Remote Learning Policy

Date Adopted: 21st October 2020
Author/owner: Board of Trustees
Review: Spring 2023

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

Date Adopted By Newport Community School Primary Academy Local Governing Board: 18 March 2022

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
	09.03.22	14 & 16	Name of DSL	NCSPA Personnel change in school
		15	Wording in Session Management paragraph	NCSPA system change
		17 & 18	Wording in Acceptable Use Policy and Pupil Form	NCSPA practice change

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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 Seesaw, MS365

- Documents delivered/collected from the school if alternative arrangements need to be made.

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 their Phase Group Lead 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/young people through Seesaw, MS365
- 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.

> Setting work – details:

- o The full curriculum will be offered to all children.
- o Teachers will be using these approaches to design the daily remote learning offer available to all children:

Scheduled group TEAMS video sessions

Daily new tasks detailed on Seesaw Learning Platform – recorded video/text/voice recordings

Check in sessions

Feedback, response and guidance to children's uploaded questions and outcomes on Seesaw

(See Timetables for each year group detailed on the strategic document)

- Activities for class, year group or phase, teachers may need to provide activities for a different year group
- 4 daily learning sessions to be set-reading/writing, Maths, foundation subject
- Activities to be available from 9am daily for children on Seesaw platform
- Teachers to continue to plan alongside year group and phase colleagues to ensure consistency, activities to be shared across phase
- Teachers to record weekly on shared one note any child not accessing activities that week-SLT to review and direct teachers on how to follow up

> Providing feedback on work :

- Teachers to approve children's work on seesaw, adding a comment or a 'like' to work
- Teaching assistants to 'like' and comment on work but not to approve

> Keeping in touch with pupils who aren't in school and their parents:

- Parents to contact school through the office email. This can then be passed to teachers. Teachers not to use own personal email address and to send responses back through the office
- Responses to parents and children via seesaw and email only during school working hours
- Any complaints or concerns to be immediately shared with SLT for advice before responding
-

Attending virtual meetings with staff, parents and pupils:

- Staff to ensure TEAMS settings stop children from sharing their screen or removing others from the meeting
- Teams video/ recording feature to be used to safeguard all involved in guided group
- Avoid 1:1 meetings taking place, ensure meetings are always recorded
- Email to parents to ensure understanding of expectations is shared with children and families
- Staff and children including any family members in the background to be appropriately dressed
- Staff to find a space suitable to run their guided group from ensuring the background is appropriate- backgrounds can be blurred by clicking the central 3 dots in the call task bar, selecting background options and the blur feature
- Ensure that all other browsers / documents not linked to the guided session on a laptop are closed to ensure that these cannot be accidentally shared during the guided session
- If concerns staff to end session immediately
- Staff with children -any personal issues again end session

- Admin email to follow up with an email to parents explaining the need for the session to be terminated
- Any safeguarding concerns to be shared with DSL/DDSL immediately

If teachers will also be working in school, there will be cross over of the remote learning being used then within the classroom. PPA staff and others will support across school to ensure manageable.

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 teachers, parents and pupils:

- Staff to ensure TEAMS settings stop children from sharing their screen or removing others from the meeting

- Teams video/ recording feature to be used to safeguard all involved in guided group

- Time and date arranged with staff member and families prior to commencement

- SLT to hold timetable of when guided groups are taking place

- Parents to be sent video of how to download/ setup teams, if problems email admin address

- No 1:1 meetings taking place, ensure meetings are always recorded
- Email to parents to ensure understanding of expectations is shared with children and families
- Staff and children including any family members in the background to be appropriately dressed
- Staff to find a space suitable to run their guided group from ensuring the background is appropriate- backgrounds can be blurred by clicking the central 3 dots in the call task bar, selecting background options and the blur feature

- o Ensure that all other browsers / documents not linked to the guided session on a laptop are closed to ensure that these cannot be accidentally shared during the guided session
- o If concerns staff to end session immediately
- o Staff with children-any personal issues again end session
- o Admin email to follow up with an email to parents explaining the need for the session to be terminated
- o Any safeguarding concerns to be shared with DSL/DDSL immediately

4.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

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

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

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

- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set

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

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 – through regular meetings with teachers, phase leaders and subject leaders, reviewing work set by core leads team on seesaw, using pulse surveys to parents and families

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

4.5 Designated Safeguarding Lead (See Appendix 4 for full safeguarding)

The DSL is responsible for:

- Monitoring children out of school, class teacher working remotely to monitor activities completed by children; provide TEAMS sessions either remotely or into class from class teacher minimum once a week so pupils are visible to staff; trigger lack of responses to AHT through to SLT review weekly

- Attendance and access to guided groups will be monitored weekly by SLT ensuring all students have equal opportunities to access guided groups and online learning

- Vulnerable children: review the identified Risk List; allocate staff to families; record kept in DSL chronology management record.

- Escalate if no contact – home visit in SLT pairs/referral to EWO/safeguarding escalation process

- Review who needs FSM and IT support (Identification list in place)
- Virtual attendance at CP meetings/CIN meetings

- Communication with Devon to report contact/meeting needs with vulnerable
- Virtual attendance at TAF meetings
- Enhanced contact with multi agencies to ensure families remain visible and supported: Behaviour support, Inclusions , EWO

4.6 IT support

If staff experience issues with IT school equipment, please contact IT technician, Head Teacher, IT leader or Assistant Head Teacher.

Support for pupils with limited or no access to a device:

- School to loan devices from outcomes of survey

- Applications made for government loaned devices and school own provision

- Internet capacity to be supported where possible

- Loan agreement to be signed by families (appendix 5)

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 daily work 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

> Teachers will continue to communicate with children through Seesaw and queries from parents should still come through admin@newportprimary.devon.sch.uk as before

4.8 Local Governing Body

The Local Governing Body 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 relevant subject lead or phase leader

> ❯ Issues with pupil behaviour – talk to the relevant phase leader
>
> ❯ Issues with IT – talk to IT technician or IT leader in school
>
> ❯ Issues with their own workload or wellbeing – talk to their line manager
>
> ❯ Concerns about data protection – talk to the data protection officer
>
> ❯ Concerns about safeguarding – talk to the DSL

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

The school will use MS365 and Seesaw 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 (Primary Schools only)

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 the school 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.

Data breaches must be reported to the GDPR lead Georgie Gratton immediately and shared with

the DPO, data breach policy to be followed
- Recordings of guided groups to be automatically destroyed after 20 days

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 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.

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
- ICT and internet acceptable use policy
- On line safety policy
- Safeguarding policy
- GDPR policy

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

Guidance Notes

This template is provided for TLP schools using remote learning, including 'live' streaming, and other forms of online communication to adapt to reflect their expectations and boundaries.

Information and guidance regarding remote learning during Covid-19:
- DfE 'Safeguarding and remote education during coronavirus (COVID-19)'
- The Education People:' Safer remote learning during Covid-19: Information for School Leaders and DSLs'
- SWGfL: Safer Remote Learning
- LGfL: Coronavirus Safeguarding Guidance
- NSPCC: Undertaking remote teaching safely

This template specifically addresses safer practice when running formal remote learning, including 'live' streaming, but could also apply to other online communication, such as remote parent meetings or pastoral activities. However, there is no expectation that staff should run formal 'live' streamed sessions or provide pre-recorded videos; settings should implement the approaches that best suit the needs of their school community and staff following appropriate discussions.

The AUP should be completed following a thorough evaluation of remote learning tools with approval from school leadership staff. We recommend settings use existing systems and/or education focused platforms where possible, and that staff only use approved accounts and services to communicate with learners and/or parents/carers.

Additional information and guides on specific platforms can be found at:
- https://coronavirus.lgfl.net/safeguarding
- https://swgfl.org.uk/resources/safe-remote-learning/video-conferencing-for-kids-safeguarding-and-privacy-overview/

Some statements will not be suitable for all settings due to the age and ability of the intended audience and different system functionality; the AUP should therefore be personalised.

Although intended for initial use with staff, settings may wish to adapt the content to create alternative versions, for example to share with learners and parents/carers.

School Staff Acceptable Users Policy (AUF

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

Leadership Oversight and Approval
1. Remote learning will only take place using Seesaw and MS365.
   o Seesaw and MS365 have been assessed and approved by the headteacher.
2. Staff will only use school managed or specific, approved professional 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 the 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 School working hours.
4. All remote lessons will be formally timetabled; a member of SLT, DSL and/or phase leader is able to drop in at any time.
5. Live streamed remote learning sessions will only be held with approval and agreement from the head teacher/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 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 school confidentiality expectations as outlined in the Remote Learning Policy and the School's GDPR 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 Newport Community Primary Academy community will be given access to Seesaw and MS365.
12. Access to Seesaw and MS365will be managed in line with current IT security expectations as outlined in policy.

Session Management
13. The school will record the length, time, date and attendance of any sessions
14. Appropriate privacy and safety settings will be used to manage access and interactions. This includes:
15. When live streaming with learners:

- o contact will be made via learners' school provided email accounts (when given) or Seesaw logins.
- o contact will be made via a parent/carer account.
- o staff will mute/disable learners' microphones.
- o at least 1 members of staff will be present with a group of children.
16. Live 1 to 1 sessions will only take place with approval from the head teacher/a member of SLT.
17. A pre-agreed invitation email 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.
18. Alternative approaches and/or access will be provided to those who do not have access. School will look to loan IT devices.

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 school 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 Attendees cannot record events for their own use, and cannot onward share.
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 live streamed sessions.
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 SLT.
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.
27. Any safeguarding concerns will be reported to the Designated Safeguarding Lead, in line with our child protection policy.

I have read and understood the Newport Community School 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 REMOTE 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:
    - I click on a website by mistake
    - I receive messages from people I don't know
    - 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 system
- Check with my parent/carer or 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 system 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:**

Appendix 4: Safeguarding section from strategic document

Safeguarding
Safeguarding Actions for:

- Class isolation

- Partial/Full lock down

Actions	DSL	SLT	Inclusion Team	Teacher	All staff
Prior	Reminder to all staff re safeguarding procedures when off site – pupils and themselves. MASH and key numbers given out.	Review the identified Risk List – allocate staff to families. (Rolling list in CP management chronology) Review who needs FSM and IT support (Identification list in place)			Office – arrangements for FSM Office send out to families – protocol for safe use of platform & general online safety/expectations for TEAMs live sessions.
Daily	On school site every day Daily contact with families/children on CP plans if not on site & regular contact with SW CPOMS log Contact with Devon reporting attendance/contact Action planning following police Vists.	Daily check of remote attendance. Office/SLT contact is no remote attendance Escalate if no contact – EWO/safeguarding SLT daily check in (email/phonecall) to staff remote due to class isolation.	Responding to identified children through Seesaw tasks. Learning Mentor leading small group TEAMs sessions DSENDCo	Daily contact all pupils in class – via Seesaw registration. Report no contact to office/SLT	Reporting concerns – DSL /CPOMS as normal procedures Reporting of online bullying, inappropriate use of platform, prejudicial language
Weekly		SLT weekly review of - Remote learning	Weekly/fortnightly contact with CIN, EHCP, Early Help and other		Office – ensure provision for FSM

		access - Contact made by Inclusion Team - CPOMs patterns Escalate to agencies as required.	vulnerable families identified by school CPOMS log Lead Professional set dates for EH review meetings – invite agencies.		
Monthly	Virtual attendance at CP meetings/CIN meetings Communication with Devon to report contact/meeting needs with vulnerable		Virtual attendance at TAF meetings		
Ongoing	Enhanced contact with multi agencies to ensure families remain visible and supported: Behaviour support Inclusions EWO				
	Policies: - Online Learning Risk Assessment and procedures – June 20 - (HT/AHT - shared with staff) - Safeguarding – Online safety newsletters to parents – March and June - Safeguarding Addendum April and June - Remote Learning Policy – Trust – Oct/Nov 2020 - CP/SAfeguarding/Allegations against staff – new policy Oct 20 – shared with staff KCSIE – Sept 2020 – all staff signed				

IT LOAN AGREEMENT

Pupil Name:	Year Group:
Item(s) Loaned:	Start Date Loaned:
Code:	

The terms of this loan scheme are:

1. This agreement must be signed by parent/carer and countersigned on behalf of Newport Community School Primary Academy before the equipment can be taken.

2. This equipment is loaned and must be returned to the school in an acceptable condition at the end of the loan period.

3. The IT equipment loaned is for the named pupil above and used for educational purposes only.

4. When using this device, I will not use the device for anything inappropriate as defined in the School's IT Acceptable Use Policy:

I will not download games.

I understand the risks and will not try to upload, download or access any materials which are illegal or inappropriate or may cause harm or distress to others.

I will immediately report any damage or faults involving equipment or software, however this may have happened.

I will not install or attempt to install or store programmes of any type on any school device, nor will I try to alter computer settings.

Microsoft TEAMS app and Seesaw app can be downloaded.

5. Failure to return the equipment when requested or returning in an unacceptable condition will result in the parent being invoiced for the full replacement cost of the device.

Please tick and sign below to confirm acceptance of this loan agreement:

❏	I/We agree to follow the above terms of this loan agreement	
Signatures Parent:		Date:
Print Name Parent:		
Authorised by:		On behalf of Newport Community School Primary Academy

IT LOAN RETURN - STAFF USE ONLY

Pupil Name:	Year Group:
Item(s) Returned:	Return Date:

❏	On behalf of Newport Community School Primary Academy, I confirm the device has been returned in acceptable condition.	
Authorised by:		On behalf of Newport Community School Primary Academy