



Learn-AT

Learning ~ Fellowship

Provision and Principles for Remote Learning

The Learn-AT approach to remote education

This handbook sets out how Learn-AT schools use the MS Teams platform to provide remote education for children who cannot attend school. Sometimes teachers will have to self-isolate when their classes are still at school. They will also be able to use Teams to continue teaching their classes, remotely, from home, provided of course that they are well.

Access and inclusion

We know that there may be several children who cannot access Teams from home because they do not have a suitable device. We have worked hard to build a central bank of laptops to loan to families for those children who need a device to access remote education. There is some support available to ensure all families have access to the internet. Schools will continue to provide paper resources and daily activities via email for any families who still cannot access the internet other than through 4G on a mobile phone.

If you need help with access to suitable devices or the internet, or paper resources for remote education, please contact your child's class teacher.

If you have no internet access other than 4G on a phone, you can submit your child's work to their teacher by sending photographs via email to your child's year group email address. If this is not possible, please talk to your child's class teacher to make arrangements to drop off your child's work safely at school.

Planning for a range of scenarios

In all the scenarios outlined below, pupils will be offered lessons and activities which follow the school's curriculum plan. This means that as far as possible they will be learning what they would have been learning if they were in school. There will be a mixture of pre-recorded short lessons, live interaction with the teacher or teaching assistant, where children will be able to listen and talk to the teacher and answer questions, and independent practical, creative and written work.

Scenario 1: Full attendance – all children in school

Teaching and learning will continue as usual but teachers will need to make some changes to the way they work so that they can switch to remote education at short notice and keep disruption to children's education to a minimum. For this to be possible, teachers, children and families need to be familiar with how Teams works, and ready to make the switch before their bubble has to close.

These are the things that need to be in place before remote education can happen when a school closes:

- School leaders need to know which children will need a loan device.
- Learn-AT needs a bank of suitable devices to loan to families who need one during periods of self-isolation.
- Schools will have a member of staff available who provides technical support for families during the loan period. People might need help with their devices, with setting up Teams, with trouble-shooting etc.
- All parents and carers must read and agree to observe the remote education code of conduct and remote education safeguarding protocol. They complete a Microsoft Form to confirm this and their understanding that the school uses the MS Teams digital platform for remote education. **Children's individual logins for Microsoft Teams cannot be activated until this form has been completed. There is a link to the form in the Safeguarding Protocol and Code of Conduct at the end of this handbook.**
- Teachers started using MS Teams to set homework during 2020 while children were attending school in the usual way. This meant children and families learned how Teams works, without the need for an individual device throughout the school day.

Scenario 2:

Teacher has to teach remotely, children are still at school

Each school has special technical kits which mean that teachers can teach remotely from home, supported by a member of support staff in the classroom. Some lessons (maths, English, science, RE, geography and history) may be taught by the teacher who is remote in this way. School-based support staff and specialist instructors may teach other subjects such as Art, PE, DT and Music in school, either directly, or by using lessons pre-recorded by specialists in other Learn-AT schools or provided by Oak National Academy.

Scenario 3:

Individual children are required to learn remotely, or cannot attend school for medical reasons. The rest of their class attend school as normal

In this case the teacher will provide a programme of work which closely follows the in-school curriculum, using a range of web-based and paper resources.

Children at home will have regular contact with the class teacher and/or support staff via MS Teams. Their daily schedule and tasks will be posted on MS Teams. They may register with a member of staff in the morning and at lunchtime and have direct contact with a staff member at the end of the day. They will not, as a rule, participate remotely in live lessons taking place in the classroom but they may join the class for a whole class session such as story time or collective worship. They may be able to see the teacher but will not be able to see the whole class.

Scenario 4:

Whole class, year group, phase or key stage needs to be taught remotely

Notification of remote learning may happen at very short notice. It may not be possible to provide the full remote education offer on Day 1. Therefore, Day 1 will be spent ensuring staff are confident to implement remote teaching from their own homes using MS Teams as a platform. Teachers and teaching assistants will receive two remote training sessions:

1. Technical training to use Teams effectively and safely for live remote interaction with pupils at home; safeguarding protocols and codes of conduct are revisited.
2. Training in some important and useful remote teaching strategies

While teachers and teaching assistants take part in training, school and trust administration and technical staff ensure all remote pupils have:

- a suitable loan device (families already identified)
- a remote education resource pack
- paper-based resources where internet access is not possible.

(Resources will be delivered to families who need them via family members, nominated friends or neighbours, or by members of school staff.)

The following daily schedules are examples only. We expect that timetables and activities offered to children will develop throughout the year. Teachers will develop their skills and confidence in using Teams and their knowledge and understanding of the various online teaching strategies and online tools available. We will learn from experience what is possible and manageable and adapt accordingly.

On Day 1 of remote learning, while preparations are being finalised for the remainder of the period, children will be sent a selection of learning activities by email for that day only. This will ensure that there is as little disruption to their education as possible.

Day 1	Day 2	Day 3 onwards																
<p>Remote refresher training for teachers and TAs (pre-recorded):</p> <ul style="list-style-type: none"> • Technical set-up and live, remote interaction with self-isolating pupils. • Key principles of curriculum pedagogy for remote education. • Planning time for teachers. 	<p>Establish the daily schedule:</p> <ul style="list-style-type: none"> • Practice run through. • Iron out any gremlins/barriers/login issues. <p>Teachers post daily timetable, links, information and activities in the Class Notebook in advance:</p> <p>Example practice timetable:</p> <table border="1" data-bbox="587 703 1102 2101"> <tr> <td>9.00</td> <td>Register – live online with the teacher</td> </tr> <tr> <td>9.05</td> <td>Teacher explains morning activities</td> </tr> <tr> <td>9.15</td> <td>Lesson 1 – Oak National Academy/White Rose Maths - short video lesson online, followed by: <ul style="list-style-type: none"> • Independent maths work following up from video lesson • Break • Physical activity • Independent reading </td> </tr> <tr> <td>11.30</td> <td>Class checks in with the teacher in Teams – dialogue and feedback about their work. (Children could practise using their clip-on visualisers to share their work with the teacher.)</td> </tr> <tr> <td>12.00</td> <td>Lunch and physical activity</td> </tr> <tr> <td>1.00</td> <td>Register live in Teams with the teacher. Teachers sets afternoon lesson and activities: <ul style="list-style-type: none"> • English – Oak National Academy • Follow-up independent work • Break • Physical Activity </td> </tr> <tr> <td>2.45</td> <td>Check-in live with the teacher. Dialogue and feedback about the afternoon's work</td> </tr> <tr> <td>3.15</td> <td>Close</td> </tr> </table>	9.00	Register – live online with the teacher	9.05	Teacher explains morning activities	9.15	Lesson 1 – Oak National Academy/White Rose Maths - short video lesson online, followed by: <ul style="list-style-type: none"> • Independent maths work following up from video lesson • Break • Physical activity • Independent reading 	11.30	Class checks in with the teacher in Teams – dialogue and feedback about their work. (Children could practise using their clip-on visualisers to share their work with the teacher.)	12.00	Lunch and physical activity	1.00	Register live in Teams with the teacher. Teachers sets afternoon lesson and activities: <ul style="list-style-type: none"> • English – Oak National Academy • Follow-up independent work • Break • Physical Activity 	2.45	Check-in live with the teacher. Dialogue and feedback about the afternoon's work	3.15	Close	<p>Daily schedule becomes established.</p>
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<p>Issue loan laptops where needed.</p>																		
<p>Facilitate set up, provide technical support for families.</p>																		
<p>Deliver or post remote education packs to families if it has not been possible for children to take them home in advance:</p> <p>Exercise books – maths and writing; pen, pencil, colouring pencils, mini-visualiser (when available).</p>																		
<p>Paper learning resources for any pupils unable to access the internet.</p>																		

Example Remote Education Timetable - EYFS:

Time	Activity	Live in Teams	Independent
9.00	Register online in Teams with the teacher	✓	
9.10	Teacher explains daily activities for children and parents	✓	
9.15	Phonics video lesson with Oak National Academy or similar		✓
	Follow-up reading and/or writing activity		✓
	Break and physical activity		✓
	A range of suggested practical activities, including singing, rhymes and stories covering other areas of learning for children for parents to supervise.		✓
11.45	Check in with the teacher at the end of the morning on Teams	✓	
12.00	Lunch and physical activity		✓
1.15	Register online in Teams with the Teacher	✓	
1.20	Teacher explains afternoon activities	✓	
1.30	Maths video lesson with Oak National Academy		✓
	Follow-up activity		✓
	A range of suggested practical activities including singing, rhymes and stories covering other areas of learning for parents/carers to supervise		✓
2.45	Check-in with the teacher on Teams	✓	
3.00	Story	✓	
3.15	Close	✓	

Scenario 5:

The whole school closes and everyone is taught remotely

Children learning from home should log into Teams to register at 9.00 each morning, dressed and ready for school as they would normally be.

As outlined in the grids above, teachers will make full use of national resources such as Oak National Academy and the BBC to provide daily curriculum which is broadly similar as far as is practical and possible for children at home and those in school.

There will be a combination of live interaction with staff, pre-recorded lessons and independent work.

Schools will provide home learning packs which will include pens and pencils, exercise books and reading books so that children at home can work independently and away from screens for part of each day.

Attendance and engagement

Children in EYFS and KS1 will be expected to engage in home learning for at least three hours a day, children in KS2 for 4 hours a day.

Daily attendance for home learning is expected and recorded in a similar way as daily attendance in school. If your child cannot attend their remote education, parents should inform the school.

Where children cannot attend remote education on Teams, for example where there is no internet access, teachers will provide daily learning activities either by email (using 4G) or on paper. Even in these situations, daily registration and regular contact with the teacher might still be possible using a mobile phone. Where children can access remote education via Teams, daily attendance and punctual registration is expected in the same way that physical attendance at school is expected in normal circumstances. If a child can't attend because of illness parents/carers should inform the school office in the usual way. Office staff will follow up with any child who has not attended daily registration and a message has not been received. Absence from remote education without notification or with good reason is recorded as unauthorised.

Using the MS Teams platform schools are able to monitor pupil engagement with online learning. Teachers will also expect pupils to complete and submit work when requested, just as they would if children were attending school physically. Teachers will contact parents

to discuss any concerns they have about the extent of a child's engagement with their learning.

Young children should not be spending hours staring at screens. It is essential that all children have daily opportunities for reading aloud, writing and composition, physical and creative activity, and to practice their handwriting skills. Teachers will plan daily learning so that there is a balance of time spent on screen and time to work independently.

Assessment

Teachers will use a range of approaches to assessing pupils' learning and providing feedback. These will be informed by the approaches set out in the school's assessment, marking and feedback policies and will emphasise whole class and individual verbal feedback, once the teacher has evaluated pupils' work and responses to lessons.

Additional support for children with particular needs

We recognise that some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Teachers will work with parents to ensure that a remote curriculum and resources which meet individual children's learning needs are provided
- Additional remote support via Teams from the class teachers and/or a member of support staff will be provided where appropriate
- Where contributions from external specialists are required, this will be arranged remotely where possible.

Reporting pupil progress to parents and carers

Schools will follow their usual pattern of reporting to parents. Arrangements will be made for discussions with parents to take place via video or audio call on MS Teams.

Data Protection

- Remote education takes place solely within the secure digital platform Microsoft Teams.
- Remote education may involve video recordings which include images of pupils, either when they are physically in the classroom and on camera or when they appear on screen as they participate in live online interaction with their teachers and fellow pupils. Video recordings are automatically deleted from Teams after 7 days.
- Visibility on screen and being able to see each other and their teacher, and the teacher being able to see them, may promote pupils' active engagement and learning in lessons and promote their emotional wellbeing and mental health.
- A clear message stating that a Teams lesson or meeting is being recorded appears on the screen throughout the session.
- Parents and pupils can choose not to turn their cameras on if they so wish.
- Where families do not have access to Teams, teachers will send documents and other resources to support remote education to families by email using Arbor – the Trust's secure management information system (MIS)
- Communication with pupils and families when teachers are in self-isolation at home takes place only via Arbor (email) and/or via MS Teams.
- A full data protection impact assessment has been undertaken to ensure that all data processed in connection with remote education, including video recording, is secure and that the provision is fully compliant with GDPR.
- The Learn-AT privacy notices outline the legal bases for data processing and inform data subjects of their rights under the GDPR, including in relation to the provision of remote education via Microsoft Teams. The Learn-AT Privacy notices for pupils and for parents/carers is available on the Learn-AT website <https://www.learnat.uk/about-learn-at/documents-and-policies/data-protection>

Learn-AT Remote Education Safeguarding Protocol

When children have to work remotely, our school will use Microsoft Teams to communicate with children, provide access to remote education assignments, activities and recorded lessons and some live interaction with their teachers and classmates online. To keep children and staff safe there is a strict safeguarding protocol which everyone must follow very carefully.

Your child will only be able to access remote education after you have given your consent.

Joining the Teams session

- The teacher will set a day and time for the call and send an invitation to the children's Teams accounts via the Teams calendar
- Your child will need to click on the 'Join' button in the Teams calendar to join the session at the set time
- You should be able to join the call from a smartphone, tablet or laptop as long as it has a microphone and speaker.

Safeguarding Protocol

- Children should be dressed in clothes suitable for school
- Anyone else who might be seen on screen during the call must also be appropriately dressed (e.g. parents and carers, siblings)
- Please make sure that your child joins the call in a shared area of your home, e.g. living room, dining room, kitchen, and not from a bedroom. A neutral background such as a plain wall would be ideal. If this is not possible please check the background behind your child to ensure that it is suitable to be visible to others on the call.
- If you have any concerns about your child, family or home being seen on screen by others you may choose to turn off the camera for the call.
- A parent or carer should remain in the room with the child while they are on the call but should not be visible on the screen or speak to the teacher or other children.
- Language must be professional and appropriate, including any family members who might be heard in the background of the call.
- All calls will be recorded for safeguarding and training purposes.
- Videos will be kept securely within the MS Teams platform for 21 days in case of any complaints or queries. They may also be shared with any member of the class who is not able to join the call 'live' to allow them to catch up at a later time.
- Calls must not be recorded or screenshots taken by anyone other than members of school staff.
- Normal school rules will apply during the call including:
 - being on time for the lesson
 - behaving respectfully towards others
 - following instructions
 - listening to the teacher as they are talking.
- Teachers may have to remove a child from the call if the rules above are not followed

If the teacher has any safeguarding concerns during the call, these will be followed up in the usual way according to the school's Child Protection Policy.

Code of Conduct for Parents and Carers

Learn-AT's Social Media Code of Conduct for Parents and Carers) will apply to remote education calls. In particular:

All Learn-AT schools expect parents and carers to behave in a respectful, civil and courteous way online and will not tolerate any of the following online behaviours:

- Sending or posting abusive or unkind messages to or about parents or teachers
- Posting anything negative or unkind about fellow parents, pupils, the school or its employees on social media
- Complaining about the school's policies, values and methods on social media
We welcome constructive feedback, provided in the right way, either by email or in person to school staff. Teachers and school leaders are always happy to listen and talk to parents to address any concerns they may have. Complaints should be made following the guidance outlined in the Learn-AT Complaints Policy
- Behaviour on social media which is likely to damage the reputation of the school, the trust or any member of staff

This applies to any comments relating to anything to do with the teacher or other children that is observed during remote education sessions and includes social media platforms, such as Facebook, Instagram, TikTok or Twitter, and messaging apps, such as WhatsApp.

Breaches of this code of conduct will be taken very seriously by the school and the trust. Breaches could lead to the school withdrawing access to online remote education for the children of the family involved.

Posting illegal, defamatory, or discriminatory content could lead to prosecution.

Resources used by Learn-AT schools to support remote education:

Resource	Weblink	Paper-based
Tapestry	https://tapestry.info/	
Oak National Academy	https://www.thenational.academy/	
White Rose Maths	https://whiterosemaths.com/homelearning/	
NCETM	https://www.ncetm.org.uk/in-the-classroom/support-for-schools-addressing-ongoing-coronavirus-impact/primary-video-lessons/	
Times Tables Rock Stars	https://trockstars.com/	
BBC Bitesize	https://www.bbc.co.uk/bitesize	
Literacy Trust online library	https://wordsforlife.org.uk/virtual-school-library/	
Home learning paper packs	Provided by the school	✓
CGP	https://www.cgpbooks.co.uk/	✓
PiXL	https://www.pixl.org.uk/	
ReadTheory	https://readtheory.org/	
Oxford Owls	https://www.oxfordowl.co.uk/	
PhonicsPlay	https://www.phonicsplay.co.uk/	
ICT Games	https://www.ictgames.com/	
Stories	http://www.lancsngfl.ac.uk/curriculum/literacy/lit_site/html/fiction/picture.htm https://www.storylineonline.net/	
BorrowBox	https://www.borrowbox.com/	

Internet Safety Websites

South West Grid for Learning - safeguarding	https://swgfl.org.uk/resources/safe-remote-learning/
NSPCC	https://www.nspcc.org.uk/keeping-children-safe/online-safety/ https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely/
Internet Matters	https://www.internetmatters.org/advice/
Think-U-Know	https://www.thinkuknow.co.uk/
Safer Internet Centre	https://www.saferinternet.org.uk/
Safety Net Kids	http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/
Childnet.com	https://www.childnet.com/