



Milton Road Primary School

Remote Learning Policy

Approved by:	Headteacher	Date: January 2021
Last reviewed on:	First Revision	
Next review due by:	As Necessary	

This policy is written in line with Milton Road Primary School's Acceptable Use Policy and E-safety policy and also to complement the Keeping Children Safe in Education 2020 government guidance. The policy will be regularly reviewed by Rachel Snape (Headteacher) Jasmine Smith (Digital Pedagogy Lead) the ILT team and our school governors.

At Milton Road Primary School, one of our key priorities is close engagement with our parent community through excellent communication between home and school. As part of this aim, we use Seesaw as a key communication tool. It will also be used as a medium for home learning. Not only will this optimise parent engagement but, in circumstances when children may not be able to attend school, for example during periods of isolation, this will allow all children to continue to access an equitable, high quality education regardless of individual circumstance. We hope a thriving online classroom will help all children feel unity and a sense of belonging to their class at all times, and will also provide vital connection and interaction with parents so they too feel closely connected to their child's learning experience.

Rationale for the use of digital learning resources

The integration of digital learning resources can support a range of teaching, learning and assessment approaches that:

- enhance learning opportunities through access to a range of resources, stimulus materials and learning tools
- provide increased opportunities for student engagement and motivation
- equip students with the necessary knowledge and skills to use ICT to support 21st-century learning
- support the development of effective student research and evaluation skills
- promote critical and creative thinking skills
- increase teacher and student efficiency
- develop awareness of the public nature of online activity and related responsibilities
- increase opportunities to work collaboratively, locally, nationally and globally

Rationale for selecting Seesaw as the optimal tool to meet this aim

Seesaw is a platform that allows schools and pupils to engage with parents and carers to create an online environment which:

- empowers pupils to take ownership of their learning and to reflect on their progress over time.
- gives pupils tools to show what they know in the way that works best for them.
- inspires pupils to try their best by providing an audience for their work beyond the classroom.
- creates a meaningful home-school connection so that parents and carers can better support their child's learning.

Seesaw is used throughout the school, from EYFS to Year 6. Each child has a secure online journal where students can document and reflect on what they are learning in class (including photos, videos, drawings and voice recordings). Work added to the journal will continue to follow pupils throughout their progression through school. Journals can be shared privately with family members to view throughout the school year. As a school, we are increasingly using Seesaw to keep parents up-to-date with events happening within class and it is also used as another method of communication with the class teacher via a private messaging system. Class teachers also use this function to provide regular, personal updates on each child's performance and progress.

Seesaw Settings

Seesaw is a closed platform. Posts uploaded to Seesaw can be seen by the children in that class only. Parents can only see their own child's work, and not the work of other children in the class. Within Seesaw, there are also numerous settings which we can turn on or off. The settings we have chosen to enable or disable continue to be under constant review, and are likely to be cohort dependent as we seek the best learning experience for the children we teach. Currently, the settings we are using are in response to feedback from the teaching team, and our parent community.

The ability for children to see the work of other children in their class:

In EYFS, children cannot see the work of other children in their class. In other year groups across the school, children can see the work other children have posted to their class journal. This replicates the experience of the classroom, where children are encouraged to read the work of other children and work is often placed under the class visualiser to share with the class. We have opted to enable this feature following feedback that this helped children feel more connected to their friends and class and made the platform feel more like an online community. This is particularly important for children who may be isolating for a period of time. Feedback also stated that this was motivational, and helpful to see the work of others when they were stuck on a task, as it gave them further examples to model their own responses much like the way we would celebrate examples in the classroom. Children have autonomy to decide if they would like their work to be visible. They may note 'please do not approve' on work which they would not like to be made visible.

We feel there are many teaching and learning opportunities arising from the platform. It is advantageous that it may act as a 'safe space' within which we can teach children online safety and etiquette, which becomes an ever greater priority as online communities and websites increase in prevalence.

The ability for children to 'like' a piece of work:

We have concerns over the potential competitive nature and comparison effect regarding children's perceptions of 'the number of likes' their work has received. Therefore, this feature has been switched off throughout the school, as we do not feel this feature has sufficient value educationally. Only teaching staff can like a pupil's work.

The ability for children to comment on their own, or another child's work:

It is important for pupils to be able to comment on their own work, to open a dialogue with the class teacher and to enable clarifications to be made and misconceptions to be addressed. We also allow children to positively comment on other children's posts, in order to celebrate the achievements of other children in the same manner as we would in the classroom. Children are explicitly taught how to make meaningful and positive comments as part of peer assessment, which is a valuable life skill. All comments must be approved by the class teacher before they are visibly posted. This will ensure only positive, meaningful comments are posted. To ensure the issues outlined above, of competitiveness or comparison, are prevented teachers will use discretion on the comments posted. Teachers will only approve one or two comments per post. This will prevent a deluge of comments on certain posts. It is not obligatory for pupils to comment. The commenting feature has been switched off for EYFS and Year 1 pupils. In Year 2, children are explicitly taught how to make valuable, positive comments which are in line with our school 'Kindness' value and embraces the empathy we are promoting as a school. This continues to be explicitly taught and reinforced in each year group throughout the school. Good practice in the use of Seesaw is included in our eSafety Code of Conduct for pupils which children agree to at the beginning of each school year. Children are reminded of the eSafety Code of Conduct regularly.

Method of signing in:

Children will sign in using an email address and password. Once they have signed in, the platform should remember them and they should not need to do so again. Children do not need to access the email address in question, it is only needed in order to create/sign into an account. Parents may use their own email address. A different email address is needed per account, and each child needs their own individual account as each account is linked to each student's UPN number which is a unique student identifying number. This is used to ensure each child's work progresses with them as they move through the school.

Privacy

It is essential that Seesaw is a safe place for students to document their learning, and that parents and teachers are in complete control over how that information is shared. Under GDPR, when parents choose to sign up to Seesaw they are giving consent for their child to use Seesaw. Seesaw does not share any information with any outside organisations. If at any point parents wish to decline the option for their child of using Seesaw, they may contact the school at any time. The only personal information Seesaw collects is the name and class of each pupil. This is necessary to be able to associate work like photos, videos or voice recordings with each pupil's account. Over time, Seesaw builds an organised, digital portfolio of each student's learning. This follows the pupil through the school to allow them to evidence their progress and learning experiences over the years. Seesaw only uses this information to provide the service and doesn't advertise in Seesaw, create profiles of students, or share or sell children's personal information or journal content. You can read more about their strong privacy promises at:

<https://web.seesaw.me/privacy>.

To summarise:

- Seesaw does not own the content you provide – ownership is retained by students and the school.
- Seesaw will never sell any data.
- Student work is private to the classroom by default.
- Seesaw contains no advertisements.
- Seesaw uses the latest security industry best practices
- Seesaw are transparent about their practices and notifications are sent about any changes to their policies.
- Seesaw are compliant with FERPA, COPPA, and GDPR.

Teacher expectations

- Teachers will comply with this school policy regarding Seesaw use in the classroom and through remote teaching and learning
- They will teach student behaviours to keep safe online. For example; keeping personal details private, not sharing user name or passwords, thinking before posting, not posting information/images that they would not want others to know/see. Teachers will also explicitly teach pupils how to comment supportively, as part of their teaching on peer assessment. This will be in line with the manner in which peer assessment is conducted in the classroom.
- They will set a variety of work, using photos, videos and other resources. Activities are inserted in to Seesaw's drawing tool which allows children to respond by text, drawing, voice or by up-loading photos of their work. Teachers may include further instructions as to how to download content from an approved website by including a link. These websites should be sourced from the blended learning recommended websites for quality teaching and learning, compiled by the Digital Learning Team and sent to all teachers. Work will be set to the default of whole class but individual tailored activities should be set for children who would struggle to access the whole class learning. Activities can be set in advance and dates/times added for when to post to complete them. Once activities have been submitted, Seesaw will automatically remove the activity from each child's activity stream notifications.

- Activities set should be in line with our home learning policy. They should fall into one of two categories- 'Recaps on our learning' and 'Pre-learning tasks.' In recap tasks, a summary of the week's learning is presented alongside ideas of how children can continue to develop and practise these skills at home. This allows parents an insight into the class's learning, allowing them to continue to have valuable learning conversations at home. It is a flexible approach (to fit with busy home lives and reduce pressure and fixed timescales) which offers ideas of tasks that can be completed (and submitted for feedback) but the focus is on parent engagement and maintaining a close partnership between home and school.
- In pre-learning tasks, children are told in advance of the topics/units that will be covered in the following week(s). This allows parents to feel engaged with their child's learning and also fully prepares children for the lessons ahead, for instance, the teacher may share that the following week they will be studying newspaper articles. They may ask children to read a newspaper article of their choice and share their thoughts on Seesaw. This stimulates discussion at home too. Furthermore, not only will each child have read their own newspaper article, and observations, but they also then read those posted by their peers. When the class then study the features of newspapers in the classroom, the children already have a wide knowledge base and examples to draw on. This deepens the understanding of everyone in the class. Even those children who may not have had the opportunity to look at the newspaper articles at home themselves will be exposed to the subsequent examples and high quality discussion in the classroom and will subsequently benefit. This allows greater learning time in the classroom to be spent on deepening understanding and honing writing skills.
- Teachers should provide clear instructions to explain to the children how to complete each activity. This should not require extensive parent support, tasks should be geared at a level children can complete independently, and differentiated to the needs of specific children as appropriate. They should notify children how they will be responding to the work within the written instruction
- Teachers can quickly and easily send announcements to all (e.g. reminding children to wear their PE kits the next day) or send separate individual messages to answer parent questions privately.
- They will send parents regular updates of their child's learning adventures at school. Items of the following nature can be published; work samples, collaborative group activities, audio, video and photos of students both at work and of their work. This allows parents an insight into all that we do each day. This is particularly important during these times when we cannot welcome parents into our classrooms as we usually would. It allows us to really celebrate and share children's achievements and encourages children to take pride in their work. These posts should be published at least weekly to ensure consistency across year groups and classes.
- Teachers will only use pupils' first names on Seesaw.
- Teachers will provide homework books and resources from school, to ensure children have all the resources needed for their learning.
- Teachers will approve work so the children are alerted that it has been submitted, and it clears the activity from their 'outstanding work' panel.
- They can 'like' the work by clicking on the heart.
- Teachers will provide feedback on the submitted work, this can be done through the submission of comments, or by clicking on the three dots (...) and clicking Edit and using either the pencil/felt tip tool to draw ticks, highlighter to identify gaps or errors, text tool to add a written response or voice.
- Feedback can be submitted in the following ways:
 - answers can be uploaded for the class the day after the work has been set. Children can then self-mark.
 - any misconceptions or errors can be identified and corrected through the commenting feature.
 - verbal feedback can be sent using the microphone tool. This should be listened back before submission to ensure there is no background noise.

Pupil expectations

- Pupils will follow guidelines outlined by the teacher to ensure safety online. They will post work in a responsible manner in line with their teachers' directions.
- Pupils will log into Seesaw regularly.
- They will use the 'Add Response' tool to submit their work in response to the activities set.
- Pupils will write 'do not approve' on any work that the pupil does not want to be posted in the class journal. This work will be 'sent back' following receiving feedback from the class teacher, meaning the pupil still receives feedback, the work remains in their journal, but it is not able to be seen by their peers. It is acceptable for pupils to write this on all of their work, if they would not like any of their work to be seen by their classmates.
- Pupils will report to an adult if they come across any unsafe content, or experience any concerns or issues when using Seesaw.
- Pupils will follow guidance on the healthy use of a computer, websites and any linked learning.
- Pupils can choose to submit work on paper if they would prefer.
- Pupils will only use their first names on Seesaw.
- Pupils will let their class teacher know if they need further resources for their home learning e.g. exercise books, pencils etc.
- Pupils may comment on another pupil's work, if they have a meaningful, positive contribution to make. Pupils understand that their comment may or may not be approved. Their comment will be in line with all they have been taught about peer assessment, in school.

Parent expectations

One of the key purposes of Seesaw for us as a school community, is to ensure parents have a greater insight into their child's learning. We are so lucky to have such a supportive parent community and we wish to involve parents and carers in all that we do. Parents are welcome to create Seesaw Family accounts to view their child's work, see the tasks their child has been set and celebrate their child's many achievements. It will also offer a faster method to communicate with their child's teacher and receive regular updates on your child's learning. Each parent will only be able to see their individual child's work, or any group projects their child has been tagged in. As with all aspects of digital technology, Milton Road Primary School takes every precaution possible to keep children and staff safe online. We encourage parents to be vigilant when children are using Seesaw at home.

- Parents will ensure that appropriate firewalls and age restrictions are set on computers, and that computer use is regularly monitored.
- Parents should not screenshot, copy or share any information received on social media or any other platform outside of Seesaw. All photos and videos must remain on the Seesaw platform, to be viewed by that specific class's parents only. One of the biggest advantages of Seesaw is that it is a completely closed and private site, giving us a safe space to share photographs of our learning. It is so wonderful to be able to share snapshots of each day with parents so they can feel a part of their child's learning adventures, but parents must remember that it is on the condition that they are for personal use only.
- Parents should talk to their child about appropriate icons and images to use for their profile picture. School recommends children use a profile photo of their face, a family pet or their initials.
- As normal, parents should telephone the school office to report if their child is absent from school. We ask that you do not communicate this to the class teacher via Seesaw.
- Any messages sent to the class teacher through Seesaw will only be responded to during working hours. We expect any messages to be courteous and to ensure communication is kept to a professional level. Parents should be aware that if they send a message to the class teacher, they may not see it as they are working with their class throughout the day and may not see a message until after the children go home. Teachers will not be expected

to use Seesaw to reply to parent messages or provide feedback for work uploaded in the evenings or weekends.

- Parents should ensure that submitted work is clearly photographed to enable feedback to be provided.
- If there is a future lockdown, Seesaw will be used as a home learning platform. Teachers can be contacted through Seesaw between the hours of 8.30am – 4.30 pm during a period of lockdown.
- Parents will notify the office if access to technology causes a barrier so an alternative approach or additional support for this can be arranged.

Teaching Assistant Team

Teaching assistants are an integral part of the teaching and learning team, they are connected to the online classrooms counterpart to the classes they are usually based within whilst onsite. In the event a member of the teaching assistant team is working from home, they can fulfil the following duties:

Continuing to run important interventions online, as they would when based in class. This can be achieved through creating resources, videos and activities and assigning them to the specific individuals they have been tailor-made for. They will subsequently provide feedback on these activities and use this to inform planning for subsequent interventions.

Recording and uploading story-time videos to promote reading for pleasure, maintain relationships with the class and engagement with pupils.

Providing feedback on work submitted through Seesaw, in the form of likes and comments.

Remote learning in the event of school closure

Seesaw, supplemented with Zoom sessions, will be used to provide remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home. In the event of school closure, all pupils will receive the resources for the first day of their home learning by 1pm and by 9am the following day and on all subsequent mornings. Online live Zoom sessions will begin within 3 working days. We will teach broadly the same curriculum remotely as we do in school. Live sessions will be attended by both children onsite and children learning remotely. Certain curriculum subjects will require some adaptations when resources may not be available in order to ensure the lessons are accessible for all, for example, in a PE session the planned session may be revised to ensure children can participate individually rather than in teams and without the requirement of sports equipment.

Both keyworker/vulnerable children working onsite and learners at home will receive the same high quality learning resources. Across the school, all children will receive resources to ensure learning for around 4 hours per day, 3 hours of this will comprise of independent activities, delivered through Seesaw, and 1 hour of this will comprise of a daily live Zoom session. These sessions will include a daily lesson in Maths, English and at least one foundation subject (ensuring a broad range of subjects are covered per week). In KS1, a daily Phonics session is also expected. Resources used may include recorded teaching e.g. White Rose Maths, Oak National Academy lessons, video/audio recordings made by teachers and materials sourced from a reputable bank of learning resources quality tested and compiled by Jasmine Smith and Gareth Williams as leaders of the blended learning provision.

Feedback will be provided for work submitted through Seesaw in the following ways:

Individual feedback will be provided through class teacher comments on work submitted and whole class feedback through the class announcements feature on Seesaw and through our daily live sessions on Zoom. These sessions will allow for us to correct misconceptions, revise key concepts and explore children's understanding further, where appropriate, allowing our teaching and subsequent learning resources to be adapted on the basis of these assessments.

Answers to some activities (where applicable) will be sent to children for them to self-mark their work, replicable of the classroom experience. Children are explicitly taught how to effectively peer

assess as part of our curriculum. Children are able to positively comment on other children's work, as they would in the classroom, through the Seesaw platform. All children will receive feedback on their work daily, to ensure they feel their hard work is valued. This is important to maintain motivation and engagement.

Seesaw participation will be carefully monitored daily. In cases where participation ceases or is limited, phone calls will be made to offer additional support in the form of welfare checks. Pupils who have no, or limited, access to online learning, through a suitable device such as a laptop, computer or tablet, will contact the school by emailing the school office office@miltonroad.cambs.sch.uk and attempts will be made to lend technical equipment where possible. They may also contact the office, via the same route, for support accessing the internet such as through dongles. It may not be possible to provide devices, due to limited resources, if there is high demand. In these cases, printed materials will be provided and delivered to pupils' houses. Subsequently, phone calls will be made to check progress and understanding. This work can be emailed back to the school office for feedback, or can be dropped off at the school office as part of their daily exercise where online access is impossible. Textbooks and workbooks will also be provided to children identified by Alison Hall, our SENCO. The class teacher will then ring the child to review and feedback this work. If the above measures are not successful, it will then be considered whether a place can be offered for the child to learn onsite at school.

Zoom Live Sessions

To ensure our remote education provision supports pupils not just academically but also socially and emotionally, we will utilise daily online Zoom sessions. These will ensure children are motivated to work when they are out of the classroom environment and deprived of this social contact with their peers. Zoom will provide a daily live, communication platform between home and school and will allow children to interact with their teachers and classmates. Each daily session will last one hour.

Using Zoom is only one part of our remote learning strategy as we know that the requirement for children to be online at a specific time can be problematic and impractical for some families, particularly in cases where siblings may be sharing devices. It is essential that we provide an equitable learning experience to all, for this reason we will not be using Zoom for live teaching. These daily sessions will prioritise welfare to serve as a pastoral 'check in' sessions, to talk together, share stories and PSHE/circle time activities alongside academic formative assessment. Work, resources and feedback will continue to also be provided through Seesaw. Discussion of work set, further exploration of topics, and whole class feedback of the work completed are likely to feature during these live sessions alongside the pastoral check-in and social connectivity between classmates. They will therefore operate as both pastoral and academic check-ins. As this progresses, we hope these sessions will replicate authentic teacher/pupil interactions and relationships. We will create a recurring zoom meeting for each year group, this will be invite only to ensure these are secure areas. Pupils will be able to join using a computer, laptop, tablet or even a phone. The link and joining information for the meetings will be sent via Seesaw announcement.

Guidelines for Zoom sessions:

- Children's display names should only consist of their first names. For safeguarding reasons parents and children must not record or screenshot these sessions.
- All children will begin "on mute" and the class teacher will "unmute" them when it is their turn to speak. The children will be able to see each other and interact. However, this is optional, pupils are welcome to turn off the camera setting and your child can join via voice only if you would prefer.
- Short five minute snippets of the live sessions can be shared on Seesaw, for any children who missed them. Children who missed the live session can also use the chat feature to add their own thoughts and connect with their peers retrospectively, to ensure they do not miss out on this social connection.
- Each year group will have a time-tabled daily slot for these sessions. This will ensure siblings will each be able to attend their own session, without overlap. The sessions will be at the same time each day, to aid parent/carer's organisation of their day.
- These sessions will be joined both by critical worker children who are educated onsite and children who are learning at home as we hope to encourage cohesion between these two groups.
- Zoom is a secure online system, however it is the parent's responsibility to ensure that your child is supervised whilst using Zoom as with any other online learning, so internet safety guidelines are being followed at all times. Parents are provided with the following informational links on keeping their child safe online through our weekly newsletter:
<https://www.childnet.com/resources/video-lessons/the-r-rule>
<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>
<https://parentinfo.org/articles/games,-apps-and-tech/all>
<https://www.ceop.police.uk/safety-centre/>
<https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/>

Pupil Expectations during periods of Remote Learning

Pupils are expected to complete the activities assigned to them on Seesaw to the best of their ability. They are expected to log in to Seesaw each day and engage with the learning opportunities provided both through Seesaw and Zoom. They should act upon the feedback the teacher has provided, they can edit and resubmit work where required. We expect pupils to complete work to the equivalent standard as they would in class with a minimum of three hours spent per day on the independent activities provided.

Parent Expectations during periods of Remote Learning

Work set by class teachers is of an appropriate level of challenge that children are expected to be able to complete it with minimal parent support necessary. Parental support when initially setting up the online Seesaw and Zoom accounts is appreciated. Parents are expected to ensure the devices used have appropriate security and safeguarding measures. Regular advice and resources on internet safety are provided on our weekly newsletter. Parents should provide a routine and a quiet learning space for the child to complete their work. Parents should notify the school of any difficulties preventing their child from accessing the remote learning. Parents should check their child is completing online work, parents have full visibility of work their child has completed through Seesaw parent and family accounts.

Pupils who require additional support during periods of Remote Learning

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

Children identified as needing significant additional support (such as those who require 1-1 support in the classroom) will be educated onsite and support they usually have available to them will be retained.

In cases where parents elect to keep their child at home, even if they may be eligible for a school space, the school will provide additional support at home, for instance working closely with a named TA to provide extra resources or live support through Zoom where required to ensure the children's learning can continue without significant expenditure of their parents' time.

Work will be carefully differentiated to ensure children can access learning at the level they are currently working at, and to minimize need for parental support.

Young pupils in Reception and Year 1 will receive instructions for tasks set both written and audio-recorded so they can listen to the teaching regardless of reading ability. Access to online early reading books will be provided, alongside high quality resources and games.

Information for individuals who are remote learning, during periods in which Milton Road is open to all pupils

In the event of pupils self-isolating, identical learning resources will be provided through Seesaw as to those accessed by children learning onsite to prevent knowledge gaps and to ensure an equitable education for all. Live sessions will not be available under these circumstances, however individual feedback on work submitted will be provided.

Class teachers will endeavour to provide resources from the first day of self-isolation, however, full access will begin from the day following notification that the child will be self-isolating.

If the pupil does not engage in work provided, a phone call home will be made by the class teacher to discuss accessibility and any further support required.

This policy will be continually reviewed as our use of Seesaw evolves. It will be shared with teaching staff, parents, pupils (in an age-appropriate manner) and governors.