



Remote Learning Policy

Sticklepath 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	21 st October 2020	N/A	Policy agreed during Pandemic	Formulated in response to potential full/partial school closures
V1.1	November 2020	N/A	Updated to Sticklepath	From generic to reflect school position.



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• enabling pupils to receive feedback on how to progress	9
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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.	10
Supporting pupils with Special Educational Needs and Disabilities (SEND)	10
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.	10
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.	10
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.	10
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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. 10

If a member of staff is required to self-isolate, they are expected to: 10

- 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. 10

- Work remotely. Staff will be given an individual project to work on which is in 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. 10

8. Data protection 10

9. Confidentiality 11

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. 11

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 Google MEET should be carried out in an empty room, free from distraction and providing a safe and secure environment for all. 11

All live 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. 11

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. 11

When communicating with other staff, pupils and families staff should only use school approved communication systems such as professional email addresses. 11

10. Safeguarding 11

12. Responses to Incident of Concern 12

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 (SWA). 12

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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 in particular related to the Covid-19 pandemic. Remote Learning takes account of the duty to provide daily education for young people including their safety and well being. We are committed to providing the best quality education for all.

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

- Online and IT provision through access to Tapestry and/or Google Classroom
- Documents (Hard paper copies) delivered/collected from the school

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 and 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 Remote Learning Pack is monitored by their Team Leader 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;
- 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.

Remote learning responsibilities

Team Leaders

Team leaders are responsible for checking the planning across their team is suitable for remote access and that the pedagogy is in line with Sticklepath Curriculum aims.

Class Teachers

Class teachers will set the daily tasks/lessons based on short and medium term planning. The remote timetable for children will reflect core learning that will need to be completed in the morning to allow teachers to feedback and respond in the afternoon. Afternoon tasks/lessons will be more open ended and reflect the breadth of the wider curriculum. These will be set by a combination of class teachers and PPA specialists from across the school (e.g art, music and Forest School).

Work will be set at least a day in advance and suggested timings for children to spend on each session will be provided by class teachers.



Instructions for uploading/viewing work will be sent home by class teachers and children will be trained in school to use Google classroom during school time.

Any safeguarding concerns will be forwarded to the DSL immediately.

Code of conduct - all staff engaging remotely will apply the same code of conduct principles they would as in a normal class based lesson. There is an expectation that the usual dress code will apply and the same professional language and expectations will be adhered to.

SENCo and DSLs

All vulnerable families highlighted by class teachers and not in school, will be picked up by the SENCo and DSL for at least weekly phone calls to check in and see what further support can be offered. Any safeguarding concerns will be passed immediately to DSL to follow up.

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 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 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.
- TAs may be deployed in school to support keyworker/vulnerable children pods.

4.3 Subject leads

Alongside their teaching responsibilities, subject leads or Heads of Department 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

4.4 Senior Leaders

Alongside any teaching re:

- Co-ordinating the remote learning approach across their team/subject



- Monitoring the effectiveness of remote learning within their team/subject – reporting any concerns back in Senior Management Meetings
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Monitoring the impact of staff well being within their team and making sure that teacher workload across team is fair, equitable and manageable.

4.5 Designated Safeguarding Lead

The DSL is responsible for following up any concerns raised. They will also check on vulnerable families and children identified who are not able to attend school at least every week and more frequently depending on need.

4.6 IT support

If staff experience issues with IT school equipment, please contact Aprox support at support@aprox.co.uk

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
- Treat others within the Google Classroom as they would at school - with kindness and respect.

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 – use of the school website for remote learning at <https://www.sticklepathschool.org.uk/online-learning> for guidance and support.
- Be respectful when making any complaints or concerns known to staff and follow the appropriate pathways

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
- Monitoring the effectiveness of spending and the long term strategic plan
- Supporting and safeguarding teacher well being in line with school protocols



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 team and subject lead. If the issues are around individual child accessibility talk to SENCO (Miss Summerville)
- Issues with pupil behaviour – talk to firstly team leader then co headteacher (Mr Blunt)
- Issues with IT – talk to Aprox or Computing lead (Mrs Slaney)
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer (Mrs Mitchell)
- Concerns about safeguarding – talk to the DSL (Miss Warner)

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

The school will use Tapestry and Google Classroom to teach through remote learning. These systems are the only IT systems which are approved for remote learning at Sticklepath.

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).

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 in 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)
- Only using school devices for school work and not to access websites for home use.
- 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 Google MEET should be carried out in an empty room, free from distraction and providing a safe and secure environment for all.

All live 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 endeavour 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 (SWA).

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
- E - safety policy



Appendix 1

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.

- **Blue font** indicates that the setting should insert relevant information.
- **Pink font** highlights suggestions to assist leaders in amending sample statements and ensuring content is appropriate. This content is provided as guidance notes and should not be left in policies.

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.



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 **Tapestry and Google Classroom**
 - **Tapestry and Google Classroom** has been assessed and approved by the **Co Headteachers**
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 Ms S Warner, Designated Safeguarding Lead (DSL).
 - Staff will use work provided equipment where possible e.g. a school/setting laptop, tablet or other mobile device. If this is not provided, leaders should ensure clear expectations are in place in relation to safeguarding and data security when using personal devices e.g. using strong passwords, suitable levels of encryption, logging off or locking devices when not in use etc.
3. Online contact with learners and/or parents/carers will not take place outside of the operating times as defined by SLT:
 - 9am - 4pm
4. Live streamed remote learning sessions will only be held with approval and agreement from the co headteachers - we are currently not doing this.
5. All 'live' streamed lessons should be appropriately recorded to safeguard staff or have the presence of additional adult.

Data Protection and Security

6. Any personal data used by staff and captured by Tapestry and Google Classroom when delivering remote learning will be processed and stored with appropriate consent and in accordance with our data protection policy
7. All remote learning and any other online communication will take place in line with current school/setting confidentiality expectations as outlined in the Remote Learning Policy and the School's GDPR policy. Amend as appropriate.
8. All participants will be made aware that system name records activity. Only needed if the session is recorded by the system: settings should amend as appropriate to the approach and system being used. Please note, consent from those involved in the session is required if settings are recording activity. Settings should be clear about how recordings will be stored, how long they will be kept for and who will have access to them, in line with your existing data protection policy.
9. Staff will not record lessons or meetings using personal equipment.
10. Only members of Sticklepath Community Primary Academy will be given access to School Tapestry and Google Classroom Platforms.
11. Access to Tapestry/ Google Classroom will be managed in line with current IT security expectations as outlined in in the Remote Learning Policy.

Session Management

PLEASE NOTE THAT THE SCHOOL DOES NOT CURRENTLY HAVE PLANS TO RUN LIVE ONLINE SESSIONS BUT THIS MAY CHANGE IN THE FUTURE AND THE FOLLOWING INFORMATION WILL GUIDE THIS>

12. Staff will record the length, time, date and attendance of any sessions held
13. Appropriate privacy and safety settings will be used to manage access and interactions. This includes:
 - Messenger chat will be disabled.
 - Google Classroom has a 'walled garden', meaning children will not be able to email in/out to people not on the Sticklepath system.
14. When live streaming with learners: - See above message regarding Live streaming
 - contact will be made via learners' Sticklepath provided email accounts and/or logins..
 - staff will mute/disable learners' videos and microphones..
 - at least 2 members of staff will be present.
 - If this is not possible, SLT approval will be sought.
15. Live 1 to 1 sessions will only take place with approval from the co headteachers



- 16. A pre-agreed invitation/email (as relevant to system being used) 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.
 - 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.
- 17. Alternative approaches such as paper instructions and/or access will be provided to those who do not have access but where possible devices will be provided.

Behaviour Expectations

- 18. Staff will model safe practice and moderate behaviour online during remote sessions as they would in the classroom.
- 19. All participants are expected to behave in line with existing Sticklepath 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 Staff will adhere to the Code of Conduct policy at all times
 - 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.
- 20. Staff will remind attendees of behaviour expectations and reporting mechanisms at the start of the session.
- 21. 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.
- 22. 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

- 23. Participants are encouraged to report concerns during remote and/or live streamed sessions:
- 24. 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 the co headteachers
- 25. 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, contacting police if a criminal offence has been committed.
- 26. Any safeguarding concerns will be reported to Ms S Warner, Designated Safeguarding Lead, in line with our child protection policy.

I have read and understood the [Sticklepath 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

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:
 - 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
- 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/carers
- 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/carers 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/carers):

Date:



Sticklepath Community School	