



LILY LANE PRIMARY SCHOOL

Kenyon Lane, Moston, M40 9JP
0161 205 3397

Remote Learning Policy

**This policy was agreed by the Governing Body
(and supersedes all previous policies relating to this area).**

Signed by Chair of Governors	
Implemented	January 2021
Review date	September 2023
Author	S.Smart

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Appendix

Every child is expected to attend school from 1st September 2020. In line with Government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms (subject to change according to Government guidelines):

- A continuous, dry cough
- A high temperature above 37.8°C
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for Covid-19

This policy is intended to outline expectations for the children not attending school due to a Covid related illness including:

- Individual children self-isolating
- Class bubble closure
- Year group bubble closure
- Partial school closure

Individual pupils who do not attend school due to sickness (not Covid related) are to inform school using the usual procedure of informing the office by telephone on, 0161 205 3397, or by email and are not expected to complete home learning during this time.

Statement of intent

At Lily Lane, we understand the need to deliver high quality education, including during periods of remote working, whether for an individual pupil or many children who may be isolating. We recognise the importance of maintaining high expectations in all areas of the curriculum and ensuring that all pupils have access to the learning resources and support they need in order to learn and succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.

- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.
- Ensure those children who are working from home are given the same high quality, differentiated curriculum that those in school are receiving wherever possible.

This policy has been informed by our experiences of home learning during the first lockdown and by feedback from staff and parent questionnaires carried out during this time. This policy is flexible and may need to adapt to changing circumstances.

Principles for home learning

At Lily Lane we value working with parents as partners. We recognise that parents (and grandparents) are a child's first and most important teacher. Parental support, high expectations of their child as a learner and involvement with learning make a bigger difference on a child's progress than an individual school.

We also recognise that for parents your own child can be the hardest child to teach. Clear and appropriate guidance and instruction from the school is essential.

Our policy aims to encourage children to take responsibility for their own learning. During lockdown 1, we identified six key principles of home learning that we thought could be achieved:

- To promote positive mental health and well-being in children and families.
- To provide opportunities for children to revisit and consolidate knowledge already taught to achieve fluency and (with support) to set themselves next steps targets.
- To continue to develop children's thinking and reasoning skills.
- To provide entertainment and independent activities for children so that adults can work.
- To promote positive family relationships and continue to develop cooperative learning with reference to Kagan, Pivotal and restorative approaches.

- To maintain the Lily Lane community.

In addition to encouraging daily reading at home, regular home learning at Lily Lane comprises of the following types of activities:

- Practice
- Preparation
- Projects and investigations

With our remote learning, we also aim to replicate, as far as possible and where applicable, what the children would be receiving in school. We will aim to use a curriculum sequence that allows access to high quality online and offline resources and teaching videos linked to the curriculum. This will include some new learning but will also be an opportunity to consolidate, practise skills and re- visit prior learning.

At Lily Lane the curriculum is designed to recognise children's prior learning and build upon it to increase cognitive complexity. We revisit concepts regularly to deepen children's understanding.

Our curriculum allows children to develop interpersonal skills, build resilience, become creative, critical thinkers and recognise the possibilities in future in life.

Definitions

What is learning?

Learning is a change to long-term memory. It is the process of acquiring the essential knowledge, skills, understanding and behaviours required to deepen understanding. Cultural Capital Cultural capital gives our children the essential knowledge required to be informed and thoughtful members of our community and to prepare for their future success.

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010

- Education Act 2004
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2020) 'Guidance for full opening: schools'
- DfE (2020) 'Keeping children safe in education'

1.3. This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs (SEND) Policy
- Behaviour Policy
- Accessibility Policy
- Assessment Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct

2. Roles and responsibilities

2.1. The governing board is responsible for:

- Ensuring that the school has robust risk management procedures in place.

- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

2.2. The Headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on a termly basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.

2.3. The health and safety officer is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the Headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

2.4. The Data Protection Officer is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- 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.

- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

2.5. The Designated Safeguarding Lead is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- 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.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working.
- Ensuring all safeguarding incidents are adequately recorded and reported.
- Contact email for issues around safeguarding or support for families at home is familysupport@lilylane.manchester.sch.uk

2.6. The SENDCo, SEND team and Phase Leaders are responsible for:

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the class teacher to provide any support and guidance required. To liaise with the Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- 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.

2.7. The School Business Manager is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

2.8. 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, 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.
- Working with the SEND team to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

2.9. Staff members are responsible for:

- Adhering to this policy and the remote learning contingency plan at all times during periods of remote learning.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- 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 dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Headteacher.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- Adhering to the Staff Code of Conduct at all times.

2.10. Parents are responsible for:

- Adhering to this policy and the remote learning contingency plan at all times during periods of remote learning.

- Ensuring their child is available to learn remotely at the times set out in paragraphs 9.1 and 9.2 of this policy, and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material during the times set out in paragraphs 9.1 and 9.2.
- Reporting any absence in line with the terms set out in paragraph 9.6.
- Ensuring their child uses the equipment and technology used for remote learning as intended.

2.11. Pupils are responsible for:

- Adhering to this policy and the remote learning contingency plan at all times during periods of remote learning.
- Ensuring they are available to learn remotely at the times set out in paragraphs 9.1 and 9.2 of this policy, and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behaviour Policy at all times.

3. Resources

Expectations for remote learning for pupils

Remote learning cannot fully replicate the learning experiences our pupils have when they are in the school building. However, we fully understand that the effectiveness of remote learning is determined by:

- Ensuring pupils receive clear explanations.
- Supporting growth in confidence through scaffolded practice.
- Application of some new knowledge or skills.
- Enabling pupils to receive feedback on how to progress.

Teachers will utilise a variety of methods to support remote learning that will include some contact with a teacher, some offline work and some online work. Our goal is for

pupils not to be solely reliant on computers, but to engage in learning that also incorporates reading, communicating, authentic learning experiences, whilst also taking time to be physically active. The current recommendations from the Chief Medical Officer is that children and young people (5-18) should engage in moderate-to-vigorous intensity physical activity for an average of at least 60 minutes per day across the week. This can include all forms of activity such as physical education, active travel, play and sports. Pre-schoolers (3-4 years) should spend at least 180 minutes (3 hours) per day in a variety of physical activities spread throughout the day, including active and outdoor play. More is better; the 180 minutes should include at least 60 minutes of moderate-to-vigorous intensity physical activity.

Learning materials

3.1. The school will utilise a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, teachers will primarily use their class FROG page and children will be given a range of learning which may include:

- Educational websites such as White Rose Maths and Oak National Academy etc.
- Reading tasks including daily RWI lessons or Accelerated Reader
- Online apps
- Live teaching via Zoom
- Pre-recorded video or audio lessons
- Small group interventions
- 1-1s live
- Paper resource packs

Teachers will use the Frog platform to provide the daily work for children. Families will be supported to access the learning and will be guided to the 'live' sessions and prerecorded instructional videos. Copies of the daily tasks will also be posted on the school website. It is important to note that paper resource packs will be given to every family.

3.2. Teachers will review the DfE's list of online education resources and utilise these tools where appropriate, in addition to existing resources.

3.3. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

3.4. Teachers will ensure the programmes chosen for online learning have a range of accessibility features to support pupils with SEND.

- 3.5. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- 3.6. The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats.
- 3.7. Work set will be adapted so that it can be completed and uploaded onto the FROG page or emailed via the year group email.
- 3.8. Teaching staff will liaise with the SENDCo and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

We will continue as far as possible to provide family projects, resources, books and paper copies of worksheets.

- 3.9. The SENDCo and SEND team will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls/emails.
- 3.10. Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- 3.11. Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops/iPads.
- 3.12. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.
- 3.13. Teaching staff will oversee academic progression for the duration of the remote learning period and will provide feedback on work in line with section 7 of this policy.
- 3.14. The arrangements for any 'live' classes, e.g. webinars, class chats will be communicated via the class FROG page and kept to a reasonable length of no more than 30 minutes per session.
- 3.15. The ICT technicians are not responsible for providing technical support for equipment that is not owned by the school.

Food provision

3.16. The school will signpost parents via parent mail towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

3.17. Where applicable, the school will provide the following provision for pupils who receive FSM:

- Making packed lunches available for delivery or collection or a food package provided by the catering company.
- Providing vouchers to families.

Costs and expenses

3.18. The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.

3.19. The school will not reimburse any costs for travel between pupils' homes and the school premises.

3.20. The school will not reimburse any costs for childcare.

3.21. If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

4. Online safety

This section of the policy will be enacted in conjunction with the school's Online Safety Policy.

4.1. Where possible, all interactions will be textual and public.

4.2. All staff and pupils using video communication must follow the zoom protocol and ensure that they:

- Wear appropriate clothing.
- Are situated in a quiet, suitable 'public' living area within the home with an appropriate background where no personal items are on show. 'Private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

4.3. All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

4.4. The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENDCo.

4.5. Pupils not using devices or software or engaging with remote learning tasks, will be followed up by the class teacher via text message, email and phone calls. If there is no response, a member of the SEND team will then follow up.

4.6. The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

4.7. The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

4.8. The school will communicate to parents via School Comms about any precautionary measures that need to be put in place if their child is learning

remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

4.9. During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

4.10. The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

5. Safeguarding

5.1. This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.

5.2. The DSL and Headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

5.3. The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

5.4. Phone calls made to vulnerable pupils will be made using school phones where possible or on a personal phone as a withheld number.

5.5. The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.

5.6. All contact with vulnerable pupils will be recorded on CPOMs and suitably stored in line with the Data Protection Policy.

5.7. The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

5.8. All home visits must:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on CPOMs and the records stored so that the DSL has access to them.
- Actively involve the pupil.

5.9. Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.

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

5.11. All members of staff will report any safeguarding concerns to the DSL immediately.

5.12. Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for

6. Data protection

6.1. This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

6.2. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

6.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

6.4. Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

6.5. Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.

- 6.6. All contact details will be stored in line with the Data Protection Policy.
- 6.7. The school will not permit paper copies of contact details to be taken off the school premises.
- 6.8. Pupils are not permitted to let their family members or friends use any schoolowned equipment which contains personal data.
- 6.9. Any breach of confidentiality will be dealt with in accordance with the school's Data and E- Security Breach Prevention Management Plan.
- 6.10. Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedure.

7. Learning Feedback

- 7.1. All schoolwork completed through remote learning must be:
- Finished and returned to the relevant member of teaching staff.
 - Returned on or before the deadline set by the relevant member of teaching staff.
 - Completed to the best of the pupil's ability.
 - The pupil's own work.
 - Responded to in line with the school Feedback policy.
- 7.2. The school expects pupils and staff to maintain a good work ethic during the period of remote learning.
- 7.3. Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via text, email or the telephone if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- 7.4. Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the Headteacher as soon as possible.
- 7.5. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENDCo, SEND team and Phase Leader as soon as possible.

7.6. The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible teachers will ensure that they look at all pieces of work submitted. Teachers will make decisions on comments and feedback based on when it will be meaningful and have the greatest impact on learning. 'Live' sessions and pre-recorded videos may also be used to give comment and feedback, often when it is more general.

8. Health and safety

8.1. This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.

8.2. Teaching staff and ICT technicians will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

8.3. If using electronic devices during remote learning, pupils will be encouraged to take regular screen breaks.

8.4. Children will be encouraged to be physically active and engage in activities that do not require screen time for their health and well-being.

8.5. If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

9. School day and absence

9.1 Pupils will be present for remote learning between 9 and 9:30am and cease their remote learning at 3:00pm from Monday to Thursday, and from 9:00am to 12:00pm on Friday, with the exception of breaks and lunchtimes, as outlined in paragraph 9.2. Teachers will record daily engagement on their excel spreadsheet which will be mailed to SLT on Friday.

9.2 Breaks and lunchtimes should be built into the day. Teachers will communicate timetables to each class.

9.3 Pupils are not expected to do schoolwork during break times.

9.4 Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

9.5 Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.

9.6 Parents will inform their child's teacher no later than 8:30am if their child is unwell.

9.7 The school will monitor absence and lateness in line with the Attendance Policy.

10. Communication

10.1 The school will ensure adequate channels of communication are arranged in the event of an emergency.

10.2 The school will communicate with parents via School Comms, email and the school website about remote learning arrangements as soon as possible.

10.3 The Headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.

10.4 Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours and will withhold their numbers when making calls.

10.5 The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

10.6 Members of staff will have contact with their line managers at least once per week.

10.7 As much as possible, all communication with pupils and their parents will take place within the school hours outlined in section 9.

- 10.8 Pupils will have verbal contact with a member of teaching staff at least once per week via the zoom session or a phone call. Class communication can be set upon the FROG pages which the teacher must monitor regularly.
- 10.9 Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- 10.10 Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.
- 10.11 The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.
- 10.12 The Headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

Channel	Audience	Description and Access
School Comms (texts and emails)	Parents/guardians	Texts and emails through School Comms will be used to inform the community of any urgent information. Newsletters and projects will be emailed through School Comms.
School website	General public	Lily Lane Primary School will maintain general information on its status for the community at large.
Frog Frog and Tapestry for EYFS	Pupils	Children's home learning can be found on their class Frog/Tapestry pages. Children's work can then be uploaded on to the class Frog/Tapestry page or emailed to the year group email address.

Student log ins		The school will share with parents and pupils log in details for programs such as TT Rockstars, Accelerated Reader, Purple Mash, Frog.
Twitter @LilyLaneMCR	General public	If necessary, we will post major announcements and continue to bring content to our online community.

Communication, support and technical help

Year group emails are below and should be used in individual short/long term Covid related absence.

year1@lilylane.manchester.sch.uk year2@lilylane.manchester.sch.uk

year3@lilylane.manchester.sch.uk

year4@lilylane.manchester.sch.uk

year5@lilylane.manchester.sch.uk

year6@lilylane.manchester.sch.uk

Technical help - Any specific or private concerns a parent may have should be emailed to admin@lilylane.manchester.sch.uk or by telephoning the school office number 0161 205 3397 within the hours of the school working day.

11. Single Class Isolations

11.1. Children can access the maths and English lessons that the class are working on via the class FROG page.

11.2 Teachers will continue to set challenging, differentiated and creative lessons.

11.3 Paper packs will be sent home if there is no access to technology at home.

11.4 Teachers will provide feedback to the child in line with school policy.

11.5 Child will be contacted via the telephone throughout the week to check on their learning and well-being.

11.6 Teachers to report to the Phase Leader and SEND team if the child is not completing set work.

12. Monitoring and review

This policy is subject to change as new technology becomes available. Our core offer and aims will remain the same. We are committed to providing our children with a quality education and to prevent gaps in learning from occurring. Working in partnership with our parents is vital and we are always keen to support each and every child.

This policy will be reviewed on an annual basis by the Headteacher. Any changes to this policy will be communicated to all members of staff and other stakeholders. The next scheduled review date for this policy is the Summer term 2021.

Zoom Protocol Summary

Before teachers Zoom, it is important to reinforce the Zoom rules and expectations with children.

Many of the rules are similar to the classroom rules. Teachers will be in charge of the Zoom session at all times and will lock the room to ensure it is safe. This will prevent unauthorized people from joining later. Locking a meeting can be accomplished by clicking Manage Participants and using the controls that appear on the right of the meeting window. Manage Participants also allows the host to mute all participants, remove select participants, or stop select participants from appearing by video.

Be aware of everything that's within view of your camera. Whether working from home or an office, there may be diagrams, drawings, notes, or other things you don't want other participants to see. Remove these from view of the camera before the meeting starts.

Be Ready

- Children need to be on time for the class Zoom - the Zoom room will be locked by a certain time so children won't be able to enter after this time.
- Dress appropriately for the session.
- Show that they are ready for learning.

Be Respectful

- Children need to remember to use appropriate language, like they would in the classroom.
- When the teacher is speaking, children must be on mute.
- Children raise their hand to talk.
- Remember that they can be seen and heard at all times.

Be Safe

- Children must be in the kitchen, dining room or living room only, where adults can monitor their learning.
- Children must have an adult in the room with them.
- Children should only use their first name when logging on.



LILY LANE PRIMARY SCHOOL

Kenyon Lane, Moston, M40 9JP
0161 205 3397

Zoom Protocol

This policy was agreed by the Governing Body (and supersedes all previous policies relating to this area).	
Signed by Chair of Governors	
Implemented	April 2020 *
Review date	September 2023
Author	S.Oldham & S.Smart

*Updated January 2021

Zoom Protocol

There are a lot of issues regarding the use of zoom:

Safeguarding:

- Remind users about respecting others.
- The comment/chat box function will be turned off so children cannot use it.
- Please dress and talk appropriately.
- Annotating on the screen/whiteboard option should be switched off.
- Participants should only be able to unmute themselves when requested for the majority of the session.
- Contact for Zoom meetings should only happen during the normal times of the working day and pre-arranged with parents.
- Talk to children regularly about the benefits and risks of the online world and give them space to ask questions.
- Tell children and young people where they can go if they are worried about anything or need to talk to someone while the school is closed. For example, Childline can be contacted for free on 0800 1111, or children can get support online.
- Screenshot – Participants must not take a screenshot during zoom meetings, this is against people's privacy and should not happen.
- Please contact the school DSL (Julia\Sharon\Sandra) regarding any safeguarding issues.
- If it is appropriate to communicate with a child on an individual basis – for example, to give feedback on a piece of work – use parents' or carers' email addresses or phone numbers, when it is safe to do so.
- Make sure any phone calls are made from a blocked number so teachers' personal contact details are not visible.

How to do run a meeting

- Set up your own two-factor authentication. Generate a random meeting ID when scheduling your event and require a password to join.
- Pupils do not need to create an account on Zoom (and should not). They are only participants. Instead, they will be shared a participating hyperlink from you (the administrator), via your official email address.
- Ensure that pupils access your meetings by 'signing in' via Zoom using their meeting ID. These should be communicated privately via school email and not stored openly on your school's website.
- Participants should be aware of the who and what they have in the background of zoom meetings. Meetings should be private and confidential and therefore should be out of sight/earshot of others.
- Ensure the host is in control of who can control the screen, save the video/chat content
- Switch the settings to have microphones and videos off when joining the meeting
- Parents should be present whilst the meeting is going on – this doesn't mean in the camera shot but in or near the room and aware of conversation – say hello to them at the start of the meeting.
- Learn how to mute and unmute all participants, including video screens
- Make sure your pupils don't take control of the screen and prevent them from sharing random content by limiting screen sharing, so only you as the teacher (host) can present to the class.
- Use virtual waiting rooms
Use this feature to hold potential participants in a separate "waiting room", so you can check who they are before allowing them entry.
- Lock your classroom
If your session has started and all your participants have arrived, lock your meeting room, so that no one else can join.
- Only allow signed in users to enter the meeting
If someone tries to join your event and isn't logged into Zoom with the email they were invited through, they will receive a message inviting them to either sign in or leave.
- Disable video - Hosts can turn someone's video off. This will allow you to block unwanted, distracting or inappropriate gestures on video.
- Put people on hold - You can put everyone else on hold, and the attendees' video and audio connections will be disabled momentarily. Click on someone's video thumbnail and select "start attendee on hold" to activate this feature. Click "take off hold" in the participants' list when you're ready to have them back.
- Mute participants - Hosts can block unwanted, distracting or inappropriate noise from other participants by muting them. You can also enable "mute upon entry" in your settings.

- Remove unwanted or disruptive participants from the participants menu, you can hover over a person's name, and several options will appear – including "remove".
- Disable private messaging
Prevent distractions among your class by stopping private messaging between pupils, so they can't talk to one another without your knowledge.
- Annotation tools to be turned off prior to the meeting.

Lily Lane Primary School Home Learning Plan - January 2021

All learning will be communicated through the class Frog page which can be accessed by clicking the link on the school website. Children have individual login details to access their page. If there are any issues with Frog, some of the home learning can be accessed through the school website. Paper home learning packs including workbooks, books, paper and a range of tasks and a stationary pack have been given out to all families.

We will provide parents and carers with a suggested timetable for each day so that parents and carers will have a guide as to how to structure the day. The guide will also suggest time spent on getting active and supporting children's wellbeing.

We will	Parents/carers will
Provide home learning each day on the class Frog page by 9am.	Support children to log in to the Frog page between 9-9:30am each day to access the learning.
Have a daily check-in session via zoom each day.	Ensure that children follow the links and are attending meetings promptly. Remind children to follow the zoom protocol.
Provide daily English and Maths lessons with supporting videos and appropriate tasks for all children in the class.	Ensure that your child engages in home learning every day and completes the work set.
Provide books, paper and stationary items to complete the work set.	Direct children to the relevant resources to complete the tasks.
Assess returned/uploaded work and provide feedback, where appropriate. Use children's work to plan the next steps in learning.	Make sure that work is uploaded regularly as teachers request it. Any photos of work are clear and can be read easily when uploaded.
Offer family tasks/projects linked to the whole school theme so that families can work on projects together in the afternoons.	Encourage children to become involved in family projects and see it as an opportunity for quality family time.
Provide daily physical lessons to support children's health and well-being.	Encourage children to participate in physical activities and try to get outdoors as much as possible.
Provide regular texts, phonecalls and emails to ensure children are engaging with home learning.	Be available to speak and encourage your child to speak to their teacher when they call.
Be available via email to support families with any issues/concerns through the year group email.	Contact school promptly with any issues/concerns regarding home learning. Make sure that we have your correct details (including your email address).

Send you regular updates to keep you involved with school through emails, texts and the daily newsletter.	Read messages sent out by school carefully.
Provide welfare support for any families who may need it. For any support please email familysupport@lilylane.manchester.sch.uk	Get in contact with school, we are happy to help.

Appendix D

Communication information for teachers

Please follow the tutorial video how to download the schoolcomms app and how to send singular or group text messages. These messages are intended for families of children who you know could be engaging with home learning. Any families who may be really struggling may require a more personal, sensitive approach. If you have any concerns about children or families, please let Sharon or Sandra know immediately.

On Monday, if you notice that a child has not engaged with home learning by 1:30pm, we will send a text message using schoolcomms. Please only use the following message.

'We have noticed your child has not logged on today. Please aim to log on by 9:30am and attends the zoom session at __. Please contact us for support.

Kind regards Mr Jones'

On Tuesday, if you notice that there is still no engagement, follow up with the same text message.

On Wednesday, make a phonecall, if you are comfortable, to establish why there is no engagement and offer support in any way that you can. If they do not answer phonecalls, or you aren't comfortable, please send an email using the following script guidelines:

'Good afternoon,

We have noticed that _____ has not logged on to Frog today/yesterday/for the last couple of days or engaged with home learning. Please encourage __ to log on by 9:30am every morning and make sure that he/she attends the zoom session at _____ . This will really help _____ to engage with the home learning. Please let us know if there is anything that we can do to support you further.

Kind regards Mr Jones'

On Thursday, continue with phonecalls/emails and report any families that you have had no contact with to Sharon and Sandra.

On Friday, continue trying to contact families and record all engagement and contact on your excel spreadsheet.

Please only send a maximum 2 text messages per week and 2 phonecalls/emails per child.

Please make sure that you have had contact with every child throughout the week – even those children who are engaging should have a quick check in call with the teacher to keep them motivated.