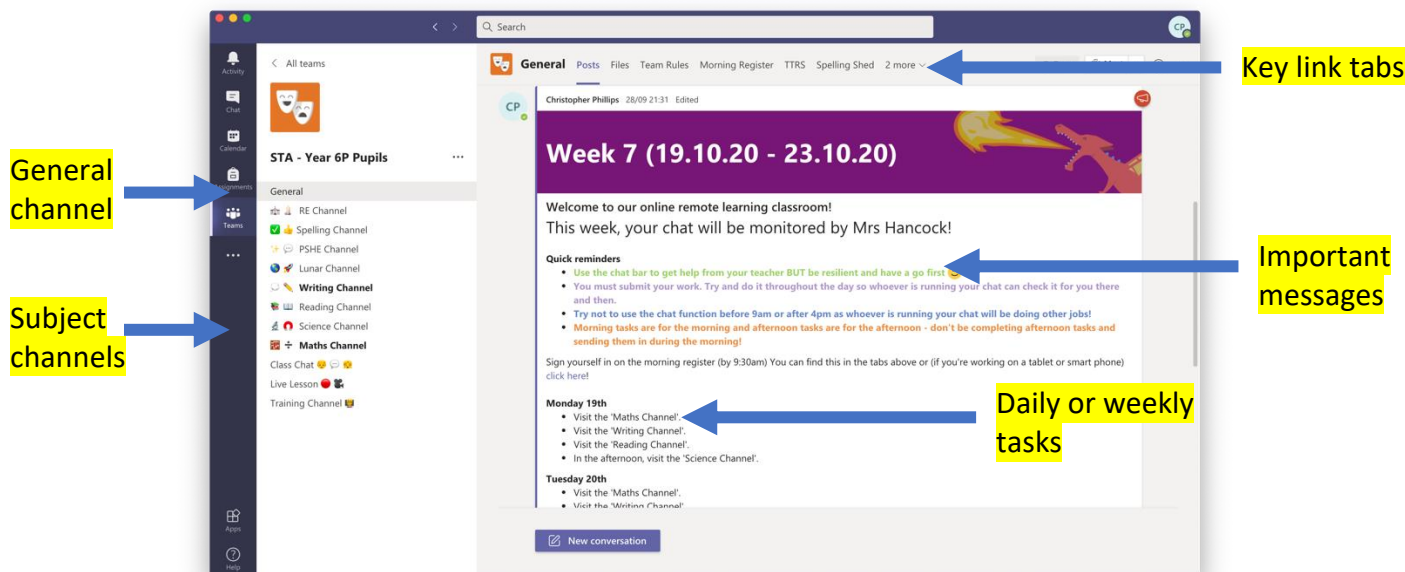
Should a student, class or cohort need to begin remote learning, their learning should be available immediately. Teachers must ensure daily lesson materials are uploaded onto Teams at all times to allow for this. There should be no delay between a child being absent from school and access to their work on MS Teams.

When students log onto to MS Teams, they will be presented with their Team home page. Clicking into the home page will open up the Team's 'General Channel'. This acts as a home screen and is where the weekly or daily announcements will be posted to inform students of what lessons they must complete.

If students are working on a laptop or computer, the 'General Channel' may include useful links to online platforms that may support learning, such as Times Table Rockstars, Bug Club, Spelling Shed and NumBots. There may also be tabs for the morning register and class rules for the use of MS Teams. If students are working on a smart phone or tablet, teachers will include required links into the text of the announcement for easy access.

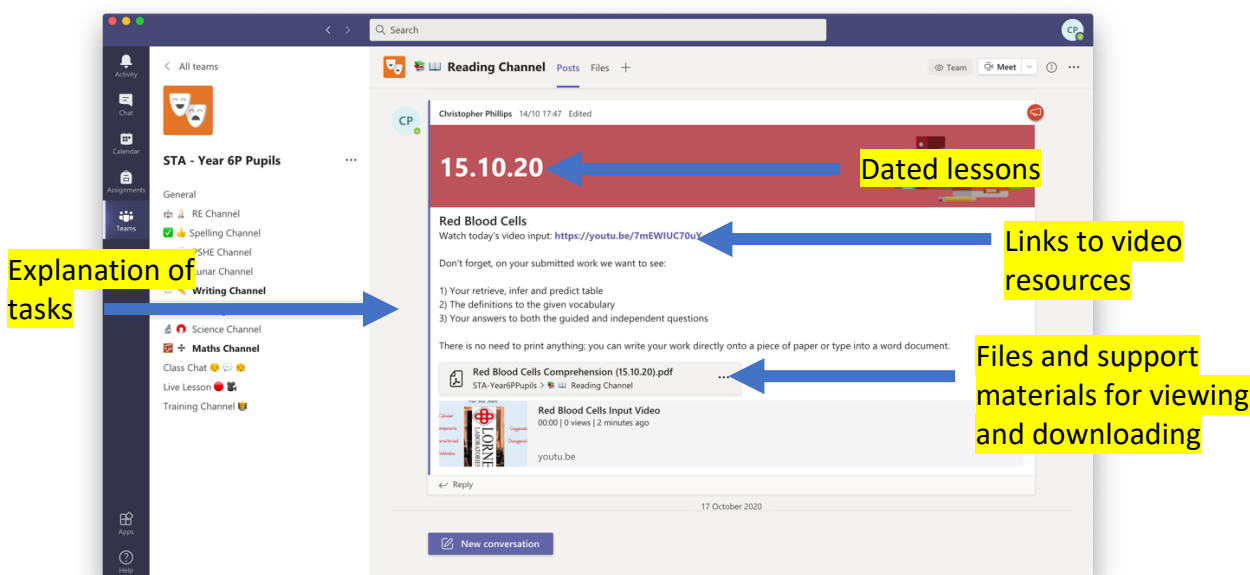


The daily or weekly announcement on the 'General Channel' will inform students of which other subject channels they need to visit, when they should complete the work, and in what order they should look to do it. It will also inform them of any key messages or live lessons that are happening that day.



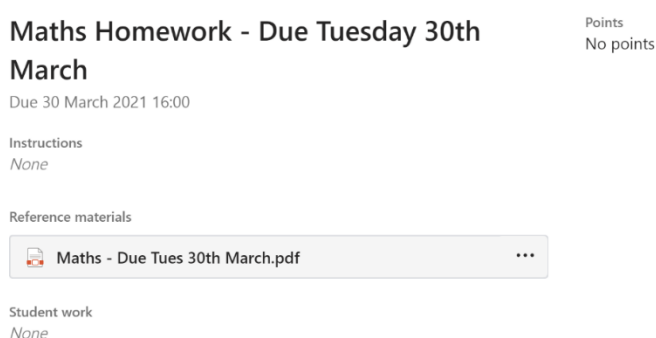
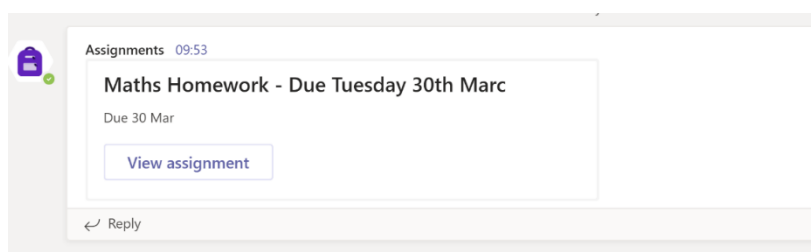
Upon checking what lessons are due to be completed, students will need to access the identified subject channels. For example, they may be told to visit the 'Reading Channel' to complete a set comprehension.

When they click on the subject channel, the channel will have dated lessons for students to access with all files and video support materials attached.



Video materials are provided as YouTube links so they can be easily viewed on a range of devices, and support materials are provided in PDF format for easy viewing and distribution. There are no expectations for students/parents to print any resources, and all teaching materials should provide suggestions on how the work could be set out on blank paper or on a typed word document.

Once work has been completed, it can be submitted via the assignment box or the assignment tab.



Within the assignment function, your child can submit work to their teacher as well as receiving feedback

BARRIERS TO REMOTE LEARNING

Created using Novak Education's Flowchart for Reducing Barriers to Remote Learning

Barrier	
Do all students have access to a device?	Yes: If all students have devices, there are opportunities to provide digital text and numerous choices for them to learn, even if the internet is not available. It is important to remember that some students may still benefit from hard copies of resources and manipulatives so these may still need to be provided.
	No: <ul style="list-style-type: none"> - School will loan out Government funded or school owned Chrome Books or i-pads for students with no devices or lack of devices - Paper copies of resources can be made available for collection or delivery (this will only ever be the case if school have no more devices to loan out)
Do all students have access to the internet?	Yes: There is a great opportunity to leverage digital tools and texts to provide a universally designed learning experience (like that provided by MS Teams). It is important to provide clear standards, daily/weekly

	<p>agendas and numerous opportunities for students to get feedback on their learning.</p> <p>No:</p> <ul style="list-style-type: none"> - Provide routers and sim cards for families without the internet - Use St Helens council hot spots. - Create weekly lesson plans and resources on USB drives that be distributed via collection or delivery. - Paper copies of resources can be made available for collection or delivery.
Does the remote learning system cater for asynchronous learners?	<p>Yes: Having the option of asynchronous learning is critical to embrace the variability of our students, their families and their ability to learn at a specific time when we cannot account for many variables at home.</p> <p>No:</p> <ul style="list-style-type: none"> - Encourage synchronous instruction but post all learning in a learning management system so all learning have options to access learning when they can. - Survey parents/students to find when lessons may best work for their schedules (in relation to Live Lessons).
Do students have academic support at home?	<p>Yes: Some students will have support at home but these students will often have significant privileges not afforded to some other learners. The Hechinger Report specifically states the strain the remote learning puts on single-parent families, low-income families and those without flexible jobs.</p> <p>No:</p> <ul style="list-style-type: none"> - Hold 'office hours' via phone or internet throughout the day for students who may be struggling. - Consider offering both synchronous and asynchronous education options. - Use support staff to facility learning to at-risk individuals.
Are students making progress toward ARE academic standards?	<p>Yes: It is important to share this progress with students and their families. Frequent feedback is key to help students grow as learners.</p> <p>No:</p> <ul style="list-style-type: none"> - Conduct frequent assessments of student progress so supplemental support can be provided to learners who need the mood intervention. - Create robust feedback loops with students and families so plans are consistently reviewed to inform decision making.

TEACHING AND LEARNING

In order to meet our key values of content, challenge, consistency and connection, there are some principles of remote teaching and learning that all teaching at St Ann's follow. Of course, there will be flexibility in order for staff to cater for SEN/D students, vulnerable students or students with barriers to remote education; however, these principles should be seen across all remote learning at school.

Principle	Details/Examples
Work mirroring that of the classroom curriculum will be available on Teams daily.	As discussed earlier, government guidance states that all remote learning should be available immediately. In worst case scenario, a student who is sent home during the morning should be able to access their afternoon lessons on MS Teams. Staff should consider how the uploading and creation of remote learning resources can be included in their regular planning time.
Hybrid approach of live and recorded lessons	There are benefits to both live and recorded lessons, and therefore students' experience of remote education will include a balance of the two.
Videos with either teacher's face or teacher's voice should be available for every lesson.	Parents have commented throughout the various phases of remote learning that we have gone through since March 2020 that they feel uncomfortable explaining work in case it is not how the teacher would explain it. All videos should have verbal explanations (ideally with a video of the teacher's face) to maximise independence with work and to ensure good levels of connection for students.
Resources should be provided in PDF format along with verbal or written instruction regarding presentation.	PDF formats work best for additional resources as their formatting can't be edited. They are also the most viewable format type across a range of devices. However, for many students, they will not be able to work directly onto a PDF document. Therefore, all resources should be used to scaffold learning and prompt thinking, rather than simply being a template to fill in. During teacher video inputs, staff should give students various options on how to lay the work out (specifically mentioning options for those working on paper and those typing into blank word documents).
There should be no expectation for work to be printed and this must be explicitly stated.	Overcoming the technology barriers is an extremely costly process and can turn many parents/students away from remote learning. Reducing the expectation for students to have additional devices or processes at home will ensure that a further technology divide is not created.
Understand that remote learning should involve as little parental involvement as possible.	While this will vary in EYFS & KS1 and for students with additional needs, for the majority, independence should be promoted to both the students and parents. It is key that staff communicate with

	parents (both prior to and during remote learning) that students should be solely relying on the school staff to support them. This can be done in a variety of ways; however, staff will not know a child requires support unless they are contacted.
Affirming the remote learning expectations through phone calls.	The world of remote learning is relatively new to everyone involved, and because of this, many students and parents may be unclear of the school's high expectations when it comes to working remotely. Ensure that phone calls are made to parents if attendance, communication or work quality slips is crucial in early intervention and support. It may be that a child requires alternative or additional provision, and it is school's responsibility to identify this as soon as possible and put the provision in place.
Cater for all abilities within your class.	Taking the above into account, it is more important than ever to ensure that differentiated worksheets and video inputs are provided to those students who require them, in order to allow them to engage most effectively with remote learning. Differentiation could simply mean alternative layouts, wordings or slightly tweaked question styles. If children are being grouped then emailing parents to notify them of which group their child is in will help to open up the appropriate resource/video e.g. phonics/spellings groups.
Additional support for funded children is still required and should be visible within remote teaching and learning.	Teaching and support staff can provide additional support to funded students through phone and video calls via MS Teams. These calls can act as check-ups and live lesson introductions. Each child's needs will be slightly different, and through working with the remote learning key teacher and class staff, each child should have a personalised approach to best support their remote learning.

FEEDBACK AND ASSESSMENT

The use of continuous assessment and high-quality feedback is just as important in remote learning as it is in the regular classroom setting. The way in which this is delivered may be different during remote learning; however, the key principles of timely, personal, and used as a way to move learning forward still stand.

Principle	Details/Examples
Feedback should be timely	If students submit their work or a question during the school hours (9am – 3:30pm), then students should expect to receive feedback/support in a timely fashion (at least by the next day).

Feedback should be clear and use the appropriate media to get the best results	<p>Receiving feedback via a screen is a new challenge for our students. It is important that feedback and expectations are communicated clearly. In order to best achieve this, staff should consider the best way that particular feedback should be given:</p> <ul style="list-style-type: none"> - Written feedback (via assignments feedback) - Video feedback (1:1 or group video calls)
Feedback should challenge and progress learning	<p>Teachers should identify misconceptions in work and provide students with feedback and additional practise questions (which can all be done via the chat rather than creating new PDF resources); they could provide extension and challenge tasks; or they could provide personalised videos.</p>
Feedback should not consist of solely positive affirmations.	<p>There should be a minimal use of acknowledgement only comments in students' feedback. While positive affirmations, stickers and GIF messages will encourage the student, in order to ensure learning is progressing at an appropriate rate, students must be challenged and accountable for their work quality. If school staff accept a lower standard of work, then students will mirror this expectation and produce lower standards of work.</p>
Teachers should keep a record of how students are doing and where work has not been submitted.	<p>Teachers should use the official daily check sheet to track student attainment and progress during remote education. At the end of each period of isolation for either individual, groups or whole class of children the Tracking of Remote Education document must be completed. Teachers' daily tracking will allow enable this to be completed efficiently.</p>
Assessments made by teachers should be acted upon during remote learning time.	<p>When students are identified as not meeting expectation in lessons, it is the teacher's responsibility to put suitable provision and intervention in place to support their learning. This could be done, as discussed above, through addition resources or written/verbal/video feedback. Teaching staff and support staff may also make use the of the 'Schedule A Meeting' function to organise a video call between a small group of students or make a phone/video call to a single student.</p>
Work submitted should be stored on MS Teams.	<p>Work submitted via assignments are stored automatically. However, should a student send work in via email or paper drop off, this will need to be submitted onto the assignments tab by the teacher to ensure all work is collated.</p>

LIVE LESSONS

The remote learning provision that MS Teams provides and the procedures that are in place at St Ann's offers a high-quality learning environment; however, we know that nothing compares to direct instruction from the class teacher.

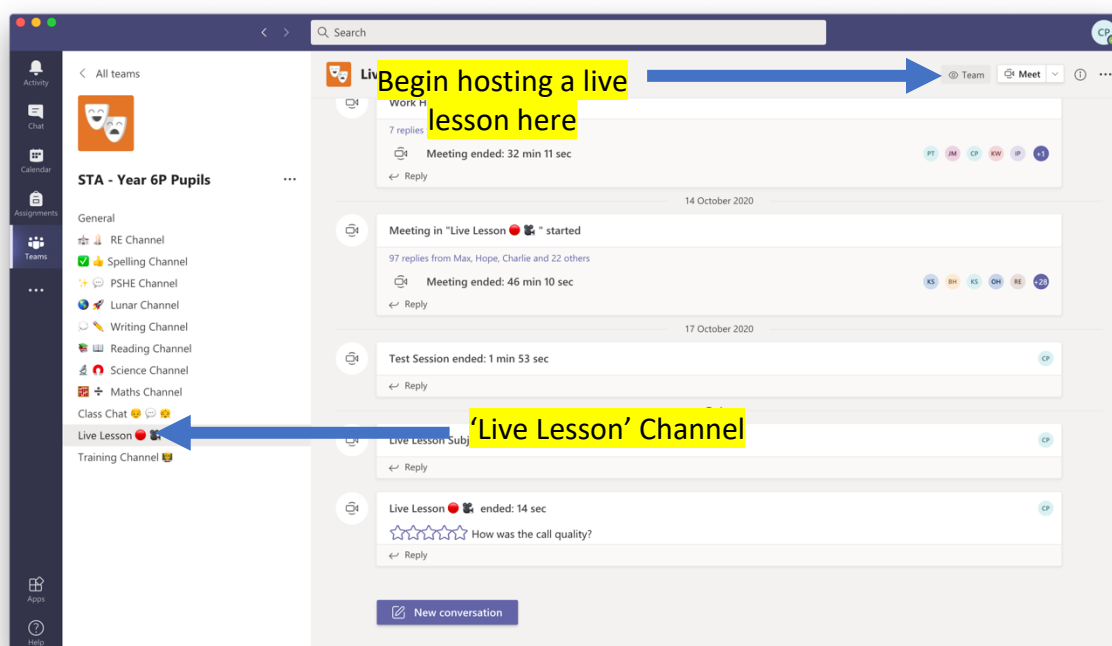
Daily live lessons are a key component of the remote learning strategy as they allow in-the-moment questioning and assessment of student understanding, as well as the flexibility to differentiate and provide support instantly.

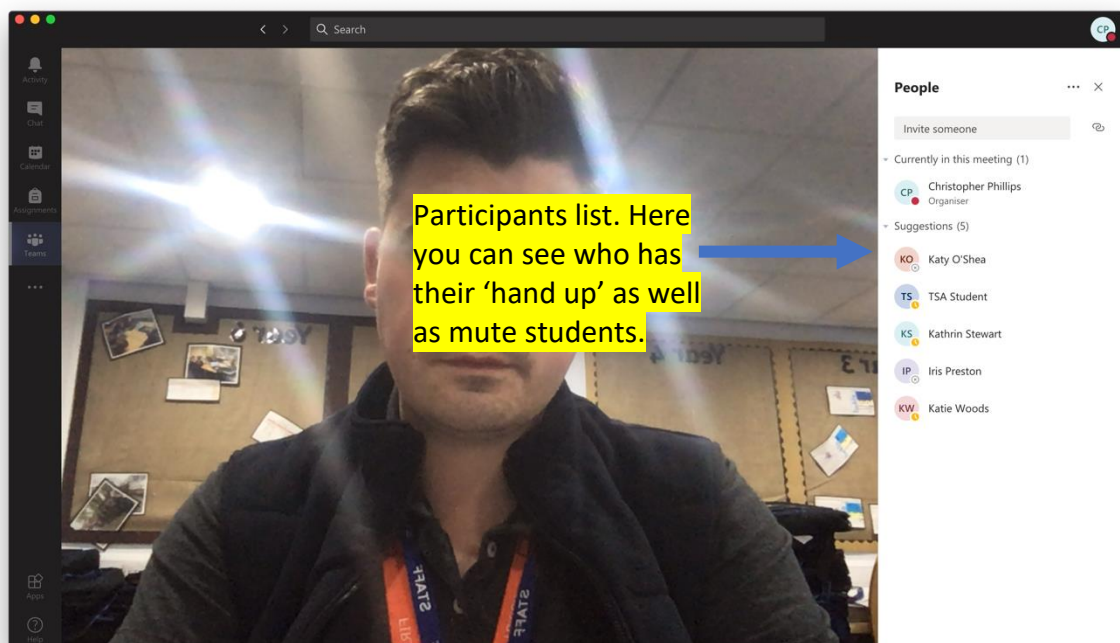
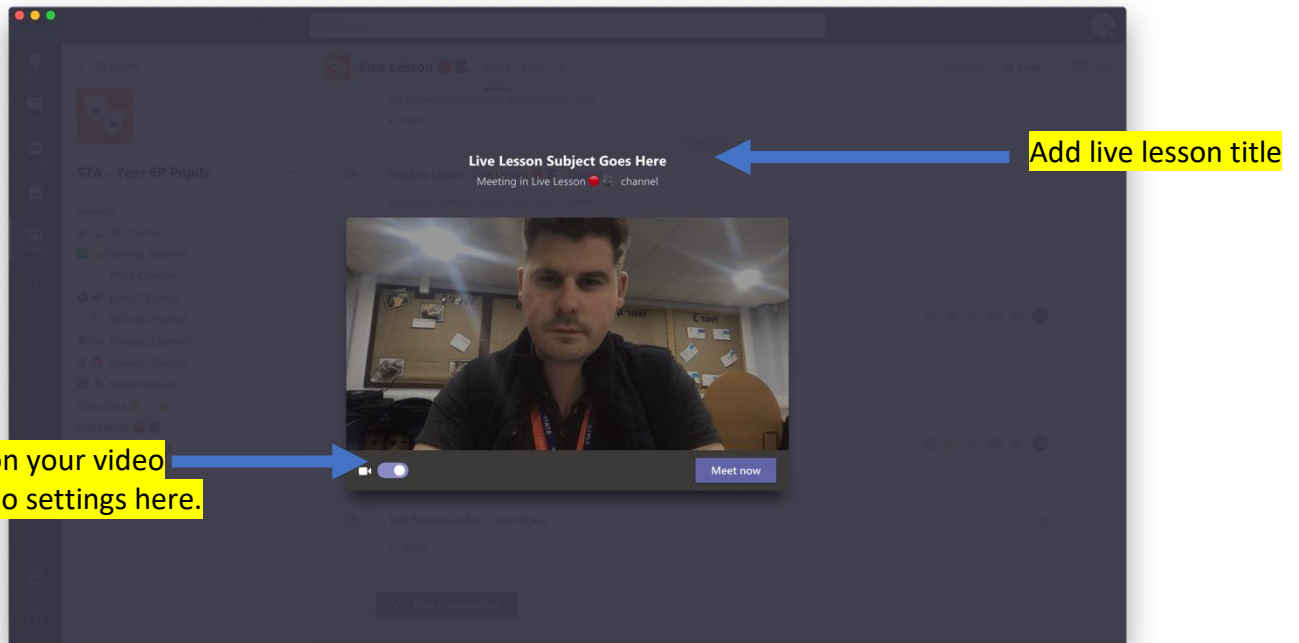
Live lessons should be communicated well to students (via the general daily/weekly announcement) and should consist of a 10 to 15 minutes short live introduction, followed by a 10 to 15-minute demonstration for students who are still unsure (those students who are confident can log off before the demonstration begins).

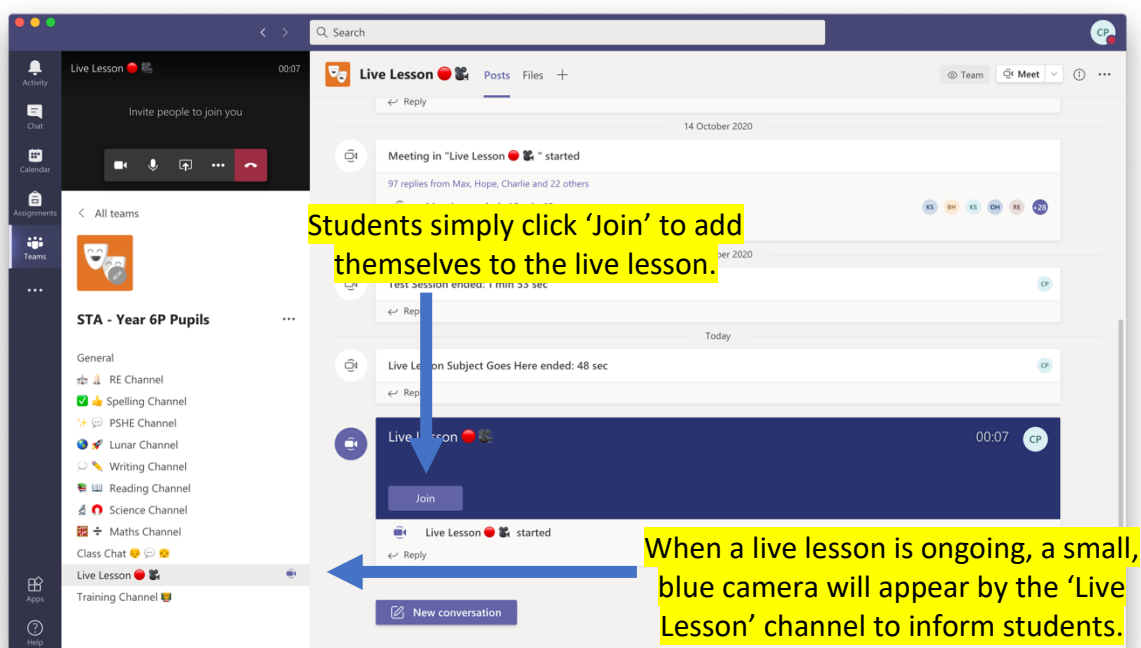
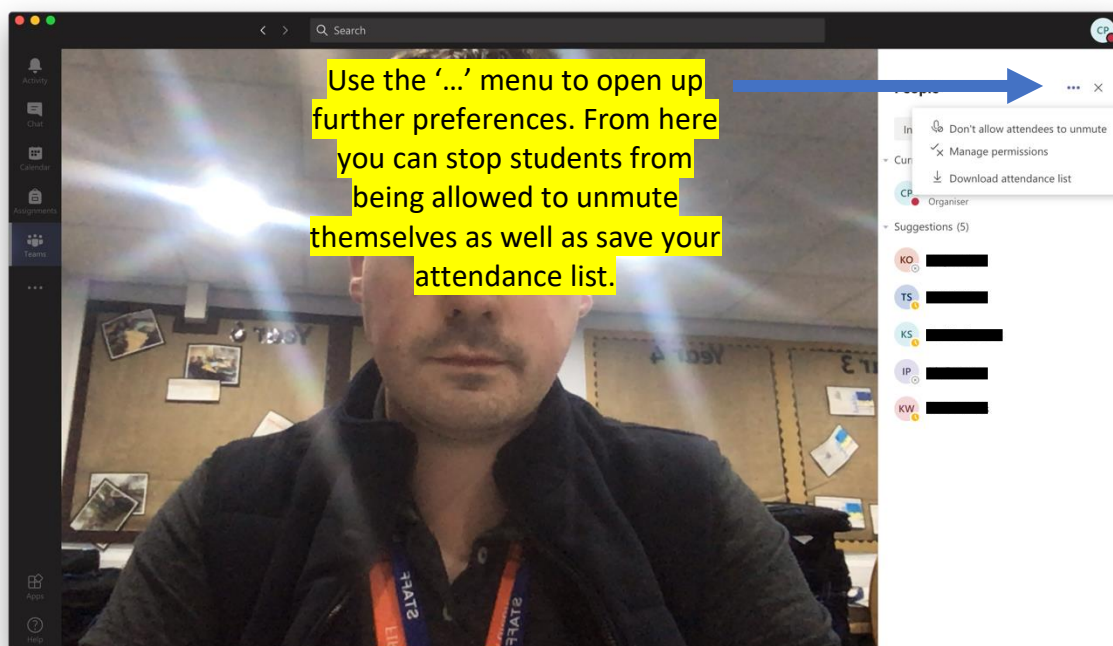
Live lessons should be hosted at least once a day from the 'Live Lessons' channel on the subject that the class teacher believes most support will be needed in.

- **All live lessons need to be recorded for safeguarding and equal opportunity purposes.**
- **At the end of every live lesson, the attendance record should be downloaded for safeguarding purposes.**

See video guidance below for further information on how to do this.







This is a brief overview of the Live Lesson and Group Call functionality on MS Teams. Please watch the following video for further information:

<https://youtu.be/vHSWk4Syvs>

There are three types of live lessons:

Live lessons at home: While a child is engaging in remote education there will be opportunities for the child to join in with live lessons. In order to ensure the live lesson is made available to any child who isn't able to join at the 'live' time, all live lessons will be recorded using MS Teams. The same procedure also applies when staff video call children using the chat facility on MS Teams.

Live lessons to the classroom: In the case where staff members are absent from school and they continue to teach live lessons, any child who is also absent from school will be encouraged to watch the live lesson as part of their remote education. This lesson will be recorded in the same way as above. In this situation pupils will not be on the camera, as the lesson will be focused on the staff member who is at home. Pupils in the class will be heard answering and asking questions.

Live lessons in the classroom: There might be occasions where individual children are absent from school but their class teacher and class are back in school. Where this is the case, staff members will have the option to deliver a live lesson in school which will be available using the live lessons channel on MS Teams for any child who is at home. In this situation the recording software will be positioned so it focuses on the class teacher, pupils in the class will be heard answering and asking questions, and there is a possibility that they be seen on the camera due to the nature of it being a recorded lesson in a classroom.

When engaging with live lessons from home it is the responsibility of parents/carers to ensure their child's camera is turned on/off (depending on parental consent). All live lessons will be recorded and all recordings will be available on MSTEAMs for any child who wishes to watch the lesson again or at a later date. It is important that all parents/carers understand the situation around live lessons/video calls and that you have read and are familiar with our updated Privacy Policy and our Safeguarding Addendum

[SMALL GROUP WORK AND 1:1 SESSIONS](#)

As discussed in the 'Teaching and Learning' and 'Feedback and Assessment' sections of this document, it is crucial that students are provided with support and guidance tailored to their needs and learning journey. One of the best ways to support this is through small group video calls or 1:1 video calls.

Group and 1:1 video calls may be arranged ad-hoc as required, or may be scheduled with students ahead of time as part of their daily timetable. It is important to make sure parents/carers are aware that these calls are happening.

The above guidance can support you with the basic functionality of a video call on MS Teams.

For a group video call or 1:1 session, you may use the 'Calendar' tab to schedule a meeting between a specific group of students.

- **All group and 1:1 calls need to be recorded for safeguarding and equal opportunity purposes.**
- **At the end of every 1:1 or group call, the attendance record should be downloaded for safeguarding purposes.**

See video guidance above for further information on how to do this.

USING SUPPORT STAFF DURING REMOTE LEARNING

Whilst delivering remote education, it is important to ensure that teachers are supported on MS Teams by classroom support staff. The use of support staff during remote learning will improve learning outcomes for students, as well as working to reduce the workload of teaching staff and supporting everyone's wellbeing.

Prior to periods of isolation, it is important that support staff have:

- Familiarised themselves with this document;
- Familiarised themselves with MS Teams;
- Been added by the class teacher to their class/cohort team;
- Checked for suitable internet and computer access at home;
- Set up private chats with the class/key groups/individual students;
- Agreed with teaching staff how they will support learning during remote learning.

It may be that staff require additional training or in-school hours to become secure with their use of MS Teams. In these cases, the remote learning key teacher should be contacted so that this can be arranged.

Here are some ways that support staff can assist during remote learning:

- Review assignment submissions while teaching staff are on assigned PPA time;
- Make video/phone calls to funded students;
- Make video/phone calls to PP students and targeted students;
- Run small group interventions;

- Collate work for a differentiated resource (e.g Mrs X receives all work from students working on differentiated maths sheet 2 and gives feedback to class teacher).
- Run 1:1 or guided reading sessions;
- Run SAFMED 1:1 or small group.

This is by no means an exhaustive list, and are just some ideas which have worked so far in school.

STUDENT AND PARENT EXPECTATIONS

Consistency is one of our remote learning key values. Because of this, many of the expectations for students mirror those of our in-school expectations. Of course, with remote learning, new challenges arise, and it is vital to set expectations out for students from the earliest stages of remote learning.

Expectation	Details/Examples
Attendance	Students are expected to log in each weekday for remote learning. Absence due to illness should be communicated to the school office by a parent/carer as normal.
Punctuality	Students are expected to sign into MS Teams and sign the register by 9:30am at the latest each morning. Any students who have failed to do so will receive a call home from their class teacher to check the reason for their absence.
Work Submission	Students are expected to complete all tasks set within a day and submit their work by the end of the day. Class teachers should be informed by parents if there is a reason that students can't complete the work on a given day.
Work Missed	Any work missed, with or without a parental explanation, should be caught up on at the next possible opportunity. Teaching staff may provide students with ideas about when would be the best time to complete an overdue piece of work.
Other Functions	Students are also permitted to use 'Teams' and 'Assignment' to access and submit their work to their teacher. Any other functions such as calendar, scheduling, apps, calls or assignments are off-limits to students. Any students using these functions risk being removed from MS Teams.
Communication	Whether communicating to staff via phone or video call, or with peers via the channels, students and parents should communicate respectfully and kindly. Any students not doing so risk being removed from MS Teams.

<p style="text-align: center;">Live Lessons</p>	<p>Students are expected to enter live lessons with microphones muted. Students will only be permitted to unmute at the member of staff's request e.g. ask or answer a question or to join in with a discussion. The member of staff leading the live lesson will decide if it is appropriate for students to have their cameras on or off. This will depend on the nature of the lesson (i.e. for some lessons it will be beneficial for students to have their cameras on, during other lessons this could be a distraction). Only students with parental consent to do so, will be permitted to have their camera on. Parents/ carers of children who do not have permission to have their camera on, are responsible for ensuring their child's camera is switched off at all times. Staff will give regular reminders for children to turn their camera off, if they do not have permission.</p>
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Should students not comply with these remote learning expectations, verbal or written warning will be made first. Consistent refusal to comply will result in communication with home and involvement from the Senior Leadership Team.

If individuals within a class are off, teachers will make phone calls at the earliest possible point. If a full class are working remotely, then teaching staff should phone on the day (and ideally time) of incident (e.g. straight after the 9:30am deadline for absentees).

On the occasions where parents may need their children to not be online at certain times, teachers can make flexible arrangements with parents. For example:

- Student A's parent is a teacher who was remote teaching herself; the student couldn't access the family computer at that time. After ringing on the first day, Mum explained the situation and it was agreed that he would download the resources in the morning, and then work through them in the day. Mum would then photograph his work and send in quite late in the evening for feedback to be given the next day.
- Student B went to their Dad's halfway through isolation period and while there, did not access MS Teams. Mum requested that on this particular day (Friday) that the student was permitted not to log in and the work would be completed over the weekend ready to be submitted on the Monday.

In both situations, school made flexible arrangements which suited the parents, students and teaching staff.

School staff should be vigilant when observing attendance, punctuality and work habits over remote learning, as a decline in any of these areas could indicate a work/ technical/ safeguarding issue that needs to be addressed.

SYNCHRONOUS LEARNERS

Most students will fall under the category of synchronous learners. These are the students who are logging on during normal school hours, accessing the live lessons and completing the work with the assistant of the live teacher chat. For synchronous learners, it is expected that:

- Students will access remote learning daily. They should log in between 9am - 9:30am and log out between 3pm - 3:30pm (or when they are given permission by their class teacher);
- Students will complete and submit all work set by the end of each school day (if this is not possible for whatever reason, students/ parents must let their teacher know and a phone call may be made home to come up with a catch-up plan of action);
- Students will respond in a timely manner to teacher feedback and questions (in younger years, this may be with assistance from parents);
- Students will not miss or leave remote learning during the day (apart from on breaks and lunchtime) unless parents seek permission from the class teacher (this can be done via the teacher chat bar).

We will assume that all learners are synchronous learners and will make phone calls home should the above criteria not be met.

ASYNCHRONOUS LEARNERS

There will be some students who fall into the category of asynchronous learners for one reason or another. These are the students who are unable to log in during normal school hours and therefore can't attend live lessons or use the live chat feature for support. These students can still log into MS Teams and access the resources provided but only at a time which suits them. Students may be an asynchronous learner due to parental work commitments, technology shortages, childcare issues, or additional learning requirements.

If parents believe their child to be an asynchronous learner, then they must inform your class teacher. It is important that the work of asynchronous learners is tracked; however, staff and

parents can come to an arrangement regarding when and how the work shall be submitted. For asynchronous learners, it is expected that:

- An agreement will be made between parents/carers and the class teacher regarding when work will be completed and submitted;
- A set time and method for teacher feedback will be agreed (this may only weekly for asynchronous learners);
- Students must meet the agreed deadline and should complete all work set.

Teachers should complete the 'Asynchronous Learner Arrangement' document with details of individual arrangements made.

PAPER PACK DROP-OFFS AND COLLECTIONS

In situations where barriers to remote learning cannot be overcome (refer to the 'Remote Learning Barriers' table above), then families may be given the option of paper resource packs.

In these circumstances, just like for other asynchronous learners, a formal agreement should be made in terms of when work will be completed, how it will be returned, and when feedback will be given. This should be recorded in the 'Asynchronous Learner Arrangement' document.

SCREEN TIME

We are aware that while MS Teams is a fantastic resource to use for remote learning, it does require the students to be using a screen for a large proportion of the day. At least three times a day while remote learning, staff will ask students to log out of MS Teams and to have a break - during breaktimes (morning and afternoon) and lunchtime. These times will be identified in the daily schedule and it's important that students log out of MS Teams at these points. Teachers will not interact with students during these times, and work submissions will not be accepted.

In addition to this, where possible, school will encourage parents to reduce leisure screen time to compensate for using more screen time during remote education. There may also be opportunities throughout the day (especially during afternoon sessions), for students to complete work away from the screen (for example, they could jot down the task or questions and work away from the computer during that time).

E-SAFETY

With increased access to a computer, comes an increased need to be vigilant in terms of e-Safety. All students will access an E-Safety lesson with their teacher. This will happen at the start of each new period of remote learning to revisit key messages.

Some of the key e-safety messages that will be covered within MS Teams (age-dependent) are:

- Only to use the functions specifically set out by the school for remote learning;
- Discuss how all actions online are monitored and recorded for their safety;
- Rules regarding Live Lessons (e.g. only unmuting when asked, only have camera switched on if parental permission allows and only at the staff member's request);

Some of the key e-safety messages that we will cover about safety outside of MS Teams (age-dependent) are:

- Checking with teachers and parents before accessing unfamiliar websites;
- The risk that 'Google Searches' can pose and ways to avoid them;
- Never giving away personal information about yourself (including pictures);
- Age restrictions on social media websites and the e-safety dangers linked with having profiles;
- Behave and communicate with others as you would do in school (the internet does not offer the anonymity that most people assume it does);
- Not everything that is posted or said online is true or factually correct;
- Your digital footprint.

MENTAL HEALTH AND WELLBEING

During remote education, St Ann's is committed to ensuring that the mental health and wellbeing of its students is a key priority throughout. Below are some of the key steps that St Ann's will take in order to support and nurture our students' wellbeing and mental health:

- Daily briefing and live check-ins with school staff to promote connection and sense of school community;
- Clear structures, routines and expectations for the students and their work on the 'General Channel';
- Opportunities to engage in regular school-day activities, such as collective worship, to keep a familiar routine;
- Promotion of time away from devices and regular breaks throughout the day;
- Opportunities to complete work away from the screen;
- Setting of regular activities that support and promote positive mental health and wellbeing;
- Live lessons and daily briefings for social interaction amongst peers and teachers;
- Continued celebration of national focus days and weeks to keep children motivated, engaged and inspired by the learning opportunities;
- Celebration of children's mental health and wellbeing week;
- Support students and families with their work and timetable, making sure that they know school is there to help and will do what they can to accommodate all situations.

MONITORING

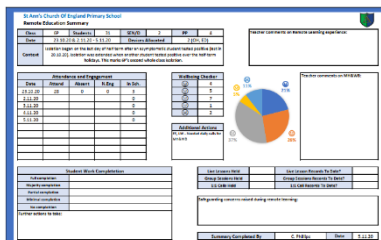
For each day of remote learning, class teachers will be expected to store the following resources in the 'Remote Education' folder of Staff Teams:

- Register
- Daily Checklist (including notes)
- Meeting Logs (Live lessons, group calls and 1:1 calls)
- Meeting Recordings (Live lessons, group calls and 1:1 calls)

In addition to the above, for an entire period of remote learning, class teachers will also need to submit copies of their time tables (editing so they reflect the learning that occurred) as well as a 'Remote Learning Overview' document.

REMOTE LEARNING OVERVIEW DOCUMENT

The 'Remote Learning Overview' document will be completed by the Remote Learning lead alongside the Class Teacher who conducted the remote learning. This document provides a 'snapshot' of attendance, engagement, wellbeing as well as ensuring that all the documentation required is in place.

The image shows a screenshot of a 'Remote Learning Overview' form for St. Mary's Church of England Primary School. The form is titled 'Remote Learning Overview' and includes a 'Remote Education Summary' section with fields for Date, Start, End, and Status. Below this is a 'Attendance and Engagement' table with columns for Date, Name, Status, and % Eng. To the right of the table is a 'Wellbeing Check' section with a circular progress indicator and a 'Parental Feedback' section with a text area. At the bottom, there is a 'Teacher's Signature' field and a 'Date' field.

FIRST DAY RESPONSE

As with the normal procedure, if a child is absent, parents will ring the school office before the start of the school day to let school know their child's reason for absence.

During remote education, class teachers monitor pupil engagement in the first instance. If a pupil fails to login to MSTEams and register by 9.30am, a nominated person from the year group will contact their parent to find out the reason. If a child will be absent from remote education that day, the parent will be asked to inform the school office.

The office first day response is as follows:

1. A text will be sent asking parents to make contact with school.
2. A phone call will be made to the parent (the school number will show).
3. If the parent does not contact school after these attempts, a home visit will be scheduled.

Text wording (saved as template):

Good morning, Student(s) First Name does not appear to have registered on MSTEams today. Please telephone school on 01514265869 to advise if you are experiencing issues with MSTEams or if you are unable to access it for another reason. Many thanks.