Remote Learning Policy for Roundswell Community Primary Academy

Date Adopted: 21st October 2020
Author/owner: Board of Trustees
Review: October 2021

NB. 'Trustees' means the Directors referred to in the Trust's Articles of Association

History of most recent policy changes

Version	Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
V1.0	21st October 2020	N/A	Policy agreed during Pandemic	Formulated in response to potential full/partial school closures

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1. Aims

The Remote Learning Policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school due to the pandemic

- Set out expectations for all members of the school community with regards to remote learning and ensure the safe use of remote learning provision

- Provide appropriate guidelines for data protection

- We expect pupils to follow the same principles, as outlined in the school's Acceptable User policy, whilst learning at home. (see Appendices 2 and 3)

- Pupils must uphold the same level of behavioural expectations, as they would in a normal classroom setting.

- This policy is to help staff and parents to support pupils' remote education during the coronavirus (COVID-19) outbreak. It should be read alongside statutory safeguarding guidance on keeping children safe in education, which all school staff should have read and signed for.

Where a class, group or small number of pupils need to self-isolate, or there are local restrictions requiring pupils to remain at home, the Department for Education expects schools to be able to immediately offer them access to remote education. Schools should ensure remote education, where needed, is safe, high quality and aligns as closely as possible with in-school provision. On site education is clearly the preferred way of educating any child and remote learning has limitations on impact.

2. What is Remote Learning?

Remote learning is learning off the school site directly as a result of partial/full school closure and will be relevant as a policy when the school deems it necessary to do so. Provision for individuals who are unable to attend school due to illness or isolation and in particular related to the Covid-19 pandemic will be supported through a more individual provision to ensure learning is supported, which takes account of the duty to provide daily education for young people, pupil's circumstances and well being as well as the school's capacity to provide additional support. We are committed to provide the best quality of education for all.

Remote learning can be provisioned through a range of ways: -

- IT provision through:
1. There will be a weekly topic to outline weekly objectives and learning activities. These will be posted on the school website and on Tapestry. Each staff member has an email address for the teacher to communicate with parents regarding work and vice versa but the use of Tapestry will be encouraged as the preferred method of communication. Parents can photograph work and upload it onto Tapestry or a document can be uploaded.
2. White Rose maths (online) will be used in addition to teacher sessions, due to the teaching videos and learning activities that are available. These can be supplemented with Education City, Sum Dog, and Oak Academy resources. Teachers can track the success and engagement of the children online.

3. Daily videos of current sounds in phonics will be posted on Tapestry and practice will be provided by online activities or worksheets.
4. Some children will be able to access the remote learning as presented, some children may require one to one support in the form of a phone call or video call.
5. Children who are subsequently identified as disengaged and/or hard to reach will have face to face contact (via TEAMS) or a phone call to support learning.
6. Over the course of a week, teachers will monitor the work and response from the pupils and address any misconceptions encountered either as a whole class or individuals. This could be through communication via Tapestry, a video for the whole class, an email, a phone call or a change to the planning.

- Documents delivered/collected from the school:

1. Some children will need less online work and paper based learning instead and some children will be working on targets taken from their EHCP or provision map. In these instances or where IT technology is difficult to access, paper copies of all learning and some physical resources may be provided, particularly in the case of specialist resources required for children with additional needs.

2. Books to record progress in the Nursery will be distributed prior to any remote learning and books to record progress and a phonics book will be distributed to the Reception children.

3. Flexibility of Learning

Once the decision is taken, we realise that the circumstances that cause the 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 partners: -

• parents may be trying to work from home so access to technology as a family may be limited;

• parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation;

• teachers may be trying to manage their home situation and the learning of their own children;

• systems may not always function as they should. An understanding of, and willingness to adapt to, these difficulties by members of staff and families is essential if remote learning is to be successful. Parents will need to be aware that systems of remote learning may be compromised by factors, such as the speed of the local internet, availability of staffing which the school cannot control.

4. Roles and Responsibilities

4.1 Teaching Staff

Teachers must be available throughout the school day as usual and as directed by the school. If teachers are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this by contacting the relevant member of school staff.

Teachers are responsible for:

- Planning and assessing home learning activities that are appropriate and suitable for their pupils on a weekly basis;
- Monitoring pupil engagement in home learning and liaising with parents;
- Ensuring the Home Learning Pack is monitored by the SLT in the first instance;

- Notifying the Designated Safeguarding Lead of any child safeguarding concerns and making an appropriate record in accordance with school policy:

- Accepting the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this and will not necessarily need to be completed online;

- Keeping in contact with children through Tapestry online. In the event of non-engagement, teachers may need to telephone / video call children.

- Replying to messages during the normal teaching hours;

- Attending virtual meetings with other members of staff as required;

- Allowing flexibility in the completion of activities, understanding that the circumstances leading to school closure will affect families in a number of ways;

- Engaging in other professional duties as much as circumstances allow e.g. Policy or Curriculum Development, caring at school for vulnerable children and children of key workers as per rota, etc;

- Flagging any data protection breaches to the school's data protection officer.

Details of responsibilities.

➢ **Setting work**

o Teachers will provide work and learning activities for their own class. In the event of illness of a staff member, the EYFS Leader of the Headteacher will be responsible for setting work.

o As a minimum, a daily phonics taught session, an early number taught session and a story will be posted or signposted on Tapestry. In addition, a weekly overview of learning with learning for other curriculum areas will also be provided.

o All teaching session videos will be uploaded to Tapestry throughout the course of each day, mirroring teaching sessions in school. The overview of learning will be provided to parents by 4.00pm on the Friday of the previous week.

o Work should be uploaded to the Tapestry app for our school and the school website. Teaching videos will ONLY be uploaded to Tapestry – it is the responsibility of the Class Teacher / EYFS Practitioner to do this. Weekly overviews of learning will be uploaded to Tapestry and the school website. It is the Class Teacher's / EYFS Practitioner's responsibility to upload the overviews to Tapestry. The School Business Manager will upload the overviews to the school website – receipt of overviews need to be by 3.00pm each Friday, in order that it may be uploaded in time.

o All weekly overviews should be checked by the EYFS Leader / Headteacher prior to sending to parents.

➢ **Providing feedback on work**

o Photographs of all completed learning of videos of children learning, along with parental observations will be posted onto Tapestry for staff to access and provided feedback.

o Staff will monitor learning and will provide feedback via the Tapestry app, ensuring a two way conversation between them and the parents. The feedback should be given in a timely manner each day, as this may impact learning on the next day.

o Any excellent examples of learning can be sent to the School Business Manager to be uploaded onto the school website, in order to provided wider recognition and to celebrate.

- ➢ **Keeping in touch with pupils who aren't in school and their parents**
  - o Regular contact with parents and pupils should be made via the Tapestry app.
  - o Should children not engage with remote learning, then telephone calls or video calls may be necessary in order to further support.
  - o Children with additional needs will require at least once weekly personal conversations and support with their key adult. This can either be over the telephone or via TEAMS. It is recognised that, due to the young age of the children or their needs, conversation may be limited and will therefore take place with the parents. If this is the case, a quick hello to keep in touch with the child would be beneficial.
  - o Emails and Tapestry comments should not be responded to outside of normal working hours ie. Before 8am or after 5pm. Weekend messaging should not take place.
  - o Should a complaint or concern be raised by a parent or child, please refer in the first instance, as per the Complaints Policy to the EYFS Team Leader and / or the Headteacher, with details of the concerns. For any safeguarding concerns, refer to the section below
  - o The engagement of each child and class will be tracked and overviews sent to the SLT on a weekly basis. Any concerns regarding lack of engagement will be actioned by the SLT and a phone call or TEAMS video meeting with the family will take place to offer support and discuss a way to re-engage the child with learning.
- ➢ **Attending virtual meetings with staff, parents and pupils**
  - o When attending TEAMS meetings with other staff, parents or pupils, or when recording teaching inputs, clothing should be appropriate. The acceptable dress code, as if in school, should be adhered to.
  - o The locations of TEAMS meetings should be carefully considered. Avoid areas with background noise, personal or inappropriate content in the background. A neutral area is best.

If teachers are also working in school with the remainder of a class (in the event of one or two children participating in remote learning), live lessons in school will be streamed to pupils learning remotely. Live lessons from school will be uploaded to Tapestry by 9.00am the following morning.

- ➢ **SENDCos**

  It is the responsibility of the SENDCo to continue monitoring the provision for children with SEN. This will be completed by analysing lessons and overviews and by scrutinising the engagement lists each week.

  The SENDCo will identify the children in the school who need personal, regular contact and those who will need individualised plans of support.

4.2 Teaching Assistants/ Learning Support Assistants

Support staff must be available during their usual working hours unless directed otherwise by school leaders. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this by contacting a relevant member of staff.

Support staff are responsible for:

- Supporting teachers with learning remotely, for instance, by contributing to planning and assessment;

- Notifying the Designated Safeguarding Lead of any child safeguarding concerns and making an appropriate record in accordance with school policy:

- Replying to messages during the normal teaching hours;

- Attending virtual meetings with other members of staff as required;

- Completing directed tasks i.e. online courses;

- Engaging in other professional duties as much as circumstances allow caring at school for vulnerable children and children of key works as per rota, etc;

- Flagging any data protection breaches to the data protection officer.

➢ **Attending virtual meetings with staff, parents and pupils**

   o When attending TEAMS meetings with other staff, parents or pupils, or when recording teaching inputs, clothing should be appropriate. The acceptable dress code, as if in school, should be adhered to.

   o The locations of TEAMS meetings should be carefully considered. Avoid areas with background noise, personal or inappropriate content in the background. A neutral area is best.

If teaching assistants are also be working in school, time will be allowed to enable such meetings and cover will be provided by either another available TA or the Headteacher / EYFS Leader.

4.3 Subject Leaders

Alongside their teaching responsibilities, subject leader are responsible for:

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

- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent

- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other

- Monitoring the remote work set by teachers in their subject – as RCPA is relatively small, the subject leaders are the EYFS Leader and the Headteacher, who are already reviewing work set

- Alerting teachers to resources they can use to teach each subject remotely

4.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school

- Monitoring the effectiveness of remote learning by checking weekly overviews regarding engagement of children in each class. Any concerns regarding lack of engagement will also be immediately

forwarded to SLT and a phone call or video meeting with that family will take place to offer support and find a way of re-engaging the child with their learning.

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

4.5 Designated Safeguarding Lead

The DSL is responsible for:

- Co-ordinating safeguarding across the school

- Wherever possible, the DSL or Deputy DSL will be on site and can be accessed by all staff. They will be available to act on concerns as these become apparent, including to support partner agencies should information be required to be shared. Should it not be possible for the DSL or any deputies to be on site, they will be contactable by phone and email or similar virtual means.

- DSL and DDSL will ensure that safeguarding files and chronologies have been updated with all relevant information since the start of school closure and will continue to ensure that this record keeping is kept up to date.

- Currently, DSL refresher training is 'on-hold' though the DSL is expected to keep abreast of local and national changes and trends through their local authority, their local safeguarding board, partner agencies and national organisations such as the NSPCC and CEOPs.

- The DSL will ensure that all staff receive information that enables them to undertake their safeguarding role with diligence and curiosity. This is likely to be through the sharing of information, through email and other forms of communication. The DSL will also ensure that staff have enough information that means they can fulfil their specific roles in school, (recognising this role may be different due to Covid 19). Staff will ensure that they seek further support if they feel that they need greater information or support. The school website *www.roundswellprimary.devon.sch.uk* will be updated to ensure that key documents, referenced in this appendix can be found.

- Staff at the school will be made aware on a daily basis as to the arrangements for DSL contact and the named senior member of staff if the person is not onsite full time. All staff are reminded of their Whistleblowing responsibilities should they have a concern about the behaviour of a colleague, including the Head Teacher. This must be shared according to the current whistleblowing policy found on the Tarka Learning Partnership site *https://tarkatrust.org.uk/governance-and-policies/governance-2/*

4.6 IT support

If staff experience issues with IT school equipment, please contact Emma Stubbs, School Business Manager.

4.7 Pupils and parents

Staff can expect pupils learning remotely to:
- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

> Make the school aware if their child is sick or otherwise can't complete work

> Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here

> Be respectful when making any complaints or concerns known to staff

4.8 Local Governing Body

The Local Governing Body (Board of Trustees) is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible

- Monitoring that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

5. Who to Contact for Support

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

> Issues in setting work – talk to the EYFS Leader lizzy.toon@roundswell.tarkatrust.org.uk

> Issues with pupil behaviour – talk to the EYFS Leader lizzy.toon@roundswell.tarkatrust.org.uk

  or Headteacher kate.fairbrother@roundswell.tarkatrust.org.uk

> Issues with IT – talk to the School Business Manager emma.stubbs@roundswell.tarkatrust.org.uk

> Issues with their own workload or wellbeing – talk to the Headteacher kate.fairbrother@roundswell.tarkatrust.org.uk

> Concerns about data protection – talk to the data protection officer emma.stubbs@roundswell.tarkatrust.org.uk

> Concerns about safeguarding – talk to DSL kate.fairbrother@roundswell.tarkatrust.org.uk

6. IT learning environment (See also section 6 and appendix 1 below for further details)

The school will use either MS365 or Tapestry to teach through remote learning. These systems are the only IT systems which are approved for remote learning.

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills

- enabling pupils to receive feedback on how to progress

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded).

'Live' classrooms enable important interaction between teachers and pupils through, for example, questioning, eliciting and reflective discussion. These complex teacher skills in the 'live' classroom are not always easy to recreate in a remote environment, but where remote education recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support pupil motivation and lead to better progress.

Pupils in the early stages of their formal education are likely to have particular needs which cannot easily be addressed in the same way as those of other pupils. Likewise, some pupils with SEND will require specific approaches tailored to their circumstances. Some suggestions are given for these cases later in this policy.

Access to appropriate devices and connectivity is essential for technology-led approaches to remote education. However, securing access for all pupils is a significant challenge in many contexts. The school will endeavour to support pupil access to devices, but limits on school funding mean that the school may have to consider other types of provision such as paper based learning through learning packs.

Organising Structured Remote Teaching Suitable for Very Young Pupils

It is recognised that very young pupils are likely to have particular needs which cannot easily be met through online learning. For such pupils, it is likely that the priority will be progress in early reading. Ensuring continued access to appropriate reading books and resources for early readers should be considered as part of contingency planning.

Helping parents, carers or other adults at home to continue to support children in their early reading, where appropriate and practical through structured practice of phonics content, is another important part of contingency planning for children at this stage. Other content for these pupils is likely to include providing guidance for supervising adults to ensure that time is used as productively and developmentally as possible.

Supporting pupils with Special Educational Needs and Disabilities (SEND)

For many pupils with SEND, the teaching envisaged through this policy would need to be adapted. SEND pupils have a wide range of specific needs. Their teachers and support staff will know these needs best, and how they can be most effectively met to ensure pupils continue to make progress wherever possible if they are not able to be in school.

It is likely that more individualised planning may need to happen in many cases, and that the support of adults in the home will be a significant advantage where that is possible. However, in some cases, the suggestions in this policy may also be useful for pupils with SEND and so should be considered on their merit.

The school will contact parents of SEND pupils to liaise over their future learning and adapt accordingly their statutory rights and provision to remote learning.

7. Remote teaching for staff who are self-isolating

Teaching staff and Support Staff are required to self-isolate if they show symptoms or a member of their family has tested positive, or have been directed to do so by the Test and Trace programme or directed by the school as part of school isolation process or they have been told to shield and/or have received a letter to confirm this.

If a member of staff is required to self-isolate, they are expected to:
- Follow normal reporting procedure for planned absence.

- Be tested for Covid-19. It is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.
- Work remotely. Staff will be given an individual project to work on which is line with whole school improvement priorities. These projects will be communicated by the Senior Leadership Team and will be allocated on a case-by-case basis. Staff may also be asked to support with the online learning provision for their year group where they are fit for work.

8. Data protection

8.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will use only school provided IT equipment such as laptops and ensure that school recommended security systems are adhered to such as password protection.

Personal pupil data should be left secure i.e. within a school approved IT platform and not open to others including staff family members i.e. not left on paper left in the home environment or with the device not shut down when not in use.

8.2 Processing personal data

Staff members may need to collect and/or share personal data such as pupil assessments as part of the remote learning system. Pupil personal data should be passed on through the most secure framework i.e. safeguarding through CPOMS.

Staff are reminded to collect and/or share as little personal data as possible online.

8.3 Keeping devices secure

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

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)

- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device

- Making sure the device locks if left inactive for a period of time

- Not sharing the device among family or friends

- Keeping operating systems up to date – always install the latest updates

- Do not use pen drives or storage devices

9.Confidentiality

Wherever staff are asked to work, either at home or at school, they should do so in a way that ensures confidentiality is not breached. Pupil personal details should not be compromised and data should be passed on through school agreed processes which are safe and secure.

Remote learning should always be carried out within a suitable learning environment which is confidential and safe. Remote learning on an IT platform such as MS365 TEAM or Tapestry recordings should be carried out in an empty room, free from distraction and providing a safe and secure environment for all.

All IT based lessons should either be recorded using the IT platform or have two school employed adults present to ensure staff are supported to provide a safe learning environment, monitor pupil behaviour and safeguard against allegations.

Parents and pupils should note that behaviour during remote learning will be treated in accordance with the School's Behaviour policy and the Tarka Learning Partnership's Pupil Exclusions policy. Pupils whose behaviour during remote learning lessons is not appropriate may be subject to these policies and this could lead, where the circumstances meet the criteria for exclusion, to the permanent exclusion of a child/young person.

When communicating with other staff, pupils and families staff should only use school approved communication systems such as professional email addresses.

10.Safeguarding

The Designated Safeguarding Lead will inform staff if there is a change in the provisioning of the School's Safeguarding Policy including the use of any addendums.

11. Curriculum coverage

The school is committed to providing a full curriculum where possible and within the limitations of the school's resources. Continuing to teach all or most of the 'normal' planned curriculum in the remote environment is important. Subjects where this is more challenging are those that would normally include significant elements of practical work in the live classroom, for example sciences, music or technology. In these and other cases, video demonstrations can substitute well for practical work, particularly if accompanied by teacher explanation, commentary and a text book or electronic resource.

It is important to note that some aspects of remote learning such as team sports cannot be replicated and the school will endeavor to provide a prudent alternative or aim to teach it onsite when pupils return. If this is not possible the school may not be able to meet the needs of students and pupils through remote learning.

12. Responses to Incident of Concern

An important element of e-Safety is the ability to identify and deal with incidents of concern including the confidentiality of information. All staff, volunteers and pupils have a responsibility to report e-Safety incidents or concerns so that they may be dealt with effectively and in a timely manner in order to minimise any impact. The school has incident reporting procedures in place and record incidents of an e-Safety nature. Parents should also contact the school by telephone to discuss any such concerns with the Designated Safeguarding Lead, Kate Fairbrother, Headteacher.

13. Monitoring arrangements

This policy will be reviewed annually by the Board of Trustees who will then pass on the model policy to school leaders for the inclusion of school details and context before staff are informed.

14. Links with other policies

This policy is linked to our:

- Behaviour Policy
- Pupil Exclusions Policy
- Child Safeguarding Policy and relevant coronavirus addendums to our child protection policy
- Data Protection Policy and Privacy Notices
- Home-school agreement
- ICT and internet acceptable use policy
- E - safety policy

School Staff Acceptable Users Policy (AUP)

Please read and sign the Staff Acceptable Users Document for Learning and Online Communication

Leadership Oversight and Approval

1. Remote learning will only take place using Tapestry or MS365.
   o Tapestry and MS365 have been assessed and approved by the Headteacher and EYFS Leader.
2. Staff will only use school managed accounts with learners and parents/carers.
   - Use of any personal accounts to communicate with learners and/or parents/carers is not permitted.
   - Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with Kate Fairbrother, Designated Safeguarding Lead (DSL).
   - Staff will use work provided equipment where possible e.g. a school/setting laptop, tablet or other mobile device.
3. Online contact with learners and/or parents/carers will not take place outside of the operating times as defined by SLT:
   o 8.00am-5.00pm
4. All remote lessons will be formally timetabled; a member of SLT or DSL is able to drop in at any time.
5. Live streamed remote learning sessions will only be held with approval and agreement from the headteacher/a member of SLT.
6. All 'live' streamed lessons should be appropriately recorded to safeguard staff or have the presence of additional adult.

Data Protection and Security

7. Any personal data used by staff and captured by Tapestry or MS365 when delivering remote learning will be processed and stored with appropriate consent and in accordance with our data protection policy
8. All remote learning and any other online communication will take place in line with current RCPA confidentiality expectations as outlined in the Remote Learning Policy.
9. All participants will be made aware that MS365 records activity.
10. Staff will not record lessons or meetings using personal equipment.
11. Only members of RCPA community will be given access to MS365 or Tapestry.
12. Access to MS365 / Tapestry will be managed in line with current IT security expectations , using strong passwords, logging off or locking devices when not in use etc.

Session Management

13. Staff will record the length, time, date and attendance of any sessions held and will email the list to the SLT weekly. This will ten be store in the RCPA OneDrive.
14. Appropriate privacy and safety settings will be used to manage access and interactions. This includes:
    o language filters, disabling/limiting chat, staff not permitting learners to share screens, keeping meeting IDs private, use of waiting rooms/lobbies
15. When live streaming with learners:
    o contact will be made via learners' RCPA provided email accounts and logins.
    o contact will be made via a parents/carer account.
    o staff will mute/disable learners' videos and microphones.
    o at least 2 members of staff will be present.
      ▪ If this is not possible, SLT approval will be sought.

16. Live 1 to 1 sessions will only take place with approval from the headteacher/a member of SLT.
17. A pre-agreed invitation detailing the session expectations will be sent to those invited to attend.
    o Access links should not be made public or shared by participants.
        ▪ Learners and/or parents/carers should not forward or share access links.
        ▪ If learners/parents/carers believe a link should be shared with others, they will discuss this with the member of staff running the session first.
    o Learners are encouraged to attend lessons in a shared/communal space or room with an open door and/or when appropriately supervised by a parent/carer or another appropriate adult. Amend as appropriate.
18. Alternative approaches and/or access will be provided to those who do not have access. RCPA will seek to loan devices to these children.

Behaviour Expectations

19. Staff will model safe practice and moderate behaviour online during remote sessions as they would in the classroom.
20. All participants are expected to behave in line with existing RCPA policies and expectations. This includes:
    o Appropriate language will be used by all attendees.
    o Staff will not take or record images for their own personal use.
    o Setting decisions about if other attendees can or cannot record events for their own use, and if so, any expectations or restrictions about onward sharing.
21. Staff will remind attendees of behaviour expectations and reporting mechanisms at the start of the session.
22. When sharing videos and/or live streaming, participants are required to:
    o wear appropriate dress.
    o ensure backgrounds of videos are neutral (blurred if possible).
    o ensure that personal information and/or unsuitable personal items are not visible, either on screen or in video backgrounds.
23. Educational resources will be used or shared in line with our existing teaching and learning policies, taking licensing and copyright into account.

Policy Breaches and Reporting Concerns

24. Participants are encouraged to report concerns during remote and/or live streamed sessions:
    o By reporting to either a member of staff or parent / carer
25. If inappropriate language or behaviour takes place, participants involved will be removed by staff, the session may be terminated, and concerns will be reported to Kate Fairbrother, Headteacher.
26. Inappropriate online behaviour will be responded to in line with existing policies such as acceptable use of technology, allegations against staff, anti-bullying and behaviour.
    o Sanctions for deliberate misuse may include restricting / removing use in the future.
27. Any safeguarding concerns will be reported to Kate Fairbrother, Designated Safeguarding Lead, in line with our child protection policy.

I have read and understood the Roundswell Community Primary Academy Acceptable Use Policy (AUP) for remote learning.

Staff Member Name: ………………………………………………………………..

Signed: ………………………………………..

Date…………………………….

Acceptable Use Policy (AUP)
for Remote Learning and Online Communication

for Parents/ Children – Early Years and KS1

ACCEPTABLE USE OF THE SCHOOL'S ICT SYSTEMS AND INTERNET FOR RMEOTE LEARNING: AGREEMENT FOR PUPILS AND PARENTS/CARERS
Name of pupil: ....

When I undertake remote learning I will use the school's preferred ICT systems responsibly for remote learning:
 	
 Parents will need to support their child's understanding of this points: -
 	
 • Ask my parent and carer if I can do so before using school IT systems for remote learning
 • Work in a space where I can be supervised by my carer/parent to ensure safe working
 • Only use websites that a teacher or adult has told me or allowed me to use
 • Tell my parent/ teacher immediately if:
      o I click on a website by mistake
      o I receive messages from people I don't know
      o I find anything that may upset or harm me or my friends
 • Use school computers where provided
 • I will be kind to others and not upset or be rude to them
 • Look after the school ICT equipment where provided and tell a teacher straight away if something is broken or not working properly
 • Only use the username and password I have been given
 • Try my hardest to remember my username and password
 • Never share my password with anyone, including my friends.
 • Never give my personal information (my name, address or telephone numbers) to anyone without the permission of my teacher or parent/carer
 • Save my work on the school network
 • Check with my teacher before I print anything
 • Log off or shut down a computer when I have finished using it
 	
 I understand that the school will monitor the work I undertake online using school IT platforms and that there will be consequences if I don't follow the school's rules.

Signed (pupil):   Date:
Parent/carer agreement: I agree that my child can use the school's ICT systems when working at home appropriately supervised by my child's carer. I agree to the conditions set out above for pupils using the school's ICT systems from home and will make sure my child understands these.
Signed (parent/carer):   Date:

Acceptable Use Policy (AUP)
for Remote Learning and Online Communication

for Parents/ Children – KS2

ACCEPTABLE USE OF THE SCHOOL'S ICT SYSTEMS AND INTERNET FOR REMOTE LEARNING : AGREEMENT FOR PUPILS AND PARENTS/CARERS

Name of pupil:...

I will read and follow the rules in the acceptable use agreement policy below for remote learning: -

When I use the school's preferred ICT systems for remote learning and get onto the internet in school designated time for learning I will:

- Always use the school's ICT systems for remote learning and the internet responsibly and for educational purposes only during designated learning time
- Keep my username and passwords safe and not share these with others
- Keep my private information safe at all times and not give my name, address or telephone number to anyone without the permission of my teacher or parent/carer
- Tell a teacher or my carer immediately if I find any material which might upset, distress or harm me or others
- Always log off or shut down a computer when I'm finished working on it

I will not:

- Access any inappropriate websites including: social networking sites, chat rooms and gaming sites during designated remote school learning time
- Use any inappropriate language or show inappropriate behaviour when communicating online including 'live' lessons
- Log in to the school's network using someone else's details
- Arrange to meet anyone offline without first consulting my parent/carer, or without adult supervision
- I will not use a mobile phone during designated lessons, tutor group time, clubs or other activities organised by the school, without a teacher's permission

I understand that the school will monitor the work I undertake online using school IT platforms and that there will be consequences if I don't follow the school's rules. I understand that the school's behaviour policy including the pupil exclusions policy applies to remote learning.

Signed (pupil):	Date:

Parent/carer's agreement: I agree that my child can use the school's ICT systems when working at home appropriately supervised by my child's carer. I agree to the conditions set out above for pupils using the school's ICT systems from home and will make sure my child understands these.

Signed (parent/carer):	Date: