



HEARTS ACADEMY TRUST



**Academic Year 2023 – 2024**

**Online and Remote Learning Plan**

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## **EEF key findings and Implications:**

### **1. Teaching quality is more important than how lessons are delivered**

Pupils can learn through remote teaching. Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided. There was no clear difference between teaching in real time (“synchronous teaching”) and alternatives (“asynchronous teaching”). For example, teachers might explain a new idea live or in a pre-recorded video. But what matters most is whether the explanation builds clearly on pupils’ prior learning or how pupils’ understanding is subsequently assessed.

### **2. Ensuring access to technology is key, particularly for disadvantaged pupils**

Almost all remote learning uses digital technology, typically requiring access to both computers and the internet. Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology. In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.

### **3. Peer interactions can provide motivation and improve learning outcomes**

Multiple reviews highlight the importance of peer interaction during remote learning, as a way to motivate pupils and improve outcomes. Across the studies reviewed, a range of strategies to support peer interaction were explored, including peer marking and feedback, sharing models of good work, and opportunities for live discussions of content. The value of collaborative approaches was emphasised in many reviews, although notably many studies involved older learners. Different approaches to peer interaction are likely to be better suited to different age groups.

### **4. Supporting pupils to work independently can improve learning outcomes**

Pupils learning at home will often need to work independently. Multiple reviews identify the value of strategies that help pupils work independently with success. For example, prompting pupils to reflect on their work or to consider the strategies they will use if they get stuck have been highlighted as valuable. Wider evidence related to metacognition and self-regulation suggests that disadvantaged pupils are likely to particularly benefit from explicit support to help them work independently, for example, by providing checklists or daily plans.

### **5. Different approaches to remote learning suit different tasks and types of content**

Approaches to remote learning vary widely and have different strengths and weaknesses. Teachers should be supported to consider which approaches are best suited to the content they are teaching and the age of their pupils. For example, games for learning were found to have a high impact on vocabulary learning in foreign languages, but there is less evidence related to their use in other subjects. Likewise, using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge, but is not a replacement for other forms of assessment.

## Hilltop Infant School – Remote (online) Learning Plan 2023-2024:

The aim of this document is to ensure that in the event of a child being unable to attend school physically, learning programmes will continue effectively. Online communication between staff, parents and pupils will continue and the roles and responsibilities are clearly understood by everyone in the Hilltop community.

### **Guidelines and key principles:**

- Online learning will be bespoke and tailored to pupils at Hilltop Infant School, meeting the needs of all pupils
- A broad and balanced curriculum will be available for all pupils, encompassing all school subjects, that is of high quality
- Learning continuance needs to be seen as mandatory for students and teachers. The curriculum will remain, by design and implementation, progressive and continue to be built on and reinforcing prior knowledge.
- Assessment and feedback will be rigorous and continue to meet the needs of all pupils with the use of Mote and written feedback.
- The process will be monitored by senior leaders. Online learning needs to be seen by students and parents as an authentic replacement for regular school attendance
- Online learning is safe for all stakeholders

### **Roles and Responsibilities:**

<b>The school is responsible for ensuring the following:</b>	<b>The teacher is responsible for ensuring the following:</b>	<b>The student is responsible for ensuring the following:</b>	<b>Parents are responsible for ensuring the following:</b>
<p>Online learning is embedded as part of our curriculum and an essential component of good practice.</p> <p>All online procedures are clear and reiterated to parents, students and staff. Expectations are clear to all members of the Hilltop community, including when, where, what and how work will be posted/uploaded.</p> <p>Safeguarding measures are of paramount importance and routines are in place to ensure that children are online learning safely. Any concerns are dealt with swiftly by the Designated Safeguarding Lead.</p>	<p>Engaging with the children online when not at school, either through Google Classroom (writing on the stream) or through the 'live' function via Google Meet (a combination of both will be used).</p> <p>Lessons are regularly delivered, are of high quality, are well resourced and are assessed, with feedback given daily and by lesson (ie. Using online tools like Mote, for example). Work to be set when required and in keeping with a 'typical school day' and in line with HEARTS curriculum.</p> <p>All work is posted via Google Classroom.</p> <p>All students know when the teacher will be online and checking messages.</p>	<p>Engaging with the 'typical' school day and interacting with their school teacher. This will be done via the Google platform daily (Google Classroom and Google Meet).</p> <p>Completing all work assigned to the best of their ability and to take pride in their learning.</p> <p>Engaging safely online and remembering the responsibilities of being a kind and caring online learner.</p> <p>Asking their teacher for clarification and support if they do not understand what to do.</p> <p>Completing the work set and meeting any deadlines set by their teacher.</p>	<p>Ensuring their children are present and engaging with their school teacher online (through Google Classroom and/or Google Meet).</p> <p>Ensuring the fidelity of learning online is both safe and secure for their children.</p> <p>That their children have the appropriate access to the internet and the necessary/required technology, and where not, inform the school who will assist.</p> <p>To work in tandem with the school to positively encourage their child to engage with their learning and to assist in motivating them to be positive learners.</p>

<p>Teachers receive regular CPD on new and existing technologies that enhance/improve online learning.</p> <p>Tasks completed by students will be assessed both formatively and summatively. Students are always informed of their learning and the progress they are making. Learning will take place via a range of options, centred mainly around the use and implementation of the Google platform (Google Classroom and Google Meet). In addition, our school website, Dojo and other useful websites may be used to further support and supplement online learning.</p> <p>School leaders meet weekly with teachers (in person where safe/available) and/or online to discuss workloads and balance.</p> <p>Parents and carers are surveyed about the effectiveness of the online learning provided at regular intervals.</p>	<p>Celebrate and reward good work and positive behaviour/engagement through the school behaviour policy/system (through the use of House Points &amp; Dojo).</p> <p>Recognise that some students may not have access to technology as readily/frequently as their peers and plan for this accordingly, including making arrangements with senior leaders to ensure equity of resource and access to said technology.</p> <p>Reporting any safeguarding concerns to the Designated Safeguarding Leads.</p>		<p>Understand the school procedures for online learning, including how Google Classroom and Google Meet function, how their child uses the platform and completes their work.</p> <p>Keep abreast of school policy and correspondence regarding online learning and/or updates.</p> <p>Contact the class teacher or appropriate member of the leadership team if there is a problem.</p>
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## Teaching and Learning online – lesson structure, curriculum planning and timetabling:

In the event of a child(ren) being unable to attend school but being well enough to continue with their learning, teachers will follow this blended learning timetable for engaging with pupils online:

### Lessons taught using Google Meet

*TAs/LSAs to be included in this timetable to be online and supporting learning at key times, if and when needed*

Subject		Live Lessons (do not have to be 1hr) (Synchronous learning)	Independent (Asynchronous learning) *group work should be part of this	Group sessions
Core Subjects	Maths	3 x Live teaching per week	1 x Independent work / Online activities	Each child should have small group work with the teacher in Eng/Maths once a week
	English	3 x Live teaching per week	1 x Independent work / Online activities	
	Phonics Y2 Word Study/Comprehension	3 x Live teaching per week	1 x Independent work / Online activities	Each child reads with an adult at least once per week (this can be a supporting TA)
	Science	1 x Live teaching per week	1 x Independent work	
Foundation subjects (Hilltop Curriculum)	RE	2 x Live teaching per week with alternating subjects week to week	1 x Independent work	
	PSHE		1 x Independent work	
	Art & DT		2 x Independent work / Online activities	
	Humanities (History/Geography)		1 x independent work (Language Angels materials to be uploaded for French; Charanga for Music)	
	French / Music			

*The above suggested timetable above and below would be in place for groups of pupils and/or individuals who are not present in school for a significant length (ie. A week or longer, as with, for example, a Covid-19 lockdown, other national event or pandemic, etc...)*

Lessons taught using Google Meet (whole class)

TAs to be included in this timetable to be online and supporting learning at key times

Lessons will not involve 'all pupils in one class' being on screens at one time (reducing screentime)

	English/Maths (Core Subject teaching)						12:30 - 1:30	Hilltop Curriculum (Foundation Subjects)	
	9:00 – 9:20	9:20 – 9:45	10:15 – 10:30	10:30 – 11:30	11:30 – 11:45	11:45-12:30		1:30 – 1:45	1:30/45 – 2:30/45
<b>Monday</b>	Morning register and Early Morning Work (children logging into Google Meet)	Live Phonics/word study lesson	<b>BREAK</b>	Live English or Maths	Small group teaching (ie. reading with pupils, basic skills or other interventions) *EAA / TA support	Independent Work	<b>LUNCH</b>	Addressing misconceptions and pupil 'catch up' from mornings live lessons (small group) *EAA / TA support	Independent work (posted on Google Classroom). Teacher to record 5-10 minute intro to task to explain.
<b>Tuesday</b>	Morning register and Early Morning Work (children logging into Google Meet)	Independent work (English or Maths) set on GC. Teacher to support individual pupils as and when needed		Live English or Maths	Small group teaching (ie. reading with pupils, basic skills or other interventions) *EAA / TA support	Independent work		Addressing misconceptions and pupil 'catch up' from mornings live lessons (small group) *EAA / TA support	Hilltop Curriculum live lesson
<b>Wednesday</b>	Morning register and Early Morning Work (children logging into Google Meet)	Live Phonics/word study lesson		Independent work (English or Maths) set on GC. Teacher to support individual pupils as and when needed	Small group teaching (ie. reading with pupils, basic skills or other interventions) *EAA / TA support	Live English or Maths		Addressing misconceptions and pupil 'catch up' from mornings live lessons (small group) *EAA / TA support	Independent work (posted on Google Classroom). Teacher to record 5-10 minute intro to task to explain.

Thursday	Morning register and Early Morning Work (children logging into Google Meet)		Independent work (English or Maths) Teacher to support individual pupils as and when needed	Live English or Maths	Small group teaching (ie. reading with pupils, basic skills or other interventions) *EAA / TA support	Independent work	Addressing misconceptions and pupil 'catch up' from mornings live lessons (small group) *EAA / TA support	Hilltop Curriculum live lesson
	Friday	Morning register and Early Morning Work (Google Meet)	Celebration assembly by HOS 9:15 – 9:25		Live Phonics/word study lesson	Addressing misconceptions and pupil 'catch up' from mornings live lessons (small group)		Small group teaching (ie. reading with pupils, basic skills or other interventions) *EAA / TA support

### Remote Learning (Learning 'online' from Home) Risk Assessment:

The following table contains Hilltop Infant Schools Risk Assessment for the using of Google Meet to teach 'live' video lessons (if and when they are required).

This risk assessment has been informed and supported by the following guidance and documentation:

- [Safe remote learning](#), published by SWGfL
- [Online safety and safeguarding](#), published by LGfL, which covers safe remote learning
- The National Cyber Security Centre, which includes [which video conference service is right for you](#) and [using video conferencing services securely](#)
- [Safeguarding and remote education during coronavirus \(COVID-19\)](#), published by DfE
- Annex C of [keeping children safe in education \(2022\)](#)

What is the risk?	Procedure/Protocol in Place	Responsible	Notes:
<b>1.0: To staff:</b> children able to view them/engaging with them while they are 'outside' of a school setting	<ul style="list-style-type: none"> <li>• Member of staff to be in a professional environment at all times when using Google Meet <ul style="list-style-type: none"> <li>○ In school (ie. own classroom) as much as possible however in the case where this is not possible a suitable environment for teaching must be in the background (plain or blurred background).</li> <li>○ Access to flipchart/interactive board to 'model' from should be part of the visible learning environment</li> <li>○ Clothing, dress and personal hygiene must always be highly professional and appropriate</li> </ul> </li> </ul>	Class teachers and any members of staff who will be using Google Meet to teach 'live'	Letter to all parents to explain a) how to use and access Google Meet and b) appropriate protocols –  <i>Consideration may be given to 'recording' live</i>



	<ul style="list-style-type: none"> <li>○ Staff must be mindful at all times of background noise and look to mitigate this as much as possible</li> <li>● Class teacher/support staff and/or member of SLT (in case of cover) to open Google Meet with camera on to welcome all pupils as part of daily register. Register is completed using Scholar Pack as normal and monitored by attendance team.</li> <li>● Staff to be aware at all times when their camera/microphone is on and to be highly vigilant and mindful of this. This means: <ul style="list-style-type: none"> <li>○ No inappropriate comments or gestures at any point</li> <li>○ The humour must be used in good taste (ie. no sarcasm)</li> <li>○ When tackling any unwanted (ie. negative or disruptive) behaviour from a pupil, staff must be mindful of others in the room and/or those accessing lessons 'live' from a remote location</li> </ul> </li> <li>● Google Meet link (at top of stream) to be disabled after all sessions are finished (meaning all children in the classroom cannot access this function and in turn 'abuse' the Google Classroom to host their own video chats).</li> <li>● All staff must ensure that any other tabs they have open when using their internet browser (ie. Google Chrome) are safe and appropriate for a child to see</li> <li>● Only school provided equipment is to be used</li> <li>● At all times ICT Acceptable Use Agreement regarding Online Learning must be reinforced</li> </ul>	Overseen and monitored by SLT (including HOS)	<i>lessons thereby allowing pupils who cannot connect 'live' to view the materials at a more convenient/suitable time. This will be reviewed by SLT/HOS. If this is decided, this risk assessment will be updated.</i>
<p><b>2.0: To students:</b> staff able to view them/engage with them online outside of a school setting</p>	<ul style="list-style-type: none"> <li>● Daily - every morning (before a 'live lesson' (ie. during the register) member of staff must go over the rules for engaging within Google Meet/online: <ul style="list-style-type: none"> <li>○ reminding children about using their cameras and microphones (which are always to be muted unless the child is called upon)</li> <li>○ reminding children about how to behave sensible online in line with Code of Conduct</li> <li>○ reminding children the expectations for: <ul style="list-style-type: none"> <li>▪ finding a quiet place to work/learn from home that is as free from disruption as possible</li> <li>▪ ensuring they wear appropriate clothing at all times and demonstrate good hygiene (as they would if they were 'in school')</li> <li>▪ ensuring they abide by 'school rules' and always demonstrate Hearts Values</li> <li>▪ that they engage positively in all lessons and demonstrate a willingness to learn and try hard</li> <li>▪ that they support their peers as much as possible / participate in group work when asked</li> <li>▪ that they 'turn in' work using Google Classroom and act on feedback given by their class teacher / supporting adult</li> </ul> </li> <li>○ Information about cameras and microphones to be shared with all parents and carers (reminder about the ICT Acceptable Use Agreement)</li> <li>○ If a child/parent abuses this agreement they will be removed immediately from the lesson and reminded of expectations</li> <li>○ If the behaviour persists, this will be dealt with by a member of SLT</li> </ul> </li> <li>● Google Meet link (at top of stream) to be disabled after all sessions are finished (meaning all children in the classroom cannot access this function).</li> <li>● <b>Safeguarding pupils:</b></li> </ul>	<p>All staff (who are engaging with pupils online)</p> <p>Pupils</p> <p>Parents and carers</p>	All parents must have returned a signed copy of the updated ICT Acceptable Use Agreement and understand what happens if this is violated

	<ul style="list-style-type: none"> <li>○ If a member of staff observes something in a child's home environment that should be reported/acted upon, this is done so swiftly through standard safeguarding procedures (a pink form must be filled out and brought to the attention of the Designated Safeguarding Lead (DSL) who will then deal with the incident).</li> </ul>		
<p><b>3.0: To students:</b> Staff 'abusing the system' and using Google Classroom / Google Meet inappropriately (potentially causing harm to a pupil)</p>	<ul style="list-style-type: none"> <li>• Strictly following the agreed teaching and learning timetable as set out above and not deviating from this <ul style="list-style-type: none"> <li>○ If adjustments to this timetable are to be made these will be decided by a senior leader and communicated to all necessary members of staff</li> </ul> </li> <li>• Strictly using ONLY trust approved and regulated lesson materials with no deviation from this</li> <li>• All staff must ensure that any other tabs they have open when using their internet browser (ie. Google Chrome) are safe and appropriate for a child to see</li> <li>• Only ever presenting lesson material when teaching 'live'</li> <li>• Only school provided equipment is to be used</li> <li>• Adhering to all items in point 1.0 above (regarding pupils viewing staff when online)</li> <li>• Senior leaders to maintain access to ALL Google Classrooms and to monitor 'live' lessons daily through lesson observations and 'online visits'</li> <li>• No member of staff is to EVER be online 1-1 with a pupil <ul style="list-style-type: none"> <li>○ If a pupil or family requests this, this is a) never to be obliged and b) must be reported to the DSL</li> <li>○ As much as possible, all online 'live' lessons will be run/delivered and organised by at least two members of staff (ie. class teacher + one member of support staff).</li> </ul> </li> <li>• Senior Leadership Team will maintain and follow a rigorous timetable outlining which members of staff and which classes (and children) are online at any given time</li> <li>• At all times ICT Acceptable Use Agreement regarding Online Learning must be reinforced</li> </ul>	<p>All teaching staff (those responsible for 'teaching live')</p> <p>Monitored by SLT</p> <p>DSL</p> <p>HOS</p>	
<p><b>4.0: Peer on Peer / online abuse.</b> Children potentially able to cyber bully/speak inappropriately to others online in a 'live' setting.</p> <p>Pupils spending increased time online and therefore at risk of digital predators</p>	<ul style="list-style-type: none"> <li>• All pupils to be reminded of online safety expectations by the member of staff who is hosting the 'live' lesson/learning (as with point 2.0).</li> <li>• Chat function of Google Meets to be monitored throughout the entirety of the lesson being delivered by a member of staff (including support staff). Pupils can use this function to ask questions to ask questions 'live' if they need to</li> <li>• Class teacher/support staff can mute microphones as and when needed to a) safeguarding and protect pupils and b) to help manage any unwanted/negative behaviour from other pupils</li> <li>• Google Meet link (at top of stream) to be disabled after all sessions are finished (meaning all children in the classroom cannot access this function) and all chat history wiped.</li> <li>• Follow safeguarding procedures for peer on peer / online abuse (pink form, inform DSL) if it arises.</li> <li>• Digital Learning and Online Safety are key components of the Computing curriculum and it is vital that these lessons continue to be delivered and taught to all pupils.</li> <li>• Pupils should be reminded switch off devices when not in use/taking part in online learning and to report any concerns to a trust adult (parent or member of school staff). <ul style="list-style-type: none"> <li>○ Parents and carers are to be reminded of the dangers of unsupervised internet access through our school newsletter and Online Safety newsletters (written half-termly and published on our website). These newsletters are also sent to all parents via email and paper copies can be requested/are sent to key families.</li> </ul> </li> </ul>	<p>Pupils</p> <p>Teaching staff</p> <p>DSL</p> <p>Computing Lead</p>	<p>Staff reminded of how to fill out online pink forms and to send to DSL when teaching remotely. Pink forms must be password protected when sent via email.</p> <p>Training on how to use comment section of Google Meet needed (as part of CPD plan above)</p> <p>Consultation from these materials has informed this risk assessment: <a href="https://swgfl.org.uk/assets/documents/covid-19-">https://swgfl.org.uk/assets/documents/covid-19-</a></p>

	<ul style="list-style-type: none"> <li>NSPCC links to be posted on Google Classroom for children to use if they need to. Class teachers to remind pupils of this regularly.</li> </ul>		<a href="#">expectations-and-effects-on-children-online.pdf</a>
<p><b>5.0:</b> Children making inappropriate comments from the lesson material online to other pupils/staff and/or children misusing the 'chat' function of Google Meet</p> <p>Children using Google Classroom and/or Google Meet (the 'present' option to share inappropriate material)</p>	<ul style="list-style-type: none"> <li>Host teacher/member of staff will be monitoring the Google Chat function of the lesson throughout its entirety. If a student misuses the chat, they receive a verbal warning (host to speak into the video to remind said pupil). If it persists, they are to be removed from the session. Once a pupil is removed, a phone call home to be made by the host/HOS or other SLT to discuss the behaviour and then that pupil can be added back in.</li> <li>Where possible, chat function to be disabled before and after lessons. This function does serve its purpose and is essential in cases where a pupils camera or microphone fails to work (the chat function still allows them to be part of the live lesson and receiving instruction/engaging with the teacher).</li> <li>Google Meet link (at top of stream) to be disabled after all sessions are finished (meaning all children in the classroom cannot access this function).</li> <li>All pupils to be reminded of rules in all lessons, including lessons with a more sensitive nature (ie. PSHE, RSE etc...) and to behave/act accordingly – set a culture of trust and respect (in line with point 2.0 above – class rules for engaging online)</li> <li>All posts from children (on the Google Stream) will be monitored by class teachers and SLT. No child is to 'present' in Google Meet in case they have other materials (that may be deemed inappropriate) loaded up in the background (ie. on another Chrome Tab or on their device). <ul style="list-style-type: none"> <li>Consideration needs to be given that children are unlikely to have internet content filtering systems in place that replicate our safety measures in school.</li> </ul> </li> <li>Digital Learning and Online Safety are key components of the Computing curriculum and it is vital that these lessons continue to be delivered and taught to all pupils.</li> </ul>	<p>Class teacher to monitor daily (lesson by lesson)</p> <p>SLT</p>	<p>All chat history to be deleted once the session is over.</p> <p>Google class stream will then need careful monitoring to make sure questions/comments don't 'spill over' into this platform - monitored by SLT and class teachers.</p> <p>Any inappropriate comments are dealt with swiftly and accordingly.</p>
<p><b>6.0:</b> Parents (or other adults/older siblings) 'sitting in' on lessons and listening to teachers teaching 'live' and/or possibly recording the lesson</p>	<ul style="list-style-type: none"> <li>All parents will have to have read and signed – Updated ICT Acceptable Use Policy which states that parents and carers must not 'sit in' on live lessons and must respect the integrity of the virtual classroom</li> <li>Parents to understand not to disturb the learning process for their child and this to be respected</li> <li>Class teacher at the beginning of every lesson and whenever engaging with pupils on line to make a verbal statement: <i>"I am confirming that this lesson is not to be recorded in any way, shape or form. Failure to do so is against school policy."</i></li> <li>If a parent/carer or older sibling is found to be sitting in on live lessons then a warning will be given to that pupil/family by the class teacher that this is against school policy. Any incidents of this must be reported to a member of the senior leadership team. <ul style="list-style-type: none"> <li>If the behaviour persists (happens again) then the pupil will be removed from the lesson immediately. SLT will phone the parents/carers to discuss.</li> <li>If it persists further (ie. happens more than twice) then the child will be removed from all online learning for one week. In the case that this happens, paper copies of work will be sent home via the school office to support this child's learning.</li> </ul> </li> </ul>	<p>Teaching staff</p> <p>SLT / HOS</p>	<p>If parents ignore this instruction a phone call will be made home to parents/carers and followed up by a letter of expectation will be sent by HOS to those parents involved</p>
<p><b>7.0:</b> All children not having access to technology and thus cannot access the learning,</p>	<ul style="list-style-type: none"> <li>ICT survey has been sent to all parents/carers and the expectation is that this is completed by all families (a response that corresponds to every individual pupil so we know who has availability to the tech/internet). This is to be collated by the admin team and Computing Lead.</li> <li>If a pupil/family does not have access to technology the following will apply: <ul style="list-style-type: none"> <li>Where possible, technology will be provided to the pupil. This will include (but is not limited to) a Google Chromebook (signed out by a parent/carer) or an iPad, provided by the school.</li> </ul> </li> </ul>	<p>Parents</p> <p>Computing Lead</p>	<p>Government guidance on securing technology for those disadvantaged as well securing WiFi</p>

<p>disadvantaged pupils in particular</p> <p>Families incurring additional expenses as a result of using mobile data (ie. 4G) instead of connecting to Wi-Fi</p> <p>Staff struggling to access a decent internet connection (in order to teach 'live' lessons/engage effectively online)</p>	<ul style="list-style-type: none"> <li>○ Disadvantaged pupils and/or those with a social worker will be supported by local government/LA to procure a device (this has already happened for some pupils).</li> <li>○ Support to access the internet will be arranged following government guidance. All parents are to be reminded to connect to Wi-Fi as opposed to cellular networks (ie. 4G) as this can incur an extra cost (video streaming uses lots of data and can lead to additional, unwanted costs).</li> <li>○ Once technology has been arranged and pupils have access, this is to be maintained and supported through regular dialogue with teaching staff and/or SLT.</li> </ul> <ul style="list-style-type: none"> <li>● Attendance lead in tandem with SLT and admin staff will monitor the register and identify those pupils who are not online/engaging with their learning and troubleshoot (ie. technical difficulties).</li> <li>● <i>Consideration must also be given to members of staff who may struggle to access a decent internet connection from an alternative location (ie. at home in case of a lockdown). All members of staff are to only use school-issued laptops/Chromebooks and to use a WiFi connection to teach/engage online. If staff are having trouble connecting then government guidance on securing WiFi hotspots needs to be considered. As well, all teachers should aim to teach from the school site if possible (ie. in case of a year group bubble having to isolate).</i></li> </ul>	<p>Admin staff (attendance monitoring)</p> <p>SLT</p>	<p>hotspots for those in need.</p> <p><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res</a></p>
<p><b>8.0:</b> Children not having a safe/trusted adult to ask questions, speak of content or to make a safe disclosure or allegation</p> <p>Access to an emotionally available adult</p>	<ul style="list-style-type: none"> <li>● NSPCC helpline to be posted on Google Classrooms and referenced weekly by class teachers</li> <li>● Host teachers to be vigilant and look to 'spot the signs' as much as is physical possible for those pupils in need</li> <li>● Reminder that school counsellor is available for staff, parents and pupils and this information is signposted to parents and pupils (Google Classroom, school website and in our newsletter)</li> </ul>	<p>Teaching staff</p> <p>Kerry W (School Counsellor)</p>	<p>Kerry W to be made aware of our plans to do this (Google Meet) in advance and to be prepared for any disclosures/children/parents seeking her out as a result.</p>
<p><b>9.0:</b> SEND and other vulnerable pupils are at greater risk of abuse online</p> <p>SEND and other vulnerable pupils (particularly those disadvantaged pupils) are at risk of their education greatly suffering as these pupils will struggle to independently engage online, everyday (whereas neurotypical, socially</p>	<ul style="list-style-type: none"> <li>● Additional support and 'training' in school for these pupils will be delivered by support staff and pastoral team as per Action and Contingency Planning to pre-empt any self-isolation or local/national lockdown measures (these pupils will be well skilled to access the technology independently). This will form part of our Autumn term Life Skills sessions delivered by pastoral team.</li> <li>● Teaching staff to remain extra vigilant to support these pupils and raise any concerns with SLT or DSL</li> <li>● Vulnerable pupils, including those who are CP, CIN and/or SEND, to be called regularly throughout the week by SLT and the pastoral team to provide additional support. Google Meet will facilitate this well and improve interaction between teacher and pupil. <ul style="list-style-type: none"> <li>○ Key pupils to be divided up amongst SLT and pastoral team for regular check-ins</li> </ul> </li> <li>● Expectations for 'online' classroom conduct to be highlighted/discussed each morning by class teachers (ie. morning assembly) to remind all pupils</li> <li>● Support staff (TAs, Learning Mentor and SENDCO assistant) to be assigned to 'virtual' classrooms to support key pupils as they would if they were 'in school' (see timetable on pg. 7).</li> </ul> <p><b>** It is important to consider that these pupils, without access to the technology/internet, may be even more isolated and disadvantaged from their groups or peers and as a school we need to tackle this</b></p>	<p>Teaching staff</p> <p>Pastoral Team including Learning Mentor and SENDCO Assistant</p>	

<p>advantaged pupils will not)</p>			
<p><b>10.0:</b> Collection of personal data through third party use and knowing what this data can and may be used for</p>	<ul style="list-style-type: none"> <li>• Parents and carers are to be made aware of our updated Acceptable Use Agreement and how the school may use personal data</li> <li>• All parents to be signposted to Google policies <a href="https://policies.google.com/privacy">https://policies.google.com/privacy</a> to read and understand how the Google platform for education can and may use data</li> <li>• <a href="https://pribot.org/polisis/?company_url=https%3A%2F%2Fpolicies.google.com&amp;_id=5ad9de4cfabac846276d4456">https://pribot.org/polisis/?company_url=https%3A%2F%2Fpolicies.google.com&amp;_id=5ad9de4cfabac846276d4456</a> will also be shared with parents so they can read and understand how data is collected when their child is using the Google platform. <ul style="list-style-type: none"> <li>○ These data collection policies are not school specific and apply to any personal usage of Google (ie. anytime a family/child uses Google at home). Our schools use of the Google platform for education does not differ/contrast to these existing policies and how Google uses data</li> </ul> </li> <li>• All Google Classroom and Google Meet sessions are private and are never to be made 'public.' Children and teaching staff are by no means permitted to share their log-ins or personal data with anyone else.</li> </ul>	<p>HOS to monitor</p>	
<p><b>11.0:</b> A deterioration in children's mental health and wellbeing due to increased screen time</p> <p>Increase in anxiety in pupils and other related mental health needs due to loss of routine</p>	<ul style="list-style-type: none"> <li>• Parents, carers and pupils to be signposted (and/or supported) by school counsellor (Kerry Westbrook). School counsellor to continue to work with existing families who she is currently supporting.</li> <li>• Adhering to the timetable as set out on page 7: 'brain breaks' and reduction in screen time has already been planned for and considered. Teachers should not deviate from this and recognise the importance that 'getting off the screen' has on a child's mental health and well-being <ul style="list-style-type: none"> <li>○ Other curriculum opportunities are well-planned for and part of a 'typical' school day (from home) – exercising in the back garden, collecting bugs/mini-beasts, art, etc...</li> <li>○ Consideration needs to be given to families who may not have the luxury of a back garden. SLT will support and advise these families/pupils where needed.</li> </ul> </li> </ul>		