



EAST RIDING
OF YORKSHIRE COUNCIL

Coronavirus (COVID-19)

Framework to Support Remote and On-Line Learning

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Contents

Introduction.....	1
Expectations.....	2
Roles and Responsibilities	3
Safeguarding	3
Data Protection.....	4
Considerations for Remote Learning	4
‘Live’ Teaching.....	6
Advice to Parents and Carers	6
Preparing for transition post 16 and post 18 - home learning/blended learning opportunities	7
Appendix 1	8
Appendix 2.....	12
Appendix 3.....	13

Coronavirus (COVID-19)

Remote Learning Framework

Introduction

From 22 October 2020, it is a statutory responsibility for all schools to develop a remote learning plan (see Appendix 1 for an example of a plan).

This framework is to help schools and teachers support pupils' remote education during the coronavirus (COVID-19) outbreak. It should be read alongside statutory safeguarding guidance on [Keeping Children Safe in Education \(KCSiE\)](#).

Schools should ensure that they:

- Outline **expectations** for online learning in a range of scenarios;
- Consider the **roles, responsibilities and personnel** likely to be involved and their role in supporting delivery of remote learning;
- Ensure staff awareness of the procedures designed to **safeguard** staff and pupils;
- Consider their approach to **remote learning** for pupils who are not in school (self-isolating/unable to attend school for an extended period of time);
- Provide appropriate guidelines for **data protection**.

This document has been written to follow the details set out in:

- [Guidance for full opening: schools - GOV.UK](#)
- [Teaching during coronavirus \(COVID-19\) - GOV.UK](#)
- [COVID-19 contain framework: a guide for local decision-makers](#)

The document also takes into account feedback collected from school leaders, teachers, teaching unions and research conducted by the EEF published in "Rapid Evidence Assessment - Distance Learning."¹

Distance Learning

For the purpose of this framework, 'Remote Learning' is referred to as the provision of learning activities that take place away from a traditional classroom. 'On-line' learning involves providing learning activities that require access to the internet.

Please note:

- All government guidance is subject to change and will be updated accordingly.

1

https://educationendowmentfoundation.org.uk/public/files/Campaigns/Distance_Learning_Rapid_Evidence_Assessment_Protocol.pdf

- School leaders must consider how staff and relevant trade unions are consulted and engaged in the process.

Expectations

The Department for Education guidance² expects schools to³:

- Have strong remote teaching contingency plans in place and consider how to continue to improve the quality of their existing offer;
- Give pupils access to high-quality remote resources, and to provide printed resources such as textbooks and workbooks to pupils without internet access;
- Have the capacity to offer immediate remote education, where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home;
- Have contingency plans that must be sequenced in a way that is linked to the school's curriculum expectations, and that staff must be trained in the use of online teaching tools;
- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum;
- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects;
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject;
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources and/or videos;
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work;
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding;
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

Schools should continue to improve the quality of their remote education and have a strong contingency plan in place for remote provision. Details of the expectations for remote provision can be found in the [guidance for full opening](#).

² <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

³

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923539/Remote_Education_Temporary_Continuity_Direction_-_Explanatory_Note.pdf

Roles and Responsibilities

Schools must consider:

- The personnel likely to be involved in remote learning and their role in supporting delivery.
- The training required in the use and delivery of the remote learning (and the time costing involved).
- The role of other staff such as:
 - The Designated Safeguarding Lead (DSL);
 - SENCO;
 - Pastoral staff;
 - Staff who are shielding or self-isolating.
- The role of governors to ensure adherence to:
 - Government guidance on remote learning;
 - Data protection and GDPR;
 - Safeguarding procedures;
 - Secure remote learning systems and platforms;
 - Ensuring that the governing board maintain a strategic oversight of remote learning and do not become involved in operational matters.

Safeguarding

Staff must follow the school's 'Code of Conduct' which should state that personal details, including personal telephone numbers and email address, must not be shared with pupils, parents and carers.

The use of online filtering and blocking of inappropriate material and interactions must be maintained and monitored.

Dependent on the age and ability of the pupils, it is recommended that parents and carers are accessible to support their child(ren) with any technical difficulties and to support any follow up work as appropriate.

In a secondary setting only pupils and staff within the school should be able to access the lesson. Parent/carers must not normally participate in, or comment on, the lesson.

In a primary or infant school parental/carer support may be required. If staff feel that a parent/carer is interacting inappropriately or unhelpfully they will need to decide if the access to the lesson is terminated and the matter reported to a Senior Manager.

All staff who interact with children, including online, must continue to look out for signs a child may be at risk. Any such concerns should be dealt with following the school's Child Protection procedures and, where appropriate, referrals should be made to Children's Social Care.

The use of online learning tools and systems must be in line with privacy and data protection/GDPR requirements.

Data Protection

Staff members should ensure that they are using school approved devices that use appropriate security settings and features as well as official school email addresses. Personal email addresses or telephone numbers must not be shared.

Schools must ensure that devices are installed with up to date antivirus and anti-spyware software.

All staff members must take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected - strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol);
- Ensuring that the device is managed in accordance with the school's GDPR policies, so that if the device is lost or stolen, the files stored on the hard drive cannot be accessed 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.

Considerations for Remote Learning

Use of On-Line Platforms

Schools must:

- Establish how pupils will access resources and work to support their learning at home.
- Identify pupils who do not have immediate access to technology to support their learning or require additional support: <https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19#get-laptops-and-tablets-for-children-who-cannot-attend-school-due-to-coronavirus-covid-19>
- Offer a blended approach of remote learning to take into account the needs of all pupils in the context of the demographic in which they live and the setting (infant, primary, secondary).
- Consider the limitations of the technology and Wi-Fi - plan for technology failure.
- Consider what work, applications and resources will be available for pupils to access.
- The frequency that work will be posted or made available to pupils.
- Be mindful of not adding to teachers' workload.
- Give consideration to preparation of resources, delivery and training requirements.
- Ensure that online lessons have protocols and behaviour policies in place to protect staff and safeguard pupils.
- Inform teachers that they are not expected to 'appear' on screen to deliver live lessons -
- Consider, with teachers, the type of on-line activity required for different tasks.
- Consider a broad range of activities, with time spent outside wherever possible. It is recommended that children be given a list of activities that can be done at appropriate times.
- Consider work and tasks to suit the age range and capabilities of the children and expected outcomes should be flexible.

- Develop strategies to provide feedback to pupils in order for them to improve their work and develop their learning further, i.e. ‘self-marking.

* ‘Research conducted by the EEF, published in “Rapid Evidence Assessment - Distance Learning” has shown that clear explanation, scaffolding, assessment and feedback are the most important factors when considering the effectiveness of online learning. While explanation can be delivered via pre-recorded video, assessing students’ understanding and adapting the teaching to meet the immediate requirements of students cannot. Schools should therefore consider how the learning builds clearly on pupils’ prior learning and how pupils’ understanding is subsequently assessed.

It is recommended that parents, carers and pupils are informed about the remote learning provision at the point of implementing on-line and remote learning. A template letter is provided in *Appendix 2* which refers to the school’s on-line and remote learning offer.

Pre-Recorded Lessons

Leaders should agree with their teaching staff the aim of on-line learning and the strategies that may be used to deliver this effectively, such as pre-recorded lessons. On-line teaching takes a different format to that delivered in the classroom.

Providing a recording of, for example, a PowerPoint presentation with narrated instructions, may be considered a suitable way in which pupils can access teaching that they may have missed. Recordings must remain the property of the teacher and must not be used for monitoring purposes.

Suggested Protocols for Pre-Recorded Lessons (where the teacher is visible)

Before Each Online Lesson/Meeting:

- Staff must ensure that they are dressed appropriately;
- Staff must ensure that they are in an appropriate environment, with background noise minimised as much as possible;
- Staff should consider carefully what is visible in the background;
- Staff should ensure that they are prepared for the lesson beforehand, have materials close by as it is important that the adult remains in view as much as possible;
- Ensure that there is nothing on the laptop screen other than what is needed for the lesson. Minimise or close emails, etc. Ensure that appropriate privacy settings are in place and GDPR compliance is maintained;
- Professional boundaries and interaction must be maintained at all times in line with the expectation at school and in line with the school’s ‘Code of Conduct;’
- Speak slowly and clearly at all times, using professional language;
- Set videos to 'Unlisted' so that only people who have the link (e.g. parents who have been emailed) will be able to see the video.

‘Live’ Teaching

The Local Authority does not expect schools to deliver live-streamed lessons.

Schools who have agreement with their teachers to deliver ‘live’ lessons should have agreed a consistent approach to delivery. In agreeing the consistent approach, the following needs to be taken into consideration:

- Teachers do not have to appear on screen;
- Consideration should be given to the number of hours teachers, support staff and pupils spend on screen. Such decisions will be based on the age and stage of pupils. Decisions should not add to staff workload and be in agreement with staff;
- How many pupils are be able to access the lessons when they are live and is alternative interaction and instruction required;
- Access to technology - not all pupils will have access to technology at given times of the day (there may only be one shared device in a household);
- Timing of the lessons - if lessons are to be delivered online, consideration should be given to the timing of the lessons, preferably during the hours of the school day. Some pupils may not be able to access online teaching at the time of delivery;
- Pupil expectations- ensure students/pupils are aware of expectations when delivering live video lessons (Appendix 3)⁴;

Advice to Parents and Carers

Schools should consider sources of advice signposted on newsletters and/or their website. The following sources of advice alert parents and carers about online safety.

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and careers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers
- <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources> - *Online educational resources* for schools and parents to help children to learn at home during *the coronavirus (COVID-19)* outbreak.
- <https://www.thenational.academy/>- access to lessons and activities for pupils

• ⁴ Schools should revising their behaviour policy to take this into account during the COVID-19 pandemic. This may be an additional paragraph/statement added to the front of the document so that expectations are clear to everyone involved in the delivery of the policy;

Preparing for transition post 16 and post 18 - home learning/blended learning opportunities

The *'Log On, Move On' Careers Gateway* is aimed at young people aged 13-19 and their parent/carers to prepare for post-16 and post-18 transitions. The independent website has general information about post-16 and post-18 opportunities and provision available in the local area. There is a suite of e-learning resources contained in the information pages, giving young people the opportunity to explore, for example, virtual work experience and local labour market information. Young people can work through the employer endorsed Employability Skills Passport, create a CV and apply for education, training and apprenticeship opportunities. School staff can monitor their pupils' work and their intended destinations. Visit <https://www.logonmoveon.co.uk/> for more information or contact esp.team@eastriding.gov.uk for a demonstration.

Glossary

DfE - Department for Education

ER - East Riding

DSL - Designated Safeguarding Lead

DDSL - Designated Deputy Safeguarding Lead

ERSCP - East Riding Safeguarding Children Partnership

GDPR - General Data Protection Regulations

KCSiE - Keeping Children Safe in Education

LA - Local Authority

SENCO - Special Educational Needs Coordinator

Appendix 1

Remote Learning Plan

Longcroft School & Sixth Form has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources.

This plan will be applied in the following instances:

1. An individual is self-isolating because of a positive test within the household;
2. A group of children are self-isolating because of a case of coronavirus in the bubble;
3. A whole bubble, cohort or school is self-isolating because of an outbreak of coronavirus.

The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#).

Software and Online Platforms

Within all plans, teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided via the 'My Learning' portal.

Parents will remain in contact with the school by text or email with their Care and Achievement Co-Ordinator

Contact details below

- Year 7 – Miss Keith 07425 897509. olivia.keith@longcroft.eriding.net
 - Year 8 – Mr Tong 07810 416081.: graham.rong@longcroft.eriding.net
 - Year 9 – Mrs Ellis 07900 394085. annette.ellis@longcroft.eriding.net
 - Year 10 – Miss Bridgwater 07342 342858. bethany.bridgwater@longcroft.eriding.net or Mr Devall 07827 587483. john.devall@longcroft.eriding.net
 - Year 11 – Mrs Brady 07388 722751. kay.brady@longcroft.eriding.net
 - Sixth Form – Mrs Winter 07423 568558. joanne.winter@longcroft.eriding.net
- The My Learning platform will provide remote learning for pupils, with work being set by teachers within the school. The online lessons offer a recorded taught session so that the children can access physical teaching from a teacher they know and then access work relating to that lesson within the same platform.

In the event of any form of isolation and loss of learning caused by Coronavirus, parents and carers must understand that engagement in home learning is compulsory, as is the expectation that Longcroft School makes that provision available and accessible to all. However, if children themselves are too ill to attend then they should *not* be expected to engage in home learning. Parents and carers need to also understand that it could also be the class teacher who falls ill and that the school will do their best to continue with the remote learning provision.

In preparation for home-learning, parents and children need to receive logins and passwords via email and letter for the home learning platforms.

Worksheets and Practical Resources

If a child is isolated from school i.e. the child is sent home from school to either receive a test or self-isolate as someone in the household is being tested Children will have immediate opportunity to continue their learning. This is also uploaded onto ShowMyHomework and through the MyLearning Platform which can be accessed through the front page of the schools website.

Remote Learning

The initial response to any isolation will be to provide children with home learning materials (this might need to be delivered). This is also uploaded onto ShowMyHomework and also through the MyLearning Platform which can be accessed through the front page of the school's website.

EXAMPLE TIERED PLAN FOR REMOTE LEARNING

Pupil needs to isolate because someone in their household is symptomatic or tests positive

Ongoing Support	Safeguarding/SEND
<p>The Class teacher will upload learning materials under the ‘My Learning Platform’ and which can be accessed via link the school website and also to ShowMyHomework. This will also be emailed to the email address provided to the school.</p> <p>If teaching input is required for core lessons, the online learning platforms/software named above will be used and parents will be directed to the appropriate links within the learning packs.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to the school immediately it is received.</p> <p>If child is entitled to benefit-related FSM ensure food is made available. This will be checked by the school office.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well-being checks via a phone call from the DSL (record using school system).</p> <p>If a child does not engage, the school will call the parents to discuss obstacles and support.</p>

A group of pupils are self-isolating because of a case of coronavirus in their class bubble

Ongoing Support	Safeguarding/SEND
<p>The Class teacher will upload learning materials under the ‘My Learning Platform’ and which can be accessed via link the school website and also to ShowMyHomework. This will also be emailed to the email address provided to the school.</p> <p>If teaching input is required for core lessons, the online learning platforms/software named above will use used and parents will be directed to the appropriate links within the learning packs.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to the school immediately it is received.</p> <p>If children are entitled to benefit-related FSM ensure food is made available. This will be checked by the school office.</p> <p>If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well-being checks via a phone call from the DSL (record using school system).</p> <p>Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and support.</p>

A whole bubble/cohort of children is isolating because of an outbreak of coronavirus	
Ongoing Support	Safeguarding/SEND
<p>The Class teacher will upload learning materials under the ‘My Learning Platform’ and which can be accessed via link the school website and also to ShowMyHomework. This will also be emailed to the email address provided to the school.</p> <p>An outline for the week will be given and a timetable set. Care and Achievement Co-Ordinator will call home weekly to check in and offer help/support where needed.</p> <p>Completed work should be done in the exercise book provided or uploaded to the My Learning Platform. This is to be handed in as the children return to school. Teachers can then review the work completed and ensure that misconceptions are addressed.</p> <p>In the event of teachers becoming ill, other staff will be required to ‘takeover’ with planning being supported by the other phase teachers.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to the school immediately it is received.</p> <p>If children are entitled to benefit-related FSM ensure food is made available. School will also contact the Food bank who can arrange packs to be delivered to the homes.</p> <p>If any child is vulnerable in any way, the Lead DSL will ensure that appropriate agencies are notified and arrange for regular safe and well-being checks via a phone call from the DSL (record using school system).</p> <p>Those not engaging with home learning are to receive a phone call from a member of staff to discuss the obstacles and the support needed by the family. This could then be followed up by calls from SLT if there are academic issues.</p>

Appendix 2

Template Letter to Parents and Carers in the case of Self-Isolation

Dear Parent/Carer

We would like to share with you the ways in which your child will be able access work to support their learning during the period of time that they will not be at school.

As a [school/department/phase], work will be posted on [insert website/learning platform] by [enter time and frequency, *for example: the end of every school day or on the Friday before the week work commences*].

Work can be accessed through [insert details how parents access the work].

In addition to work provided by your child's teacher, additional programmes and websites to support your child's learning are [Insert online programs available for pupils here or format of the work or subject specific information].

*[*wording if delivering online lessons]* We recommend that parents and carers are within earshot of lessons to support children with any technical difficulties and to support any follow up work. However, parents and carers are not allowed to participate in lessons. If a teacher feels that interactions are inappropriate or preventing lessons from being taught, they may terminate the lesson. Please email the school [*email address*] giving consent for your child to take part in online lessons.

If you experience any difficulties accessing the work on-line, please contact [insert contact information].

Yours sincerely

Appendix 3

Pupil Expectations for Live Lessons

- When delivering a live lesson, ensure that:
 - Only relevant pupils/students can access the lesson (is entry secure, for example password protected?)
 - Pupils/students are not sharing personal information via the chat function
 - Students/pupils have their microphone and camera turned off (this should be set by default);
- Expect the same high standards of effort and behaviour as you would in a lesson in school. Use professional and ‘safe’ language at all times. Be mindful that family members of students and pupils may be within earshot of the live lesson;
- Challenge any inappropriate or overly familiar interaction. Establish clear guidelines for who is talking when. Encourage students to put their hand up rather than talking over one another;
- If there are concerns of a safeguarding nature contact the Designated Safeguarding Lead and record the concern as would be expected for a concern in school. This includes any inappropriate comments or behaviour by the student that crosses the pupil/ teacher boundary;
- Whichever method of remote learning is being used, ensure that appropriate privacy settings are in place and GDPR compliance is maintained. For example, don’t share the screen with the class if it shows confidential information (e.g. SIMs).