Ladygrove Primary School and Nursery

Remote Learning Policy

Written September 2025

Due for review September 2027

Rationale

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

Remote learning may also be appropriate in situations when learners, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer-term illness that means attending school on a daily is not possible (e.g. through medical advice to shield). Another relevant instance would be if, following an infectious disease outbreak, learners are self-isolating at home but are not suffering with relevant symptoms.

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

Remote learning for individual learners

Assuming an absence has been agreed with the school, and the learner in question is healthy enough to work from home, the school will provide work for learners who are unable to attend in person. If this occurs for an individual learner, the collation of work and communication with the parent/carer will be coordinated by the learner's teacher or member of the Senior Leadership Team.

Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent/carer would be once per week. Work will only be provided to learners in this way if there is an agreed absence lasting more than three working days.

If a significant number of learners are absent from school, but the school remains open, the Head will decide whether the method of remote learning operated will take the form outlined here, or as outlined below.

Remote learning in the event of extended school closure

In the event of an extended school closure, the school will provide continuity of education in the following ways:

a) Regular direct instruction from teaching teachers, with the ability of learners to ask questions online (via email)
b) The setting of work that learners complete, written responses (if relevant) completed electronically

The primary platforms the school will use to deliver continuity of education are:

- Microsoft Teams: accessed via the relevant app or desktop application, or via the following URL: https://teams.microsoft.com

- Scratch https://scratch.mit.edu/
- Natterhub https://natterhub.school/access
- Oak Academy - https://www.thenational.academy/
- BBC bitesize - https://www.bbc.co.uk/bitesize/primary
- Times Table Rockstars Times Tables Rock Stars: Play
- Numbots

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both learners and teachers to participate in remote learning. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

Live sessions

Core subjects such as Reading, Writing, Maths and Science may also be delivered in a 'live' manner either by text or audio and/or visual means. There is no expectation of teachers to carry out live sessions.

Microsoft Teams is a platform that allows for resources to be shared, teachers to provide explanations, and learners to ask questions in 'real-time'. Learners will be provided with detailed timetables, and will be expected to participate in them if they are asked and able to. Live sessions can be particularly helpful as they can help communication, with learners able to respond to teachers' questions (and ask them) via the conversation functionality in teams and meet.

Learners will be provided with a class email address as well as their own school email address to avoid any issues regarding GDPR, there will be no expectation for parents/carers or learners to provide their own email addresses for use.

Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to learners on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

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

Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
- Sending a direct message to learners with specific feedback / targets via class email
- Feedback via another website / piece of software

Flexibility of Learning
We realise that the circumstances that cause our school 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 and ICT may not always function as they should.

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

Supporting Vulnerable Learners with Remote Learning:
As a school we have distributed a number of computers to those children identified by the government as vulnerable, based on the guidance issued to school during the COVID pandemic. Arrangements have been put in place with the parents/ carers of these children. We have prioritised children who are in Upper KS2 for these devices, to ensure that they are well prepared for secondary school.

Expectation Management
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.

Teaching Staff will:-

- Share teaching and activities with their class through Natterhub and Microsoft Office 365 Teams app;
- Continue teaching in line with current, extensive planning that is already in place throughout the school;
- Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this;
- Keep in contact with children through the class email, Natterhub and Office 365 Teams app only;
- Reply to messages, set work and give feedback on activities during the normal teaching hours 9.00 am – 3.15pm;
- 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;
- If unwell themselves, be covered by another staff member for the sharing of activities.
- Follow up of messages on Natterhub and Microsoft Office 365 Teams apps during this time will not be undertaken until the teacher is fit to work.

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;
- 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.

Parents will:-

- Support their child's learning to the best of their ability;
- Encourage their child to access and engage with Natterhub or Microsoft Office 365 Teams 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 Natterhub or Microsoft Office Team 365 apps;
- Know they can continue to contact their class teacher as normal through email, Natterhub or Microsoft Office 365 Teams apps 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;

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 teams.
They must not be printed, photocopied or distributed. The school will not take responsibility for any breach of Copyright Law.

Support for pupils with SEND, EAL and other specific learning enhancement needs

Teachers should ensure that work is differentiated as required and additional resources given for all learners when setting online tasks. In addition, the SENDCo in will maintain contact with pupils on their lists requiring regular support, by email or phone with parents/learners and feed back to teachers using CPOMS if required.

Pastoral care during a school closure

In event of a school closure, the primary responsibility for the pastoral care of a learner rests with their parents / carers. However, teachers (under the guidance of the Senior Leadership Team) should check in regularly to monitor both academic progress and their general wellbeing. Teachers will be expected to pass on feedback to Senior Leadership Team, particularly if there are concerns or a lack of communication via the usual school monitoring system (CPOMs)

Safeguarding during a school closure

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

Appendix 1:

Ladygrove Primary School and Nursery Remote Learning Agreement

1. While in school hours, I will only use ICT systems in school/home, including the internet, e-mail, digital video, mobile technologies, for school purposes.

2. I will only use my school e-mail address for school related things.

3. I will make sure that all electronic communications with pupils, teachers or others are responsible and sensible.

4. I will be responsible for my behaviour when using the Internet. This includes resources I access and the language I use.

5. I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it immediately to my teacher.

6. I will ensure that my online activity, both in school and outside school, will not cause my school, the staff, pupils or others distress.

7. I will follow the school approach to online safety and not deliberately record/video upload or add any images, video, sounds or text that could upset or offend any member of the school community

8. I will respect the privacy and ownership of others' work on-line at all times.

9. I understand that all my use of the Internet and other related technologies will be filtered, and can be monitored, logged and made available to teachers, to protect me and others and the integrity of school systems.

10. I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied and my parent/ carer will be contacted.

Pupil Name:

Signed Pupil:

Signed Parent/Carer:

Signed Teacher:

Appendix 2 –

Ladygrove Primary School and Nursery Video conference Lessons

During video calls with your teachers it is really important that you stick to these rules:

1. An adult is with you during the video call

2. You are in either your dining room, living room or kitchen and not your bedroom.

3. You must be dressed and ready – not in pyjamas.

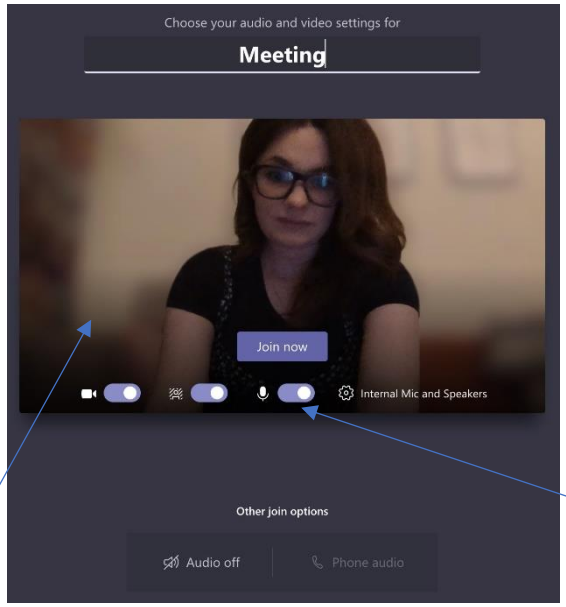
4. Please remember that the video conference is part of school. You must be respectful to staff and other pupils. School rules still apply!

5. Staying safe online – keeping yourself, your classmates and your teacher safe.

6. Do not record or take pictures of your teacher or classmates during you online sessions.

Joining the video call

- Your teacher will send you an invitation to join a meeting on Teams, which will come through in an email.
- Open the invitation and click on yes.
- Go onto the calendar, you should be able to see the meeting on the calendar.
- Click on Join.
- You will have the option to join in the app or to join using the browser. If you can download the Teams app it works better.



It is a good idea to blur your background.

Start with your microphone muted (turned off) otherwise it gets very noisy!

At National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one platform of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

Microsoft Teams, or simply 'Teams', is a platform that allows for collaborative working, either as students or as professionals, using communication capabilities through audio, video and instant messaging. The software is available both online through a web browser and to download from microsoft.com. Users can have 1:1 online meetings or set up live events to host up to 10,000 people. Groups can be set up to include only relevant users and almost all file-types can be uploaded and shared, from PDFs and Word documents to audio and video files.

AGE RESTRICTION 13+



What parents need to know about MICROSOFT TEAMS



DISCLOSING PERSONAL DETAILS

Like any messaging service or social network, children can be targeted by others to share their private or personal information ranging from their phone number, birthday and home address to their social media accounts or even their personal login details and passwords. Oversharing their private information can lead to any manner of risks including online fraud, bullying or even grooming activity.



CYBERBULLYING

The risk of cyberbullying can be increased online when using chat facilities. Microsoft Teams provides the ability for users to chat to each other via its instant messaging service, both as part of a group or privately. Children could find themselves the target of negative or hurtful comments directed from other users who might find it easier to say things they maybe otherwise wouldn't in person.



INAPPROPRIATE CHAT

The chance to have private conversations in Teams can also mean that children feel as though they can share messages and communication between each other that are hidden away from others. Whilst children are most likely to use Teams in a school setting, the ability to chat privately may provide an opportunity to be less formal which could lead to sharing inappropriate messages, files or content which is unsuitable in a school environment.



HACKING RISK

Teams, like any software application, may be a target for hackers to illicit personal data. A 'man-in-the-middle attack' could occur, whereby the attacker reroutes communication between two users through the attacker's computer without the knowledge of the other users. This means that online communications could possibly be intercepted and be read or listened to, exposing both parties to the possibility of identity fraud or other criminal behaviour.



VIRUS INFECTION

Viruses and other harmful programs are among the risks of using online platforms like Microsoft Teams. Wherever you can share files or links, there is a risk that the content could be malicious. This could lead to slow computer performance, deletion of data, the theft of private or personal information and even hackers taking control of your PC.



LIVE STREAMING RISKS

Microsoft Teams, like other video-conferencing software platforms, facilitates live streaming. That means it inevitably carries some of the associated risks. These are likely to be minimal within a controlled environment (for instance in a classroom setting / remote learning). However, live streaming means that content isn't always moderated and children may inadvertently view or hear inappropriate, unsuitable or offensive material that they otherwise wouldn't.



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Safety Tips for Parents & Carers

BLOCK USERS

If your child is receiving inappropriate messages or finds themselves being harassed or abused on Teams, they can block these contacts from the privacy control in the settings menu. To add an extra layer of protection, you can also block contacts whom hide their ID to protect children from communicating with people they don't know.



PROTECT PERSONAL INFO

It's a good idea to talk to your child about the importance of keeping their personal information private and secure. Children should only give out the minimum information they need to when creating an account and understand that if other people request their personal details from them, they should avoid providing it and report any concerns to a trusted adult.



ENABLE BACKGROUND BLUR

To help protect your privacy during a video call or live stream, it may be a good idea to blur the background or even add a background effect. This can easily be done by clicking 'Background effects' before joining a meeting after which you'll have the option to blur your background, replace your background with one of the images provided or upload and use an image of your own.



UPDATE COMPUTER SECURITY

It's important to ensure you perform regular computer and software updates, as these patches often improve security flaws and minimise your vulnerability to cyberattacks. Having your own computer security or anti-malware software is another level of defence in minimising the chances of an attack from viruses, malware and other harmful programs. Ensure this is updated everyday so that it is able to protect you against the very latest threats.



TALK ABOUT RISKS

As a parent, talking to your child and making them aware of the risks of working and communicating online can help them to be more digitally resilient. Perhaps outline a set of agreed do's and don'ts and try to ensure young people know what to do if they are made to feel uncomfortable or experience any negative behaviour or activity.



AVOID VIDEO/AUDIO

It's always a good idea to turn off your audio during live group calls when not in use. This can easily be done by muting the mic and will avoid others hearing anything personal in the background at home or at school. Similarly, if possible, try to encourage children to avoid using video call to help guard against any privacy concerns and limit the risks of viewing anything inappropriate or unsettling.



Meet our expert

Emma Davis is a cyber security expert and former ICT teacher. She delivers cyber awareness training to organisations nationally and has extensive knowledge and experience of managing how children access services and apps online.



SOURCES:
https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/group-chat-software
https://www.microsoft.com
https://www.thinkuknow.co.uk





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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



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



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.



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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.



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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.



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A GUIDE TO SAFER LIVE LESSONS



An online lesson occurs when teachers use video conferencing software to 'live stream' lessons to their pupils. Some of the most popular apps and websites that support this include Zoom, Google Hangouts, Skype and Microsoft Teams. Online lessons can be a great way to replicate classroom interaction, ask immediate questions and gather instant feedback. It's also convenient and allows learning to take place anywhere with an internet connection. However, live lessons aren't always accessible to everyone and younger children will need a lot of parental supervision, which isn't always practical.

What teachers need to consider

CONDUCT

If you decide to host an online lesson, it's important that you maintain a level of professionalism and treat any online lesson in the same way you would treat a classroom lesson. Dress appropriately and find a setting which has a plain background and has no personal information on display. Remind pupils of acceptable behaviour and their conduct during class. It's worth remembering that live streaming means screenshots and video recordings of your lesson could occur so you should always observe professional conduct at all times.



COMMUNICATION

Hosting a live lesson means that you will have to think about how you communicate and through what channels. Children will need access to the internet, have the appropriate technology and will need to download the relevant software or application. Some, or all, of these may not be widely available to everyone. It's also important to consider that the software that you choose to use is secure and has the relevant privacy and security settings in place. Any contact should only be through a platform provided by the school and not through personalised accounts open to public viewing, comments or sharing.

CONTENT

Planning your content will be a key factor to consider prior to hosting an online lesson. It's important to ensure that all content is age-appropriate and that any tasks that you set which require use of the internet won't lead children towards anything offensive or inappropriate. Always try to ensure that live lessons take place with the whole class but bear in mind that some pupils may work slower than others depending on the type of tasks you set.



What parents need to consider



CONDUCT

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 and remember their manners. Position your computer or webcam in an open environment where you can monitor their activity, preferably not in a bedroom. Try to keep the background neutral with good quality lighting and sound.

COMMUNICATION

If your child is part of an online lesson, they may need support in setting up the relevant software and communication platforms in order to take part. Your school will usually provide the relevant details on how to do this however it's worth ensuring that you have some awareness of the privacy and security settings so that you know that all communication is secure. It's important to raise any concerns that you have with the school if you are unable to accommodate an online lesson for any reason.

CONTENT

Try to take an interest in your child's live lesson if you can and stay close so that you can aid them if necessary. Try to find out who is hosting the lesson, what the lesson is about and what tasks they will be set. If they are required to conduct internet searches, ensure parental controls are in place. If you're using Zoom, make sure that screen sharing is only shared with the host. This will avoid 'Zoombombing' whereby uninvited guests use the screen-sharing feature to broadcast porn or other inappropriate content.



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Some commonly used platforms

SOURCES:
https://www.eff.org/deeplinks/2020/03/what-you-should-know-about-online-tools-during-covid-19-crisis
https://support.zoom.us/hc/en-us/articles/115000538083-Attendee-attention-tracking
https://hangouts.google.com/
https://support.skype.com/en/faq/fa34649/protecting-your-online-safety-security-and-privacy
https://docs.microsoft.com/en-us/microsoftteams/security-compliance-overview

zoom

Zoom is one of the most popular video conferencing apps at the moment. Schools using Zoom can monitor attendee's activity while screen-sharing, track real-time activity, record live lessons and recall video, audio, transcript and chat files. Admins can also see the IP address and admin information of all attendees.

Safety Tips

- Change privacy controls so that screen sharing is limited to the host only.
- Turn file transfers off to reduce any risk of hacking or installing a virus/malware.
- Create a strong password for your account incorporating letters, numbers and symbols.
- Keep the software as up to date as possible with the latest security patches.

Google Hangouts

Google Hangouts allows communication through video, audio or messaging, although isn't end-to-end encrypted. During the COVID-19 outbreak, Google has been making the advanced features in Hangouts Meet available to all schools around the globe using G Suite for Education.

Safety Tips

- Ensure that any call made via the app is private or by invite only.
- Customise who you can receive invites from through the privacy settings to block unwanted contact.
- Keep all anti-virus software up-to-date and instate a firewall.
- Always sign out after use to prevent anyone else from accessing your account.

skype

Microsoft owned Skype is a well-known communication tool that specialises in providing video chat and voice calls. It is one of the biggest apps in the world, providing end-to-end encryption between Skype users, as well as facilitating screen sharing and the ability to record calls.

Safety Tips

- Ensure you have the latest anti-virus software installed on your computer and set up a personal firewall.
- Keep profiles hidden and don't share any unnecessary personal information on your profile.
- Don't download anything from profiles you don't know and block any suspicious contacts.
- Always adjust privacy settings, including only allowing children to communicate with approved contacts.

Microsoft Teams

Microsoft Teams describes itself as a 'group chat software and collaboration tool.' Its provides the ability to chat, meet, call and collaborate from anywhere and is popular given it's ability to seamlessly integrate with other Microsoft applications like Word and Excel.

Safety Tips

- Turn off guest access so only school issued email addresses communicate.
- If linked to an Office 365, enable Advanced Threat Protection (ATP) to help prevent against threats via emails, links, and attachments.
- Make sure your operating system has the latest updates and security patches.
- Beware of phishing emails asking for your password – Microsoft will never ask you it.

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 01.04.2020

Appendix 3:

Example of Home Learning Timetable

<table>
<tr><td colspan="4">Daily Lesson For: Thursday 1st October 2020</td></tr>
<tr><td><u>Maths</u>
Focus: Represent Numbers to 100</td><td><u>English</u>
Focus: Compound/Complex Sentences</td><td><u>Spelling/Handwriting</u>
Focus: Prefix dis-</td><td><u>Foundation</u>
Focus: History – Stone Age Tools</td></tr>
<tr><td>Watch the video to learn: Click here

Activity:
Draw representations of and write the correct statement for the following numbers. Use the example to help you.

There are _3_ tens and _8_ ones. The number is _38_.

1) 82 2) 73 3)91 4) 68
5) 24 6) 92 7) 20 8) 19

Challenge: True or False?

There are only 3 ways to build 25 with base 10.
</td><td>Watch the video and complete the activities: Click here

Activity:
Click here to look at today's writing image…Darth's Dream Car!

Using what you have learned today about expanding your sentences using conjunctions, write a short description of Darth's Dream Car.

Remember to use:
Adjectives – describing words
Expanded Noun Phrases – adjectives and nouns
Co-ordinating conjunctions – linking two clauses together (and, but, so, if…)
Subordinating conjunctions – expanding a sentence with extra information (whilst, because, since…)
</td><td>Can you add the prefix 'dis-' to the root words below? How does this prefix change the meaning of the root word?

interested appear like agree

After this, write them in sentences using your best cursive joined handwriting.

<u>Reading</u>

Log in to your Fiction Express Account by clicking here.

Either choose a new book, or read the next chapter of a book you are already enjoying. Make sure you take the quiz at the end and vote for the plot of the next chapter!</td><td>Last week, we explored Stone Age Tools – what they were made of, what they were used for and what they were!


I want you to design a Stone Age Tool to make from bits around your house. I don't want you to make it, just design it and think about what we could use. On your design, make sure you include:

- Name of tool
- Materials you'll use (cardboard etc)
- Equipment you'll need (scissors, glue)
- Method – how might you make it?

<u>Foundation</u>
Focus: PSHE – Nightmare School

What would your nightmare school look like? What would go on there?
Design your nightmare school and think about the following questions below:

1. How might children at the Nightmare school feel?
2. What might the children be scared of?
3. Who would the children ask for help?
4. What is the worst part of the Nightmare school?
5. How easy would it be for the children to learn? Score out of 10, (1=very difficult 10 =easy to learn)</td></tr>
</table>

Appendix 4: See Remote Learning Overview – information for Parents

Ladygrove Primary School

Remote Learning Overview

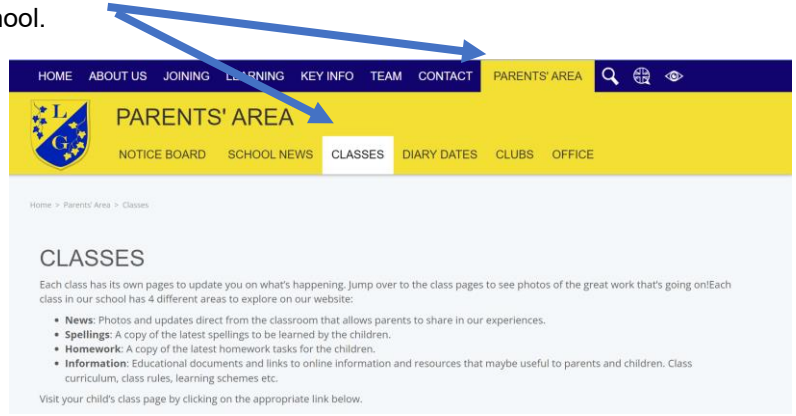
In September 2020, all our classes returned to full-time education following the Covid 19 closure in March. Although we hope that the majority of our children will now have an uninterrupted experience, there is the possibility that an individual child, a class bubble, or indeed the whole school, will need to self-isolate for a period of time. We have therefore put in place a plan for remote learning so that all children can continue with their education.

This meets the expectations set out in the DfE guidance 'Remote Education Support'

https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19

The school will use the **'CLASSES' section found under the 'PARENTS AREA' tab on the main page of the school website** to set remote learning. On this page will be important information regarding remote learning during absences from school.

https://ladygroveprimary.co.uk/



If a child does not have access to a computer/laptop and/or the internet, the school will do all it can to support children and will provide paper packs of learning. Parents will be reminded to make the school aware of any barriers to accessing remote learning.

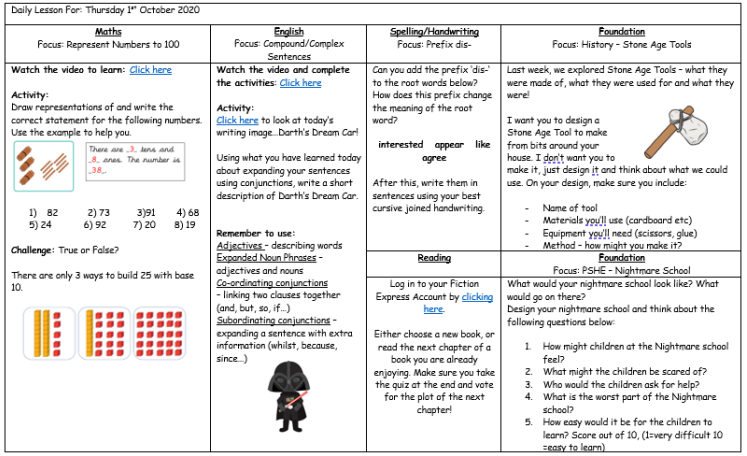
You will find here an overview of lessons to be completed each day, in each class.

It will provide learning across the curriculum and children will be expected to spend a similar amount of time completing this as they would spend learning in school.

Overview:

The daily timetable will include:

- Maths –White Rose Maths and Time Tables Rockstars
- Reading – Using the Oxford Owl/Fiction Express
- Writing – Using Pobble 365, Oaks Academy, Literacy Shed
- Spelling/Phonics – Read, Write Inc
- Two foundation subject- learning linked to the year group curriculum –
- Oak National Academy, BBC Bitesize.



Daily Lesson For: Thursday 1st October 2020

Maths Focus: Represent Numbers to 100	English Focus: Compound/Complex Sentences	Spelling/Handwriting Focus: Prefix dis-	Foundation Focus: History – Stone Age Tools
Watch the video to learn: Click here **Activity:** Draw representations of and write the correct statement for the following numbers. Use the example to help you. There are 3 tens and 8 ones. The number is 38. 1) 82 2) 73 3)91 4) 68 5) 24 6) 92 7) 20 8) 19 **Challenge:** True or False? There are only 3 ways to build 25 with base 10.	**Watch the video and complete the activities:** Click here **Activity:** Click here to look at today's writing image...Darth's Dream Car! Using what you have learned today about expanding your sentences using conjunctions, write a short description of Darth's Dream Car. **Remember to use:** Adjectives – describing words Expanded Noun Phrases – adjectives and nouns Co-ordinating conjunctions – linking two clauses together (and, but, so, if...) Subordinating conjunctions – expanding a sentence with extra information (whilst, because, since...)	Can you add the prefix 'dis-' to the root words below? How does this prefix change the meaning of the root word? **interested appear like agree** After this, write them in sentences using your best cursive joined handwriting.	Last week, we explored Stone Age Tools – what they were made of, what they were used for and what they were! I want you to design a Stone Age Tool to make from bits around your house. I don't want you to make it, just design it and think about what we could use. On your design, make sure you include: - Name of tool - Materials you'll use (cardboard etc) - Equipment you'll need (scissors, glue) - Method – how might you make it?
		Reading	**Foundation** Focus: PSHE – Nightmare School
		Log in to your Fiction Express Account by clicking here. Either choose a new book, or read the next chapter of a book you are already enjoying. Make sure you take the quiz at the end and vote for the plot of the next chapter!	What would your nightmare school look like? What would go on there? Design your nightmare school and think about the following questions below: 1. How might children at the Nightmare school feel? 2. What might the children be scared of? 3. Who would the children ask for help? 4. What is the worst part of the Nightmare school? 5. How easy would it be for the children to learn? Score out of 10, (1=very difficult 10 =easy to learn)

SUBJECT	WEB LINK	DETAIL
MATHS	https://whiterosemaths.com/homelearning/ https://ttrockstars.com/	Using White Rose maths, children will be guided to the appropriate year group they are in and to one of the topics available. They then select a lesson to complete; this includes a video and subsequent questions.
READING	https://home.oxfordowl.co.uk/reading/free-ebooks/ https://en.fictionexpress.com/	Read as much as you can at home! Children can select their own reading book or download and read a free e-book from Oxford Owl Fiction express for Key Stage 2
WRITING	https://www.pobble365.com/ https://classroom.thenational.academy/subjects-by-key-stage https://www.literacyshed.com/home.htm	Pobble will be used as a stimulus for images, along with the oaks academy and Literacy Shed. Teachers will set activities linked to materials from these websites.
PHONICS	https://www.phonicsplay.co.uk/ https://www.teachyourmonstertoread.com/?gclid=EAIaIQobChMIwJiu5sL66wIVVOR3Ch1M-wiaEAAYASAAEgIGpvD_BwE	Phonic activities based on the Phase your child is working from.
FOUNDATION SUBJECTS	https://www.bbc.co.uk/bitesize/this-terms-topics https://classroom.thenational.academy/subjects-by-key-stage https://natterhub.school/access https://scratch.mit.edu/	Your teacher will guide you whether to use BBC Bite Size OR the Oak Academy. Children can select their year group and subject (science, history or geography) then complete a relevant learning activity linked to their classroom learning.

The Oak National Academy.

The ‘teaching content’ will be provided to children through age-appropriate video content on the DfE published list of educational resources site; Oak National Academy website. This provides the equivalent of 3 hours of lessons per day for primary school children. In their ‘classroom’ each lesson is an hour-long. They’re delivered by a teacher, with a pre-recorded video as well as quizzes, worksheets and creative activities. It’s all easy to use, there’s no login or password, and you can access the lessons on any device- pupils only need materials they can find at home.

Providing feedback

Pupils can send any completed work to teachers via the teacher’s email (on the class page of the school website)

Alternatively, work that children complete in the exercise book provided should be kept safe and returned to school when safe to do so.

Contact with pupils/ parents

Parents are able to contact the school via telephone or the email class teachers via their email address. Teachers will email back feedback if required, BCC copying the Headteacher into any correspondence if needed. Any response should be made within 48 hours. Where a pupil is self-isolating on medical ground for a significant period of time, contact will be made via telephone on a weekly basis to monitor learning and provide support if needed.

Pupils identified as vulnerable will be contacted by schools staff on a weekly basis and support offered as necessary.

Safeguarding and Child Protection

Please refer to our Child Protection and Safeguarding Policy.

Data protection

When accessing personal data, all staff members will: Only use their official school email account and connect to the school network using their school laptop only.

Sharing personal data

Staff members are unlikely to need to collect and/or share personal data. However, if it does become necessary, staff are reminded to collect and/or share as little personal data as possible online. All data collection will be compliant with GDPR guidelines.

Keeping devices secure

All staff will take appropriate steps to ensure their devices remain secure. Computers should be locked if left inactive for a period of time. Operating systems must be up to date – always install the latest updates.

Monitoring arrangements

This policy will be reviewed by the SLT as and when updates to home learning are provided by the government. At present the only ‘live lessons’ will be used via the Oak Academy.

Links with other policies

This policy is linked to our:

- ✓ Positive Behaviour policy
- ✓ Child Protection and Safeguarding policy
- ✓ GDPR policy
- ✓ ICT and Online Safety policy
- ✓ Staff Code of Conduct

Appendix 5: See Remote Learning Plan

Ladygrove Primary School – Remote Learning Plan

In order to ensure that learning continues, irrespective of lockdown and self-isolation, Ladygrove Primary School has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard copies of work and resources.
This plan will apply in the following instances:

1. An individual is self-isolating because of a positive test within the household;
2. A group of children are self-isolating because of a case of coronavirus in the bubble;
3. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus

The plan complies with the expectations and principles outlined in the DFE document Guidance for Full Opening of Schools.

Software and online platforms

Within all plans, teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided by Oak Academy, White Rose Maths, BBC Bitesize, Natterhub and Scratch.

Children will remain in contact with their class teacher through the class email (on the class pages of the website). School staff will call home weekly to 'check in' with parents/children.

- Oak Academy has been selected to support remote learning for a number of reasons. The Oak Academy lessons encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and requiring additional support.
- BBC Bitesize offers a range of the teaching videos to support the teaching of foundation subjects.
- White Rose Maths resources will be used as they are matched to our current maths curriculum model. Children are very used to seeing these resources.
- Oxford Reading Owl and 'Teach your Monster to Read' will all be utilised to support with the teaching and consolidation of phonics and children are used to accessing these games in class.
- Natterhub is an online safety platform we use to educate our pupils on how to act appropriately and remain safe online.
- Scratch is a free online platform where children learn to program through coding as part of our computing curriculum.

Reading

Children will have access to an online reading scheme (Oxford Owl), which they access banded books, levelled to the child's ability.

In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory, as is the expectation that Ladygrove Primary School makes that provision available and accessible to all. However, if children themselves are too ill to attend then they should not be expected to engage in home learning. Parents need to also understand that this could also be the classteacher who falls ill and that the school will do their best endeavours to continue with the remote learning provision.

In preparation for home learning, parents and children need to receive logins and passwords for the following platforms. These will be stuck into the front of children's reading records for safekeeping

- Microsoft Office 365
- Natterhub
- Scratch
- Oxford Owl
- Time Tables Rockstars
- RWI

Worksheets and Practical Resources

If a child is isolated from school i.e. the child is sent home from school to either receive a test or self-isolate as someone in the household is being tested, they may leave school with a pack of work and an exercise books. Children will have immediate opportunity to continue their learning. This is also uploaded onto the class pages of the schools website (under the 'Remote Learning' icon)

Remote Learning

The initial response to any isolation will be to provide children with home learning materials (this might need to be delivered). In the case of whole cohort isolation, resources will be uploaded to the class pages of the school website.

Pupil needs to isolate because someone in their household is symptomatic or tests positive	
Ongoing Support	Safeguarding/SEND
The Classteacher will upload learning materials under the 'Remote Learning' icon on the class page of the website. This will also be emailed to the email address provided to the school. If teaching input is required for core lessons, the online learning platforms/software named above will use used and parents will be directed to the appropriate links within the learning packs.	School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to the school office If child is entitled to benefit-related FSM ensure food made available through either Telford and Wrekin catering or Vouchers If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS). If a child does not engage, the Classteacher is to call the parents to discuss obstacles and support.

A group of children are self-isolating because of a case of coronavirus in their class bubble	
Ongoing Support	Safeguarding/SEND
The Classteacher will upload learning materials under the 'Remote Learning' icon on the class page of the website. This will also be emailed to the email address provided to the school. An outline for the week will be given and a timetable set. If teaching input is required for core lessons, the online learning platforms/software named above will use used and parents will be directed to the appropriate links within the learning packs.	School office to contact parents know to communicate test results If child is entitled to benefit-related FSM ensure food made available through either Telford and Wrekin catering or Vouchers If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS). Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and support.

A whole bubble/cohort of children is isolating because of an outbreak of coronavirus	
Ongoing Support	Safeguarding/SEND
The Classteacher will upload learning materials under the 'Remote Learning' icon on the class page of the website. This will also be emailed to the email address provided to the school. The Classteacher will share links to appropriate lessons from White Rose Maths, Oak National lessons, Natterhub or BBC Bitesize on the class pages of the school website and via email. An outline for the week will be given and a timetable set. Teachers will then be accessible to children through email and each classroom team will call home weekly to check in and offer help/support where needed. Completed work should be done in the exercise book provided. This is to be handed in as the children return to school. Teachers can then review the work completed and ensure that misconceptions are addressed. In the event of teachers becoming ill, support staff will be required to 'takeover' with planning being supported by the other phase teachers.	School office to contact parents know to communicate test results If child is entitled to benefit-related FSM ensure food made available through either Telford and Wrekin catering or Vouchers If any child is vulnerable in any way, the Lead DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS). Those not engaging with home learning are to receive a phone call from a member of staff to discuss the obstacles and the support needed by the family. This could then be followed up by calls from SLT if there are academic issues. Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue via Seesaw as long as the agencies engage. The SENDCO will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly.

Example of a weekly Overview and daily lessons for individual/class isolation:

Daily Lesson For: Thursday 1st October 2020

Maths

Focus: Represent Numbers to 100

Watch the video to learn: Click here

Activity:
Draw representations of and write the correct statement for the following numbers. Use the example to help you.



There are _3_ tens and _8_ ones. The number is _38_.

1) 82 2) 73 3)91 4) 68
5) 24 6) 92 7) 20 8) 19

Challenge: True or False?

There are only 3 ways to build 25 with base 10.



English

Focus: Compound/Complex Sentences

Watch the video and complete the activities: Click here

Activity:
Click here to look at today's writing image...Darth's Dream Car!

Using what you have learned today about expanding your sentences using conjunctions, write a short description of Darth's Dream Car.

Remember to use:
Adjectives - describing words
Expanded Noun Phrases - adjectives and nouns
Co-ordinating conjunctions - linking two clauses together (and, but, so, if...)
Subordinating conjunctions - expanding a sentence with extra information (whilst, because, since...)



Spelling/Handwriting

Focus: Prefix dis-

Can you add the prefix 'dis-' to the root words below? How does this prefix change the meaning of the root word?

interested appear like agree

After this, write them in sentences using your best cursive joined handwriting.

Reading

Log in to your Fiction Express Account by clicking here.

Either choose a new book, or read the next chapter of a book you are already enjoying. Make sure you take the quiz at the end and vote for the plot of the next chapter!

Foundation

Focus: History - Stone Age Tools

Last week, we explored Stone Age Tools - what they were made of, what they were used for and what they were!



I want you to design a Stone Age Tool to make from bits around your house. I don't want you to make it, just design it and think about what we could use. On your design, make sure you include:

- Name of tool
- Materials you'll use (cardboard etc)
- Equipment you'll need (scissors, glue)
- Method - how might you make it?

Foundation

Focus: PSHE - Nightmare School

What would your nightmare school look like? What would go on there?
Design your nightmare school and think about the following questions below:

1. How might children at the Nightmare school feel?
2. What might the children be scared of?
3. Who would the children ask for help?
4. What is the worst part of the Nightmare school?
5. How easy would it be for the children to learn? Score out of 10, (1=very difficult 10 =easy to learn)