**RUSSELL LOWER SCHOOL**

**Remote Learning Policy**

**November 2023**

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# 1. Aims

This remote learning policy aims to:

* Ensure consistency in the approach to remote learning for all pupils (inc. SEND) who aren’t in school through the use of quality online and offline resources and teaching
* Provide clear expectations of members of the school community with regards to delivery of high-quality remote learning
* Provide appropriate guidelines for data protection
* Ensure robust safeguarding measures continue to be in effect during the period of remote learning

**2. Use of remote learning**

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

* Occasions when we decide that opening our school is either:
	+ Not possible to do safely
	+ Contradictory to guidance from local or central government
* Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
	+ They have an infectious illness
	+ They are preparing for or recovering from some types of operation
	+ They are recovering from injury and attendance in school may inhibit such recovery
	+ Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis. The remote learning provided may be printable/online resources emailed/uploaded to Google Classroom, pre-recorded video lessons or live streamed lessons - this will be dependent on each case.

In the limited circumstances when remote learning is used, we will:

* Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
* Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school
* Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
* Set a time limit with an aim that the pupil returns to in-person education with appropriate support

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

Russell Lower School will use a range of resources to allow pupils to continue their learning at home such as pre-recorded lessons via Loom, live lessons via Google Meet, the setting of work via Google Classroom/Tapestry and printed or printable home learning packs linked directly to curriculum teaching.

Russell Lower School will use Google Meet to hold virtual meetings between staff members and parents where requested. Google Meet may also be used to carry out 1:1 intervention such as Switch-On or provide Pastoral support.

# Roles and responsibilities

**2.1 Teachers**

When providing remote learning, teachers must be available between 8.40am and 3.30pm.

If they’re unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers should:

* Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
* Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely

They are also responsible for:

* Setting/delivering work by:
	+ Providing work for their class (individual up to whole class)/year group alongside their year colleagues through the use of printed/printable resources such as converting lynx files (appendix 7)/Google Classroom/Tapestry in order to set work depending on the circumstances of absence to ensure consistency. See appendix 1. This should equate to a minimum of 3 hours a day on average across the cohort for Key Stage 1 and Foundation Stage and 4 hours a day for KS2.
	+ Ensuring there is daily phonics/SPaG, maths, English and at least one theme lesson with relevant teaching and corresponding work set
	+ Ensuring lessons are uploaded (if pre-recorded), scheduled (if live) or sent (via email or hand delivery) if a paper copy and work is set before the beginning of the school day (8.40am), and ideally by 6pm the previous day
* Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and covers an appropriate range of subjects (this will be monitored by SLT)
	+ This includes considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills
	+ This also includes considering the needs of pupils’ families or carers, including how much adult involvement is needed in each activity and whether pupils have a suitable place to study
* Providing feedback on work by:
	+ Regularly checking school emails, Google Classroom and Tapestry to see when work has been completed and handed in by pupils. If work is handed in through other means than Google Classroom such as email, staff must acknowledge receipt.
	+ Ensuring that work handed in is ‘marked’ within a three day period but ideally as soon as possible. All pieces of work handed in should be awarded the marks assigned.
	+ Ensuring that at least one piece of work a day receives more detailed feedback/next steps.

If work is handed in ‘late’ (more than two days after the due date) with no explanation there is no requirement for the teacher to provide feedback.

* Keeping in touch with pupils who aren’t in school and their parents by:
	+ Contacting parents if they feel a child is not engaging with the remote learning. This should be done through the use of class email, school phone or personal phone but withholding the caller id.
	+ Responding to emails from parents or pupils using the class email address within three days but ideally as soon as possible. Staff are not expected to answer emails out of working hours.
	+ Referring any complaints or concerns shared by parents or pupils to the Phase Leader or Senior Leaders
	+ Referring any behavioural issues such as failing to complete work or misconduct to the Phase Leaders/SLT as appropriate and according to usual school policy and practice.
* Attending virtual meetings with staff, parents/carers and pupils. During this time they must ensure they are:
	+ Adhering to the Staff Code of Conduct (remote learning) at all times see appendix 2
	+ In a suitable location with appropriate filters in place to ensure nothing inappropriate is displayed/communicated
* Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software
* Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate
* Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher or deputy headteacher
* Reporting any defects on school-owned equipment used for remote learning to Karen Appleby/Partnership

 **2.2 Learning Support assistants (LSAs)**

When assisting with remote learning, LSAs must be available during usual working hours, consistent with their contract of employment. If they’re unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, LSAs are responsible for:

* Supporting pupils who aren’t in school with learning remotely
	+ SEND/ vulnerable pupils they’ll need to support
	+ Providing support to the teacher on Google meet
	+ Supporting the teacher in producing resources
* Attending virtual meetings with staff, parents/carers and pupils. During this time they must ensure they are:
	+ Adhering to the Staff Code of Conduct (remote learning) at all times see appendix 2
	+ In a suitable location with appropriate filters in place to ensure nothing inappropriate is displayed/communicated

They are also responsible for:

* Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software
* Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate
* Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher or deputy headteacher
* Reporting any defects on school-owned equipment used for remote learning to Karen Appleby/Partnership

**2.3 Subject leads**

The term ‘subject lead’ refers to anyone co-ordinating subject provision across the school including SENDCO/Inclusion Lead. 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
* Monitoring the remote work set by teachers in their subject through regular meetings with teachers or by reviewing work set
* Alerting teachers to resources they can use to teach their subject remotely
* SENDCo/Inclusion Lead is responsible for co-ordinating/supporting remote learning for children with SEND across the school.

**2.4 Senior Leadership Team**

The Deputy Head has overarching responsibility for the quality and delivery of remote education, working in partnership with Phase Leaders and the SENDCo/Inclusion Lead.

Alongside any teaching responsibilities, senior leaders should continue to use the school’s digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

They should continue to overcome barriers to digital access where possible for pupils by, for example:

* Distributing school-owned chromebooks/iPads accompanied by a user agreement or contract (if possible). See appendix 3 for equipment loan agreement.
* Securing appropriate internet connectivity solutions where possible
* Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
* Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern. See appendix 4 for ways in which this will be monitored.

They are also responsible for:

* Ensuring that staff, parents/carers and pupils adhere to the relevant policies at all times
* Co-ordinating the remote learning approach across the school
* Monitoring the effectiveness of remote learning through regular phase meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents/carers
* Monitoring the security of remote learning systems, including data protection and safeguarding considerations
* Ensuring staff remain trained and confident in their use of online digital education platforms
* Training staff on relevant accessibility features that our chosen digital platform has available
* Providing information to parents/carers and pupils about remote education via the school website
* Working with the catering team/local authority to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

**2.5 The Designated Safeguarding Lead (DSL)**

The DSL is responsible for:

* Identifying vulnerable pupils who may be at risk if they are learning remotely and ensure support is in place during the period of remote working
* Ensuring all safeguarding incidents are adequately recorded and reported
* Organising and contacting members of staff to ensure they are monitoring the children in their classes that are most at risk through a robust safeguarding procedure
* Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required
* Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period
* Ensuring all members of school are following the school child protection policy

**2.6 The Inclusion Lead (IL)**

The IL is responsible for:

* Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and MAPs
* Identifying the level of support or intervention that is required while pupils with SEND learn remotely
* Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period
* Supporting SEND families during the period of remote learning as required through the use of the school email or telephone contact

**2.7 The Pastoral Support Team (PST)**

The PST is responsible for:

* Continuing to contribute to the welfare and emotional wellbeing of pupils they are already working with who are not attending on-site provision
* Supporting new children/families during the period of remote learning as required through the use of the school email or telephone contact
* Referring any safeguarding concerns to the DSL

**2.8 The Data Protection Officer (DPO)**

The DPO is responsible for:

* Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR
* Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018

**2.9 ICT technicians (Partnership)**

The ICT technicians are responsible for:

* Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work/data, and allow for audio and visual material to be recorded, where required
* Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking ‘stress’ testing
* Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
* Fixing any issues with systems used to set and collect work as quickly as possible causing as little disruption to remote learning as possible
* Helping staff with any technical issues they’re experiencing
* Helping school support parents/carers with any technical issues they’re experiencing

**2.10 Pupils and parents/carers**

Staff can expect pupils learning remotely to:

* Ensure they are available to learn remotely
* Ensure they have access to remote learning materials
* Complete work to the deadline set by teachers
* Seek help if they need it, from teachers or teaching assistants (through the support of their parent/carer if needed)
* Alert teachers if they’re not able to complete work (through the support of their parent/carer if needed)
* Act in accordance with normal behaviour rules / conduct rules of the school (and any specific online behaviour rules where applicable)

See appendix 5 for the pupil code of conduct for more details

Staff can expect parents/carers with children learning remotely to:

* Ensure their child is available to learn remotely or inform the school if their children is unwell or otherwise cannot complete the work
* Ensure that their child has access to remote learning materials or raise unavailability of equipment to the school.
* Engage with the school and support their children’s learning, and to establish a routine that reflects the normal school day as far as reasonably possible
* Seek help from the school if they need it through contacting the class teacher, Inclusion Lead, Pastoral Support, Phase Leaders or SLT as required
* Be respectful when making any complaints or concerns known to staff

See appendix 6 for the parent code of conduct for more details

**2.11 Governing board**

The governing board is responsible for:

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

**4. Who to contact**

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

* Issues in setting work – talk to Louise Bunney, Nicki Walker or Rachel Walker or the relevant subject lead or SENCO depending on the nature of the issue
* Issues with behaviour – talk to the relevant Phase Leader and/or SLT
* Issues with IT – email Partnership or talk to Karen Appleby
* Issues with their own workload or wellbeing – talk to their line manager
* Concerns about data protection – talk to the data protection officer (Nicki Walker)
* Concerns about safeguarding – talk to the DSL (Sarah Knight) or Deputy DSLs (Louise Bunney and Nicki Walker)
* Issues in communicating with pupils/parents – talk to the relevant Phase Leader

**5. Data protection**

**5.1 Accessing personal data**

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

* Access data through Integris ensuring they logout once they have the information they need
* Ensuring that they are using school-based equipment

**5.2 Processing personal data**

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school’s official functions, individuals won’t need to give permission for this to happen. The school will follow its data protection policy/privacy notice in terms of handling data, which can be found on the [school website.](https://www.russell-lower.co.uk/website/data_protection_and_gdpr/350328)

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school’s policies and procedures.

**5.3 Keeping devices secure**

A member of IT staff (Partnership) will:

* Review the security of all platforms being used regularly as part of the normal security checks done
* Keep anti-virus software up to date
* Keep operating systems up to date – always install the latest updates
* Install latest software updates promptly
* Ensure the hard drive of teacher laptops 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

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) are recommended
* Making sure the device locks if left inactive for a period of time
* Not sharing the device among family or friends
* Closing laptop lids when temporarily not in use as webcams may stay on without a user realising
* Ensuring computers are stored securely, out of view and shut down every night

**6. Safeguarding**

This section of the policy will be enacted in conjunction with the school’s Child Protection and Safeguarding Policy.

Should anyone have any concerns or discomfort with pupil online communication this should be reported to the DSL or Deputy DLSs. All members of staff will report any safeguarding concerns to the DSL immediately.

The DSL (who is also the Inclusion Lead)/Headteacher will identify ‘vulnerable’ pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessments prior to the period of remote learning.

The DSL will arrange for regular contact to be made with vulnerable pupils during the period of remote learning where required. The DSL will also keep in contact with vulnerable pupils’ social workers or other care professionals during the period of remote working, as required.

The means of contacting the DSL, their deputies, or any other relevant member of staff will remain the same with contact details on the school website.

The DSL will meet (in person or remotely) with the relevant members of staff to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

See the following [link](https://lgfl.net/safeguarding/safe-remote-learning) for safeguarding considerations and guidance on specific settings.

**7. Monitoring arrangements**

This policy will be reviewed every three years; or more frequently if needed or if any legislation changes. At every review, it will be approved by the CLS sub-committee and ratified by the FGB.

# 9. Links with other policies

# This policy is linked to our:

# Behaviour policy

# Child protection policy

# Data protection policy and privacy notices

# Home-school agreement

# ICT acceptable use policy

# Online safety policy

* Special Educational Needs and Disabilities (SEND) Policy
* Accessibility Policy
* Curriculum Policy
* Staff Code of Conduct
* Google Classroom guide for teachers – powerpoint and Loom
* Google Classroom guide for pupils and parents - powerpoint

**Appendix 1 - Learning materials**

For the purpose of providing remote learning, the school may make use of:

* Home learning packs consisting of printed/printable resources. See appendix 7 on how to convert lynx files
* Online tools for EYFS, KS1 and KS2 (Tapestry, Google Classroom, Class Dojo), as well as for staff CPD and parent sessions
* Use of recorded video (Loom) or live video (Google Meet) for instructional videos and assemblies
* Phone calls home
* Physical materials such as story books and writing tools as required
* Use of Timestables Rockstars, Doodle maths, BBC Bitesize, Oak Academy, Accelerated Reader and other Educational websites

**Appendix 2** - **Russell Lower School Staff code of conduct for remote learning**

**When using Loom/Zoom/Google Meet teachers should:**

* Record against a neutral background and avoid recording in their bedroom
* Use a private or quiet room to make recordings
* Dress appropriately according to the staff handbook
* Not reveal any personal teacher information or other sensitive data
* Ensure no inappropriate tabs are open/visible if they're sharing their screen
* Use professional language
* Provide information and guides at the start of each lesson
* Collaborate with other teachers so pupils in the same year groups have similar experiences, regardless of the teacher
* Respond to comments or questions raised by pupils from Loom lessons within the week
* Follow up on any pupil having issues accessing or completing remote learning.

**When using Zoom/Google Meet with pupils (classroom) and amongst staff (meeting)**

In addition to the above staff should:

* Obtain parental consent to carry out the session with a pupil in a 1:1 and small group instance
* Record all of their live sessions from the very beginning to the very end
* Ensure that all cameras are on at some point within every session for children. The level of frequency can be decided by the individual considering what is best for their class. This is to aid with Safeguarding
* Seek consent from parents to be recorded if they are due to be part of a session such as in pastoral meetings
* Set a prearranged time to start the meeting/lesson which has been agreed by the pupil’s parent
* Email out joining instructions to the intended participants through school email accounts
* Use a virtual waiting room (pre-set). This will enable participants to be held in a virtual waiting room before being let into the classroom/meeting. This will allow the host to check who each participant is before allowing them entry.
* Lock your classroom (when using with pupils) – once your class has started and all pupils have arrived, lock the classroom so that no one else can join.
* Limit screen sharing (when using with pupils) – this will allow only the staff member (host) to be able to present to the class.
* Stop private messaging between pupils so they cannot chat without your knowledge.
* Not take screenshots or attempt to take photographs of the learning environment
* Log out at the end of the session and ensure all participants have left the session

**Appendix 3 – equipment loan agreement**

**Equipment loan form for pupils**

To be filled out by staff signing out the equipment.

| DETAILS OF PUPIL  |
| --- |
| NAME  |  |
| CLASS  |  |
| YEAR GROUP  |  |
| ADDRESS |  |
| PARENT’S TELEPHONE NUMBER |  |
| PARENT’S EMAIL |  |

| LOAN DETAILS  |
| --- |
| LOAN DATE |  |
| DATE FOR RETURN |  |
| EQUIPMENT DETAILS  |
| TYPE |  |
| MAKE  |  |
| MODEL |  |
| SERIAL NUMBER  |  |
| EQUIPMENT CONDITION  |  |
| ACCESSORY DETAILS  |
| DESCRIPTION  | QUANTITY  |
| [e.g. keyboard/mouse/laptop case] |  |

**Device loan agreement**

**1. This agreement is between:**

1) Russell Lower School (“the school”)

2) (“the parent” and “I”)

And governs the use and care of devices assigned to the parent’s child ( the “pupil”). This agreement covers the period from the date the device is issued through to the return date of the device to the school.

All issued equipment shall remain the sole property of the school and is governed by the school’s policies.

1. The school is lending the pupil an iPad/Chromebook (“the equipment”) for the purpose of remote learning.

2. This agreement sets the conditions for taking a Russell Lower School iPad/Chromebook (“the equipment”)] home.

I confirm that I have read the terms and conditions set out in the agreement and my signature at the end of this agreement confirms that I and the pupil will adhere to the terms of loan.

**2. Damage/loss**

By signing this agreement I agree to take full responsibility for the loan equipment issued to the pupil and I have read or heard this agreement read aloud and understand the conditions of the agreement.

I understand that I and the pupil are responsible for the equipment at all times whether on the school’s property or not.

If the equipment is damaged, lost or stolen, I will immediately inform Russell Lower School, and I acknowledge that I am responsible for the reasonable costs requested by the school to repair or replace the equipment. If the equipment is stolen, I will also immediately inform the police.

I agree to keep the equipment in good condition and to return it to the school on their demand from the school in the same condition.

I will not leave the equipment unsupervised in unsecured areas.

I will make sure my child takes the following measures to protect the device:

* Keep the device in a secure place when not in use
* Don’t leave the device in a car or on show at home
* Don’t eat or drink around the device
* Don’t lend the device to siblings or friends
* Don’t leave the equipment unsupervised in unsecured areas

**3. Unacceptable use**

I am aware that the school monitors the pupil’s activity on this device.

I agree that my child will not carry out any activity that constitutes ‘unacceptable use’.

This includes, but is not limited to the following:

* Using ICT or the internet to bully or harass someone else, or to promote unlawful discrimination
* Any illegal conduct, or statements which are deemed to be advocating illegal activity
* Activity which defames or disparages the school, or risks bringing the school into disrepute
* Causing intentional damage to ICT facilities or materials
* Using inappropriate or offensive language

I accept that the school will sanction the pupil, in line with our behaviour policy if the pupil engages in any of the above **at any time.**

**4. Personal use**

I agree that the pupil will only use this device for educational purposes and not for personal use and will not loan the equipment to any other person.

**5. Data protection**

I agree to take the following measures to keep the data on the device protected.

* Keep the equipment password-protected with the password provided by the school
* Make sure my child locks the equipment if it’s left inactive for a period of time
* Do not share the equipment among family or friends
* Update antivirus and anti-spyware software as required
* Install the latest updates to operating systems, as prompted

If I need help doing any of the above, I will contact Russell Lower School on the email office@russell-lower.co.uk

**6. Return date**

I will return the device in its original condition to the school office on the return date stated above or within 3 days of being requested to do so.

I will ensure the return of the equipment to the school if the pupil no longer attends the school.

**7. Consent**

By signing this form, I confirm that I have read and agree to the terms and conditions set out above.

| PUPIL’S FULL NAME  |  |
| --- | --- |
| PARENT’S FULL NAME  |  |
| PARENT’S SIGNATURE  |  |

**Appendix 4 - Monitoring of engagement**

Pupil engagement will be monitored by the school through a variety of means such as:

* Attendance of live lessons
* Views of pre-recorded videos
* Work handed in by children either through Google Classroom or emailed to the class teacher
* Emails and phone calls home
* Staff asking for children to have their cameras on for at least part of the lesson

Where the school believes pupils are not engaging with remote learning they will contact the parents and notify the headteacher and DSL accordingly.

**Appendix 5 - Russell Lower School Pupil code of conduct for remote leaning**

When using Loom/YouTube/Zoom/Google Meet pupils should:

* Dress appropriately for learning (no pajamas or offensive clothing)
* Follow the link to view a Loom/YouTube lesson or participate in a Zoom/Google Meet session. These links must not be shared with others.
* Not go to www.zoom.us to create a personal account. You should only join a Zoom session as a participant through the School Subscriber’s account. You do not need your own account to join classes through links sent by staff
* Treat remote learning the same as classroom learning: the same behaviour will be expected as in school
* Use classroom language, avoiding ‘text speak’ and ensure you are polite and courteous at all times
* Only use remote learning resources for school work or communication not social interactions
* Use the comments option or contact teachers by class e-mail if there are any problems or questions
* Not share sensitive information with others
* Not take screenshots or attempt to take photographs/videos of the learning environment or people within it
* Contact a teacher or responsible adult if you are concerned about something linked to remote learning
* Make sure you remain muted with your camera on/off as directed by your teacher
* Not ‘comment’ on anyone else’s behalf or submit work on anyone else’s behalf
* Let your adult at home know if you have any problems or concerns
* Ask questions using the chat function, when invited to by your teacher or through your adult using the school email
* Use the raise hand function (if available) to ask a question

**Appendix 6** - **Russell Lower School Parent code of conduct for remote leaning**

When supporting child with remote learning parents should:

* Familiarise themselves with this policy
* Be aware that all sessions will be recorded from start to finish
* Be aware that your child will be requested at some point to turn their camera on in order to help use safeguard all children
* Support all learning tasks as appropriate and monitor their child’s online activity
* Communicate with teachers when a problem occurs during the tasks allocated
* Provide the tools needed to complete online learning as far as possible e.g. computer or iPad, internet connection
* Communicate with the class teacher, phase leader, pastoral support team or SLT if there is a concern with the health and wellbeing of the pupil
* Check email regularly to ensure all communication is read and responded to as needed.

Appendix 7 – how to convert lynx files

It is possible to convert Lynx documents to PowerPoint and PDF. You can do this by following the below steps.

1. Within Lynx, open the file you wish to convert
2. Navigate to File, Save As
3. From here a Window will appear, much like the below image



Under the section “Save as type:” a drop-down menu will appear. The option for PDF (Portable Document Format) and PPT (PowerPoint) are listed. Simply select the format you require and it will begin the conversion.

**Appendix 8** - **Template of email to be sent to parent of a child requiring remote learning where the rest of the cohort is in school**

Dear XXXXXXXXXXX,

Sorry to hear that you are currently unable to come into school.

Below, I have set out some home learning that you can do each day while you are at home.

Each day we would like you to do part of a Maths Lynx file converted to a powerpoint, an English Lynx file converted to a powerpoint, a phonics or SPAG (Spelling, Punctuation and Grammar) Lynx converted to a Powerpoint and one other subject (again Lynx converted). Any other resources, such as worksheets will also be attached here. I will explain which parts need to be done each day.

In  addition to a piece of Maths, English, Phonics/SPAG and one other subject, we thought the following may also be useful to try and include within each day:

* 10 minutes daily reading or quizzing via accelerated reader. The children can logon to quiz using their pupil login details (they should know these)  <https://ukhosted12.renlearn.co.uk/2232304/>
* 15 minutes of TTRockstars (timestable). They can either log in by following the link or the app can be downloaded. <https://play.ttrockstars.com/auth/school/student/61644>
* Or 15 minutes on ‘Hit the Button’
* 30 minutes of physical activity whether this is something in the garden or digitally
* some spelling practice - we have included the link here. You will just need to find the correct year group for your child in the document - <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf>

Any work can be attached to an email and sent back to me.

If you have any questions or concerns during this period please do not hesitate to get in contact with us. I can be contacted through the class email, or alternatively use the office@russell-lower.co.uk to get hold of another member of staff.

Thank you so much for your on-going support with home-learning. It is greatly appreciated.

We look forward to seeing you back in school soon.

Take good care of yourselves.

Missing you already!

**Appendix 9** – **Example timetable for whole class/bubble live remote learning**

Possible timetable for live remote learning:

9:15am – 9:35am - Phonics (FS/KS1) SPAG (KS2) (Teacher 1 live)

10am – 10:20am – English (Teacher 2 live)

10:20 – 10:50 – Home learning English task

11:15 – 11:35 – Maths (Teacher 3 live)

11:35 – 11:55 – Home learning Maths task

1 – 1:20 – Theme lesson (Teacher 1 live)

1:20 – 2pm – Home learning theme task