



# Remote Learning Policy

Version	Date	Actions taken	Person responsible
1	January 2021	Policy created and ratified by FGB	Cath Stubbs / Julia Neal
2	17.01.2022	Policy updated and agreed by FGB	Cath Stubbs / Nicki Simmons

## **Remote Learning Policy**

### **Statement of School Philosophy**

Queens' Federation aims to foster 'Learning for Life,' providing a curriculum that inspires a lifelong love of learning and equips our pupils with the key knowledge and understanding, skills and personal qualities they will need to thrive in a rapidly changing world. Our strategy for remote learning continues this aim.

This policy outlines our approach to educating pupils who will not be attending school, as a result of government guidance or the closure of a bubble and ensures that remote education is offered as soon as it becomes necessary.

### **Aims**

This 'Remote Learning Policy' aims to:

- Ensure consistency in the approach to remote learning for all pupils who aren't in school through use of quality online and offline resources, teaching videos and live sessions
- Provide clear expectations to members of the school community with regards to the delivery of high quality interactive remote learning
- Include continuous delivery of the school's broad curriculum, ensuring pupils learn new facts and concepts as well as reinforce prior learning, in addition to supporting pupil's well-being
- Ensure that online tools used enable appropriate communication and interaction with pupils and families, supports the assessment of work and the provision of feedback
- Ensure that pupils have all the necessary equipment needed to access remote learning appropriately

### **Who is this policy for?**

- A child is absent because they are awaiting test results.
- A child is required to self-isolate due to testing positive for Covid-19.
- A child's whole class is not permitted to attend school due to a Covid19 outbreak.
- A child is absent due to, in agreement with government guidelines, the closure of a school except for provision for vulnerable children and children of critical workers.

### **How will this policy be delivered?**

Resources to deliver this 'Remote Learning Plan' include:

- Online tools for EYFS – Tapestry / KS1 and KS2 – e.g. Microsoft Teams, Purple Mash, Times Table Rock Stars
- Use of recorded video for instructional teaching videos and assemblies
- Use of live 'drop in' and small group sessions
- Information for pupils and parents e.g. Guide to Microsoft Teams
- Phone calls and emails home
- Printed learning packs
- Physical materials such as exercise books, writing tools, mathematical equipment and school loaned devices (See Appendix A – QF Laptop Loan Agreement)

- Use of BBC Bitesize, Oak National Academy, White Rose Mathematics and Purple Mash materials where appropriate

Appendix B provides a suggested weekly timetable for remote learning

Appendix C provides an example daily timetable for remote learning

Appendix D provides an example EYFS remote learning grid

Appendix E provides a Teacher Code of Conduct for use of Microsoft Teams, Telephone Calls and Recorded Video.

Appendix F provides a Live Session Acceptable Use Agreement for Parents / Carers and Children: Years 4, 5 and 6

Appendix G provides a Live Session Acceptable Use Agreement for Parents / Carers and Children: Years 1, 2 and 3

### **Approaches to Learning: Our Principles**

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Planning will be informed by in class and any previous remote learning.
- Pupils will continue to study a broad and balanced curriculum.
- Pupils will learn new facts and concepts, as well as completing activities that reinforce prior learning.
- Those that cannot attend school will access the same learning to that which their class is completing in school.
- Activities will be varied and not solely consist of 'screen time.'
- Teachers will have access to a wide variety of resources to share remotely, including BBC Bitesize, Oak National Academy, White Rose Mathematics materials, Purple Mash, Power of Reading, Literacy Shed, online reading resources and Times Table Rock Stars.
- Resources will be quality assured by senior leaders.
- All pupils will have access to the resources they need to learn.
- Teachers will communicate the purpose of activities and their expectations via direct teaching video and / or written explanations.
- SEND will not be a barrier to accessing the curriculum at home, as the school will work in partnership with families in order to support individual children.
- Leaders will measure engagement in remote learning and use this information to review provision and make changes as necessary.

### **Home and School Partnership**

Queens' Federation is committed to working in close partnership with families and recognises each family is unique. As a result of this, remote learning may look different for different families in order to suit their individual needs. Some families may require personalised resources.

Queens' Federation will provide support for parents on how to use Microsoft Teams.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Queens'

Federation would recommend that each 'school day' maintains structure and so have provided parents with a suggested remote learning weekly timetable.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set by 5pm of the day before in preparation for the day ahead. Work will be set on a daily basis in Year 1 to Year 6. Work in EYFS will be set on a weekly basis and will be supplemented by daily teaching input videos. Should accessing work be an issue, parents should contact school promptly and alternative solutions will be available. These will be discussed on a case-to-case basis.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules. This applies when children are working on computers at school and home (See Appendix H).

## **Role and Responsibilities**

### **Teachers**

- Year group teams will plan and organise remote learning. This will be delivered to both the children learning at home and those learning in school.
- Year group teams will ensure that children in school and at home are supported with their learning. For those learning at home, communication and feedback will be provided by year group staff via Microsoft Teams.
- Year group teams may also be making contact with children and families via phone calls and emails to provide learning support.
- If teachers are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When setting work:

- Teachers will set work for their own class / year group.
- The work should follow the usual timetable for the class had they been in school, wherever possible.
- Work will be shared daily with pupils in Year 1 to Year 6 and weekly with pupils in EYFS.
- Daily direct teaching videos will be created and shared daily for pupils for English and Mathematics and other subjects as appropriate.
- Teachers in Nursery and Reception will set work on Tapestry.
- Teachers in Years 1 to 6 will set work on Microsoft Teams.
- All children will be provided with an exercise book in which to complete work. Other materials and resources will be made available to individual pupils if necessary.

When providing feedback on work:

- Where feedback is necessary for the following day, it will be given in the appropriate time. All other feedback will be given in a timely manner.
- Work will be marked.
- Live 'drop-in' sessions will be provided for children in Years 4, 5 and 6 to enable children to ask questions about and receive additional support with their learning. These sessions will be available for English and Mathematics.
- Live small group sessions will be provided for children in Years 1, 2 and 3 for children to ask questions about their learning. PHSE activities and circle time discussion may also take place during these small group sessions.

Keeping in touch with pupils who aren't in school:

- If there is a concern around the level of engagement of a pupil/s, parents should be contacted via telephone to assess whether school intervention can assist engagement.
- Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number is hidden from view.
- All parent / carer queries or questions linked to remote learning should come through the office email address.
- Emails should be responded to within 24 hours. If a matter cannot be resolved within this period, the teacher will acknowledge the email and explain to the parent the reasons for the delay and the actions they are taking.
- Any complaints or concerns shared by parents or pupils should be reported to a member of FLT.

### **Teaching Assistants**

- Teaching assistants will be available during their usual working hours.
- If teaching assistants are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.
- During the school day, teaching assistants must complete tasks as directed by their class teacher or a member of the SLT.
- Teaching assistants working with a child with an EHCP will liaise with class teacher / SENDCO to ensure appropriate provision.

### **Senior Leaders**

Senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including, in liaison with class teachers, the daily monitoring of engagement.
- Monitoring the effectiveness of remote learning via regular meetings with class teachers, reviewing work set and feedback from pupils and parents.
- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning.
- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance.
- Monitoring the security of remote learning systems, including safeguarding considerations.
- Ensuring all families can access remote learning successfully. This may be through assisting pupils and parents with access to the internet and devices.

### **Designated Safeguarding Leads**

The DSL's are responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

### **IT Technician**

IT technician is responsible for:

- Fixing issues and helping staff with systems used to set and collect work.

- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.
- Setting up remote learning devices with appropriate software.

### **SENDCO**

SENDCO's are responsible for:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely or attending school and liaising with other organisations to make any alternate arrangements for individual pupils with EHC plans and SPSP's.
- Liaising with the IT technician to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

### **Pupils and Parents**

Staff can expect pupils learning remotely to:

- Engage with daily lessons.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work.
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff.

### **Governing Body**

The governing body is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.
- Ensuring the remote learning offer meets the needs of pupils and is both manageable for parents and staff.

### **Keeping Devices Secure**

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

- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters.
- Ensuring the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device.
- Making sure the device locks automatically if left inactive for a period of time.
- Not allowing family or friends to use the device.
- Storing the device securely to avoid theft.
- Ensuring that the anti-virus and anti-spyware software is up to date.
- Installing updates to ensure that the operating system remains up to date.

### **Safeguarding**

Staff should ensure that all safeguarding concerns are reported immediately to the designated safeguarding lead. If you are unable to contact someone and it is an urgent matter, speak to any member of the school senior leadership team. All safeguarding policies and procedures continue to apply.

### **Links with other Policies**

This policy is linked to our:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Data Protection Policy
- Acceptable Use Policy
- Staff Code of Conduct for use of Microsoft Teams, Telephone Calls and use of Recorded Video
- Live Sessions Acceptable Use Agreement

## Appendix A

### Queens' Federation Laptop / iPad Loan Agreement 2022

I agree that I am borrowing a laptop / iPad from the Queens' Federation for my child to use to support their remote learning. I will receive a laptop or iPad, a charger and a case.

I agree that the laptop / iPad will:

- Be carefully looked after and used appropriately at all times.
- Be returned to the school in the condition I receive it in.
- Be returned to school once normal school resumes.
- Only be used by my child for the purposes of completing their remote learning set by the Queens' Federation.
- Not be used by other family members.

I understand that I will need to ensure that the children have access to Wi-Fi in order to access the internet and access the remote learning and resources prepared by my child's class teacher.

I understand that the laptop / iPad has been provided by the Department for Education and has had safeguarding settings applied to it to keep my child safe whilst online. If I am blocked from viewing something I think my child needs to support their learning, I will contact the school. I understand that the Department for Education will be able to view the addresses of websites that have been visited.

Information for logging on to the laptop / iPad and connecting to your home Wi-Fi can be found inside the device. You will also receive the Queens' Federation Parent Guide to using Microsoft Teams. Your child should already have their individual log in details for Microsoft Teams.

**Child's Name** \_\_\_\_\_

**Laptop / iPad Number** \_\_\_\_\_ **Class** \_\_\_\_\_

**Date** \_\_\_\_\_ **Parent Signature** \_\_\_\_\_

If you are experiencing any technical problems, please contact our school ICT technician, Donna Vale, on 01223 714304 or via email at [dvale@queensfederation.cambs.sch.uk](mailto:dvale@queensfederation.cambs.sch.uk)

## Appendix B

### Suggested Weekly Timetable for Remote Learning: Year 1 to Year 6

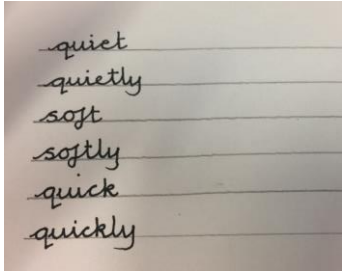
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
9.00 – 10.30am	<b>Daily Handwriting</b>	<b>Daily Handwriting</b>	<b>Daily Handwriting</b>	<b>Daily Handwriting</b>	<b>Daily Handwriting</b>
	<b>English</b>	<b>English</b>	<b>English</b>	<b>English</b>	<b>English</b>
	<b>Phonics / Spelling, Punctuation and Grammar</b>	<b>Phonics / Spelling, Punctuation and Grammar</b>	<b>Phonics / Spelling, Punctuation and Grammar</b>	<b>Phonics / Spelling, Punctuation and Grammar</b>	<b>Phonics / Spelling, Punctuation and Grammar</b>
10.30am	<b>BREAKTIME</b>				
10.50am	<b>Mathematics</b>	<b>Mathematics</b>	<b>Mathematics</b>	<b>Mathematics</b>	<b>Mathematics</b>
	<b>10 Minute Maths</b> Times Table Rock Stars	<b>10 Minute Maths</b> Times Table Rock Stars	<b>10 Minute Maths</b> Times Table Rock Stars	<b>10 Minute Maths</b> Times Table Rock Stars	<b>10 Minute Maths</b> Times Table Rock Stars
12.15pm	<b>LUNCHTIME</b>				
1.15 – 3.15pm	<b>Daily Reading</b>	<b>Daily Reading</b>	<b>Daily Reading</b>	<b>Daily Reading</b>	<b>Daily Reading</b>
	<b>Foundation Subject</b>	<b>Foundation Subject</b>	<b>Foundation Subject</b>	<b>Foundation Subject</b>	<b>Foundation Subject</b>
	<b>Foundation Subject</b>	<b>Foundation Subject</b>	<b>Foundation Subject</b>	<b>Foundation Subject</b>	<b>Foundation Subject</b>
	<b>Daily Physical Activity or Daily Mile</b>	<b>Daily Physical Activity or Daily Mile</b>	<b>Daily Physical Activity or Daily Mile</b>	<b>Daily Physical Activity or Daily Mile</b>	<b>Daily Physical Activity or Daily Mile</b>

### Appendix C

Example Daily Timetable and Information for Remote Learning: Year 1 to Year 6

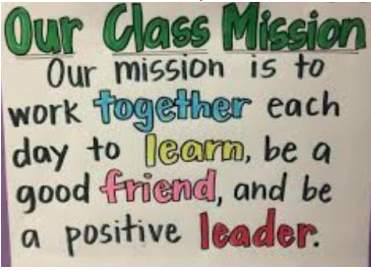

<b>Date:</b>		<b>Class / Year Group:</b>
<b>Handwriting</b>		
<b>English</b>		
<b>Phonics or Spelling, Punctuation, Grammar</b>		
<b>Mathematics</b>		
<b>10 Minute Maths</b>		
<b>Daily Reading</b>		
<b>Foundation Subject 1</b>		
<b>Foundation Subject 2</b>		
<b>Physical Exercise</b>		

Example Daily Timetable and Information for Remote Learning: Year 1 to Year 6

Date: Monday 19 <sup>th</sup> October 2020	Class / Year Group: Year 2: Penguin Class
<b>Handwriting</b>	<p>This week's spellings all include the suffix 'ly' – quiet, quietly, quick, quickly, soft, softly Practise writing each word in joined handwriting in your exercise book. Remember to think carefully about the position of each letter, especially the descenders f, j, p, q and y.</p> 
<b>English</b>	<p>Listen to Mrs Holman reading the story of 'The Way Back Home' on the 'Day 1 – English' video. You will find this on your Class Microsoft Team account. Mrs Holman will also retell the story using her story map. Listen carefully for the time connectives that she uses as you will need to use these too when you retell the story.</p> <p>Use Mrs Holman's story map (attached) to practise retelling the story. Remember to use the important time connectives highlighted on the story map to help you sequence the story. Include actions in your story retelling too.</p> <p>Tell the story to a member of your family. Tomorrow you will be creating your own story map of the story 'The Way Back Home.'</p>
<b>Phonics or Spelling, Punctuation, Grammar</b>	<p>Word Warm-Up</p> <ul style="list-style-type: none"> <li>• Look at the attached photograph – make a list of all the words ending in 'ly' that you can think of. Choose three words. Put each word into a sentence.</li> <li>• Complete the wordsearch. How many words ending in -ly can you find?</li> </ul>
<b>Mathematics</b>	<p><a href="https://whiterosemaths.com/homelearning/year-2/week-7-number-addition-subtraction/">https://whiterosemaths.com/homelearning/year-2/week-7-number-addition-subtraction/</a> Watch the video for Lesson 1: Add a two-digit and a one-digit number – Crossing 10. Remember you can replay the video as many times as you wish.</p> <ul style="list-style-type: none"> <li>• Complete the 'Get Ready' questions in your exercise book.</li> <li>• Complete the attached worksheet or write the answers to the questions in your exercise book.</li> </ul>
<b>10 Minute Maths</b>	<p><u>Who will be the next Times Tables Rock Star champion?</u> Practise your times tables on Times Tables Rock Star. Your log in details are stuck in the front of your green Reading, Spelling and Homework diary.</p>
<b>Daily Reading</b>	<p>Read your reading book or choose a book from <a href="https://home.oxfordowl.co.uk/reading/free-ebooks/">https://home.oxfordowl.co.uk/reading/free-ebooks/</a> to read at home. Remember to record your reading in your Reading Diary.</p>
<b>Geography</b>	<p><b>Geography</b> <a href="https://classroom.thenational.academy/lessons/what-is-the-united-kingdom-71k32c">https://classroom.thenational.academy/lessons/what-is-the-united-kingdom-71k32c</a> Watch the video 'What is the United Kingdom?' On your map (map template attached)</p> <ul style="list-style-type: none"> <li>• Label the countries in the United Kingdom.</li> <li>• Add a key to your map.</li> <li>• Label the seas surrounding the United Kingdom.</li> </ul>
<b>PHSCE</b>	<p><b>PHSCE</b> <b>What makes a good friend?</b> Look at the attached sheet of qualities that make a good friend. Do you agree or disagree with the statements? Give a reason to support your opinion too.</p> <ul style="list-style-type: none"> <li>• Complete the attached activity sheet – 'What makes a good friend?'</li> <li>• Take a photograph of your completed activity sheet and post it on our Class Blog. I wonder if your friends agree with your suggestion?</li> </ul>
<b>Physical Exercise</b>	<p>Complete your daily mile. Where will you walk today?</p>

Appendix D

Example Weekly Remote Learning Grid for EYFS

Reception: WB 4.1.21 – Remote Learning		
<p><b><u>Personal, Social and Emotional Development</u></b></p> <p>This term we are focusing on Habit 2: Begin with the End in Mind. Create your own mission statement for how you want to be as a person and a learner. For example:</p> 	<p><b><u>Communication and Language</u></b></p> <p>Turn in to our Literacy sessions this week to explore a new environment. <i>What environment could this be? If you were there, what could you see, hear or feel? What would you wear if you went there?</i> Watch more to see to reveal of where this is!</p> <p>Use Google Maps, Google Earth or an atlas to explore this place in relation to where we are. <i>What does it look like? Is it like Cambridge?</i></p>	<p><b><u>Physical Development</u></b></p> <p>Practise using your pre-cursive whooshing letters to write the alphabet. Look back at the pre-cursive formation video uploaded last term.</p> <p>Practise your number formation, remember to make sure your numbers face the right way round and don't sneak back-to-front!</p> <p>Formation sheets will be uploaded to Tapestry.</p>
<p><b><u>Mathematics</u></b></p> <p><b>Videos will be uploaded to Tapestry for use on Tuesdays, Wednesdays and Thursdays.</b></p> <p>We will be understanding the value of zero and comparing numbers to 5. Find 5 objects at home and look at sharing them between two people. <i>Who has more or less items? Who has more/less? A bigger/smaller amount? Can you show 0? What is 0?</i></p>	<p><b><u>Phonics</u></b></p> <p><b>Daily videos will be uploaded to Tapestry.</b></p> <p>This week we are starting Phase 3 of phonics. A phonics phase mat will be uploaded to Tapestry so you can see the sounds and words that will be taught throughout this phase. We will start by learning the new sounds /j/ /v/ /w/ /x/.</p> <p>Continue to revise Phase 2 sounds: <i>s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l</i></p>	<p><b><u>Expressive Art and Design</u></b></p> <p>Create a snowy scene using whatever resources you have at home. You could combine lots of things such as foil, paint, colouring pencils, chalk or bits of fabric. We'd love to see them on Tapestry!</p> 
<p><b><u>Literacy – Reading</u></b></p> <p>Check out some books in the Oxford Owl eBooks library.</p> <p><a href="http://www.oxfordowl.co.uk">www.oxfordowl.co.uk</a></p> <p>Which story did you choose? What did you like about it?</p>	<p><b><u>Literacy – Writing</u></b></p> <p>Write some labels for the nest to protect the egg and keep it safe, for example 'Egg here – keep away!'. Remember – the most important thing is to use your phonics knowledge. Your writing does not have to be perfect. For example, 'Eg hir. Kip awa'.</p>	<p><b><u>Understanding the World</u></b> (see Communication and Language)</p> <p><i>Who might live in this environment? What might they need? What would they find hard? What would they eat? How do you know?</i> Use the internet or books to do some research. There is one special animal who lives here...watch the videos to find out more! Can you make them a special, cosy home? <i>What do you know about this animal? What do you want to know?</i></p>
<p><b>Videos will be uploaded to Tapestry for use on Tuesdays, Wednesdays and Thursdays.</b></p> <p><b>We would love to see anything you would like to share on Tapestry! We will be on every day to share things and see what you are up to.</b></p>		

## Appendix E

### Code of Conduct for Microsoft Teams, Telephone Calls and Recorded Video

Staff will keep in contact with children and families learning at home via the use of Microsoft Teams and telephone call. Children will access learning through the use of 'direct teaching' videos and live sessions ('drop-in' or small group sessions). This code of conduct aims to ensure that everyone remains safe, happy and treated with respect. These procedures will also be followed in the event of self-isolation or the closure of a bubble.

#### Expectations

- School staff have an influential position in the school, and will act as role models for pupils by consistently demonstrating high standards of behaviour.
- We expect that all teachers will act in accordance with the personal and professional behaviours set out in the Teachers' Standards.
- We expect all staff to act with personal and professional integrity, respecting the safety and wellbeing of others.

#### Use of Microsoft Teams including Recorded Video

To ensure staff and children are safeguarded when using Microsoft Teams, we ask that everyone follows the guidance below.

- School staff will sit in front of a neutral background to be easily seen and in an appropriate room (for example, not in a bedroom).
- School staff will wear suitable clothing.
- School staff will use appropriate language at all times, including anyone who is audible in the background. If anyone in a meeting says or does something inappropriate, mute that person or remove them from the meeting. If they try to re-join, end the session.
- Double check that any other tabs that are open in the browser would be appropriate for a child to see when screen sharing.
- When using Microsoft Teams, disable the chat facility.
- When using Microsoft Teams, no screen shots should be taken during a session and no sessions should be recorded by anyone taking part.
- When using Microsoft Teams, a live session will not take place if only one child is attending. If only one child turns up, please apologise to the child and parent but explain that for safeguarding reasons the meeting cannot continue. You will try and fit them into another group / session and will contact them via a phone call to let them know if this is possible.

#### Telephone Calls

Telephone calls are an opportunity for:

- A point of contact for children and families.
- Parents / children to share remote learning with their teacher.
- Teachers to offer motivation and encouragement to children.
- Teachers to give guidance to parents if they do not understand the remote learning.

All staff will:

- Only contact parents through known numbers on SIMS.
- Call children and their families in school hours as much as possible.
- If using own telephone, please block own number by changing phone settings or putting 141 in front of the phone number.

#### Safeguarding

Staff have a duty to safeguard pupils from harm, and to report any concerns they have. This includes physical, emotional and sexual abuse, or neglect. All staff are familiar with our safeguarding policy and understand the processes to follow if they have concerns about a child.

## **Appendix F**

### **Live Sessions Acceptable Use Agreement for Pupils, Parents and Carers: Years 4, 5 and 6**

As part of our remote learning provision, children will be offered the opportunity to participate in live sessions. These may take several forms e.g. 'drop in' sessions, discussions, circle time or show and tell activities, class reading sessions or class assemblies.

This document sets out the procedures that must be adopted by pupils, parents and carers when participating in the live sessions. In attending these sessions, pupils, parents and carers are agreeing to the procedures set out in this document. Should any of these procedures not be complied with by any party, live sessions may be suspended and a senior member of staff will investigate and decide whether the online activity will be able to continue.

#### **Communication**

- Communication between Queens' Federation staff and pupils will be via Microsoft Teams.
- Under no circumstances will we contact children directly or accept contact from them without parental knowledge.
- Under no circumstances will a pupil's personal details be shared.

#### **Adult Supervision**

- An adult should be present in the pupil's home whilst the live session is taking place. Adults do not need to be in the same room but must be in the vicinity. If the adult is not at home, then the child will not be able to participate in the live 'drop in' session.

#### **Time and Duration of Session**

- Live sessions will only be scheduled between school hours Monday to Friday.
- Exact session duration will be set in the invite and will differ depending on the age of the pupils.

#### **Learning Environment**

- The session requires a calm, quiet space, free from distraction. This should be a place where the pupil can stand or sit comfortably.
- The live session should take place in a communal area of the home and should not take place in a child's bedroom.
- The area behind the pupil and teacher should be as neutral as possible and not display any personal items, personal information, offensive words or images. It is preferable to log into Microsoft Teams via the App so that the background can be blurred or changed.
- Parents / carers are asked to remain in the vicinity of the session with the door to the teaching room left open.
- It is preferable that pupils do not use headphones, however, we understand that this may not be possible for all.

#### **Appropriate Dress**

- Pupils and staff should be dressed appropriately for the live sessions. We ask that the clothing is appropriate for an educational establishment e.g. what they might wear for a non-uniform day at school.

### **Recording and Observation**

- Under no circumstances should you or your child record, video or screen shot the live session. This is to ensure the safeguarding and privacy of all families and our staff members. Queens' Federation staff are also not permitted to record, video or screen shot live 'drop in' sessions.
- Sessions will be observed by another Queens' Federation staff member. This is to ensure that all safeguarding procedures are being adhered to.

### **Equipment and Platforms**

- Live sessions should only take place on a communal family, parent / carer's personal device or a device loaned to the child by school.
- Live sessions will be undertaken using the Microsoft Teams app / web-based resource.
- Once session dates and times have been arranged, invites to live sessions will be sent to the pupils via a link in the day's channel as a post.

### **Cancellation of Session**

- Should the live session not be able to take place e.g. due to staff absence, you will be contacted with as much notice as possible to inform you of the cancellation.

### **As a parent / carer, it is your responsibility to ensure that you:**

- Have discussed how the live session will work with your child to ensure they are happy to participate.
- Share the pupil guide and discuss how to participate in live sessions appropriately.
- Agree to the procedures and information within this Acceptable Use Agreement.
- Are aware of the date, time and teacher of each live session.
- Are aware of how your child will access the online session (Microsoft Teams) and on what device.
- Can ensure your child can access a suitable learning environment to participate in their live session.
- Will support and supervise your child whilst they are taking part in the live session.

**By clicking on the link for the Teams session you are agreeing to the 'Acceptable Use Agreement' for you and your child.**

## Pupil Guide to Attending Live Sessions

Please read and agree to the terms below. These terms are in addition to those in the Child Acceptable Use Policy which you have discussed and agreed to in school.

- I will only use technology at home with the permission of my parent or carer.
- I will not reveal my passwords or log in details to anyone other than my parents or teacher.
- When taking part in any live sessions I understand that this is a remote classroom and that I should conduct myself as I normally would when present at school. This includes;
  - Being dressed appropriately for learning e.g. no pyjamas, vests, hoodies, hats or clothing with inappropriate slogans
  - Being in a quiet space at home, not in my bedroom
  - Using an appropriate device
  - Remaining attentive and engaged throughout
  - Interacting patiently, positively and respectfully with staff members and peers
  - Not distracting or disrupting the learning of others
  - Not recording or taking any photographs or screen shots of staff members or peers involved in the live session
- I will not deliberately browse, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it immediately to my teacher or my parent / carer.
- I understand that if I fail to comply with terms in this agreement, I will be subject to disciplinary action. This will include contact with parents and, in the event of illegal activities, involvement of the police.

Please ensure...

- You mute your microphone as soon as you join the session. You only unmute yourself when your teacher asks you to.
- That you 'raise your hand' on screen if you would like to say something during the session. Your teacher will show you how to do this.
- That you have thought about what your teacher has asked you to discuss or share. Think about what you can add to the discussion, so you have something to say when your teacher comes to you.
- If you have a question during your session, you 'raise your hand' and wait for your teacher to call on you.

**By attending the live sessions, I am stating that I have read and agree to the Acceptable Use Agreement and the Pupil Guide.**

## **Appendix G**

### **Live Sessions Acceptable Use Agreement for Pupils, Parents and Carers: Years 1, 2 and 3**

As part of our remote learning provision, children will be offered the opportunity to participate in live sessions. These may take several forms e.g. 'drop in' sessions, discussions, circle time or show and tell activities, class reading sessions or class assemblies.

This document sets out the procedures that must be adopted by pupils, parents and carers when participating in the live sessions. In attending these sessions, pupils, parents and carers are agreeing to the procedures set out in this document. Should any of these procedures not be complied with by any party, live sessions may be suspended and a senior member of staff will investigate and decide whether the online activity will be able to continue.

#### **Communication**

- Communication between Queens' Federation staff and pupils will be via Microsoft Teams.
- Under no circumstances will we contact children directly or accept contact from them without parental knowledge.
- Under no circumstances will a pupil's personal details be shared.

#### **Adult Supervision**

- Children in Year 1, 2 and 3 should be supervised whilst taking part in a live session.

#### **Time and Duration of Session**

- Live sessions will only be scheduled between school hours Monday to Friday.
- Exact session duration will be set in the invite and will differ depending on the age of the pupils.

#### **Learning Environment**

- The session requires a calm, quiet space, free from distraction. This should be a place where the pupil can stand or sit comfortably.
- The live session should take place in a communal area of the home and should not take place in the child's bedroom.
- The area behind the pupil and teacher should be as neutral as possible and not display any personal items, personal information, offensive words or images. It is preferable to log into Microsoft Teams via the App so that the background can be blurred or changed.
- Parents / carers are asked to remain in the vicinity of the session with the door to the teaching room left open.
- It is preferable that pupils do not use headphones, however, we understand that this may not be possible for all.

#### **Appropriate Dress**

- Pupils and staff should be dressed appropriately for the live sessions. We ask that the clothing is appropriate for an educational establishment e.g. what they might wear for a non-uniform day at school.

### **Recording and Observation**

- Under no circumstances should you or your child record, video or screen shot the live session. This is to ensure the safeguarding and privacy of all families and our staff members. Queens' Federation staff are also not permitted to record, video or screen shot live sessions.
- Sessions will be observed by another Queens' Federation staff member. This is to ensure that all safeguarding procedures are being adhered to.

### **Equipment and Platforms**

- Live sessions should only take place on a communal family, parent / carer's personal device or a device loaned to the child by school.
- Live sessions will be undertaken using the Microsoft Teams app / web-based resource.
- Once session dates and times have been arranged, invites will be sent to the pupils via a link in the day's channel as a post.

### **Cancellation of Session**

- Should the live session not be able to take place e.g. due to staff absence, you will be contacted with as much notice as possible to inform you of the cancellation.

### **As a parent / carer, it is your responsibility to ensure that you:**

- Have discussed how the live session will work with your child to ensure they are happy to participate.
- Share the pupil guide and discuss how to participate in live session appropriately.
- Agree to the procedures and information within this Acceptable Use Agreement.
- Are aware of the date, time and teacher of each live session.
- Are aware of how your child will access the online session (Microsoft Teams) and on what device.
- Can ensure your child can access a suitable learning environment to participate in their live session.
- Will support and supervise your child whilst they are taking part in the live session.

### **By clicking on the link for the Teams session you are agreeing to the 'Acceptable Use Agreement' for you and your child.**

## **Pupil Guide to Attending Live Sessions**

Please read and agree to the terms below. These terms are in addition to those in the Child Acceptable Use Policy which you have discussed and agreed to in school.

- I will only use technology at home with the permission of my parent or carer.
- I will only reveal my passwords and log in details to my parents and my teacher.
- When taking part in a live session I understand that I should behave as I normally would when in school. This includes;
  - Being dressed appropriately e.g. not wearing my pyjamas
  - Being in a quiet space at home, not in my bedroom
  - Listening carefully and concentrating on my learning
  - Being respectful to everyone involved in the live session
  - Not saying or doing silly things and distracting others
  - Not recording or taking any photographs or screen shots of anyone involved in the live session
- I will be responsible for my behaviour and actions when taking part in a live session.
- If I do not follow the guidelines, the situation will be discussed with my parents / carers and I may not be able to join my peers and take part in a live session again.

Please ensure...

- You mute your microphone as soon as you join the session. You only unmute yourself when your teacher asks you to.
- That you 'raise your hand' on screen if you would like to say something during the session. Your teacher will show you how to do this.
- That you have thought about what your teacher has asked you to discuss or share. Think about what you can add to the discussion, so you have something to say when your teacher comes to you.
- If you have a question during your session, you 'raise your hand' and wait for your teacher to call on you.

**By attending the live sessions, I am stating that I have read / had read to me and agree to the statements in the Pupil Guide.**

## Appendix H

### Live Sessions Acceptable Use Agreement for Children in School

As part of our remote learning provision, children currently attending school may be offered the opportunity to participate in live group sessions alongside their peers completing remote learning from home.

This document sets out information for parents regarding their child / children in school taking part in a 'live' session with children learning remotely from home. Please see our school website for the Live Session Acceptable Use Agreement for Parents, Children (working remotely) and Staff. Should any of the procedures not be complied with by any party, live sessions may be suspended and a senior member of staff will investigate and decide whether the online activity will be able to continue.

- Communication during 'live' sessions will be via Microsoft Teams.
- Children in school will be supervised by a member of school staff whilst taking part in a 'live' session.
- Live sessions will only be scheduled between school hours Monday to Friday.
- For children at home, live sessions should be taking place in a communal area of the home and not in a child's bedroom.
- For children at home, the area behind the child will be as neutral as possible and should not display any personal items, personal information, offensive words or images.
- For children at home, parents / carers are asked to remain in the vicinity of the session with the door to the teaching room left open.
- It is preferable that pupils do not use headphones, however, we understand that this may not be possible for all.
- All children should be dressed appropriately for each 'live' session.
- No participants of a 'live' session, whether at home or at school are permitted to record, video or screen shot 'live' sessions.
- All 'live' sessions will be attended by two members of Queens' Federation staff. This is to ensure that all safeguarding procedures are adhered to.




We expect all children taking part in a 'live' session, whether at home or in school to behave respectfully, concentrating and listening carefully and responding kindly to their peers and teacher.

Children in school will know that if they do not follow the guidelines, the situation may be discussed with their parents / carers and they may not be able to join their peers and take part in a 'live' session again.






**Please only let us know if you do not give permission for your child to take part in a 'live' session with children currently working remotely from home.**







Appendix I











Acceptable Use Policy for Children: Early Years Foundation Stage














## EYFS Acceptable Use Policy






  
 I will use the school's ICT equipment and tools (including computers,







  
 cameras and iPads) safely during busy learning.











  
 I will ask a grown up for help and will tell them if I





  
 see something upsetting on a screen.






  
 I will not share my passwords with other people

I will do my best to follow these rules because I know they are there to keep me and my friends safe. If I don't follow these rules, I know that my teacher may stop me from using technology at school and talk to my parents about how I use technology.

Discussed with class on:

Teacher signature:

Acceptable Use Policy for Children: Key Stage 1

KS1



KS1

Acceptable Use Policy



I will use the school's ICT equipment and tools (including computers, cameras, iPads etc.) for school work and homework.



I will only use the internet and email when an adult is nearby.



I will not share my passwords with other people and will tell my teacher if I think someone else knows them.



I will ask an adult before opening an email from someone I don't know.



I will try my hardest to only send messages which don't upset other people.



I will ask my teacher before using photos or video.



If I see something on a screen which upsets me, I will always tell an adult.

I will do my best to follow these rules because I know they are there to keep me and my friends safe. If I don't follow these rules, I know that my teacher may stop me using technology at school and talk to my parents about how I use technology.

Pupil's name:

Pupil's signature:

Date:

Acceptable Use Policy for Children: Key Stage 2

KS2



KS2

Acceptable Use Policy



I will use the school's ICT equipment and tools for schoolwork and homework. If I need to use the school's computers for anything else, I will ask permission first.



I will only use the internet if a teacher or teaching assistant is in the room with me.



I will only delete my own files unless my teacher gives me permission to delete someone else's. I will not look at other people's files.



I will keep my passwords private and tell an adult if I think someone else knows them. I know that my teacher can change my password if needed.



I will only open email attachments from people who I know or an adult has approved. If I am unsure about an attachment or email, I will ask an adult for help.



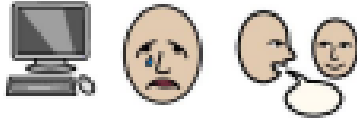
I will not give out my own personal details such as surname, phone number or home address or any other personal details that could be used to identify me, my friends or my family. If I have to use an online name I will make one up.



I will never post photographs or video clips of people I know without permission and never include names with photographs or videos.



I will never arrange to meet someone I have only ever previously met online. It could be dangerous.



I will not deliberately look for, save or send anything that could be unpleasant or upsetting. If I find anything via Internet, email or mobile phone that is upsetting or makes me feel uncomfortable, I will tell a teacher or responsible adult

I will do my best to follow these rules because I know they are there to keep me and my friends safe.

If I don't follow these rules, my teacher may:

- Speak to me about my behaviour
- Speak to my parents about my use of technology
- Remove me from online communities or groups
- Turn off my access for a little while
- Not allow me access to use laptops/computers to access the internet or particular programmes
- Take other action to keep me (and others) safe

**I am signing below to show that I understand and will try to abide by these rules.**

Pupil's name:

Pupil's signature:

Date: