

# **Remote Learning Policy**

## **Hughenden Primary School**



Approved by: Governing Body

Date: January 2021

Review date: January 2022

## **1. Aims**

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

## **Remote Learning**

The Covid-19 pandemic impacts on all aspects of our lives and to ensure we are as prepared as possible for all eventualities, the aim of this plan is to give stakeholders a clearer understanding of their roles and responsibilities in the event of any lockdown, partial or full school closure, to ensure continuity of learning for our pupils. At Hughenden primary, our primary aim is the safety and well-being of our staff and pupils. We will endeavour to keep the school open, but have put contingency plans in place for remote learning should the school need to partially, or fully close at any time. We recognise the importance of continuing children's learning at home when they are affected by the restrictions of COVID 19. During any lockdown or school closure, each pupil will be provided with learning to do at home which will mirror, as far as possible, the timetable of the normal school day.

## **Home learning expectations for Year Groups**

In the event of children being away from school for an extended period, where ever possible, we aim to mirror the learning that would have been taking place in school

The group message service will allow teachers to send this to both the children and parents so that both are aware of the learning intentions for the day.

Teachers need to be aware of the commitments of parents and the time they have available to support their children as home learners. The work that is set, particularly in EYFS and KS1, will be a mixture of independent and parent supported learning, so that the expectation is appropriate for families. The work set must reflect that children are not in the school environment and may take longer to complete tasks and so must be measured in its setting. It is particularly important to us to ensure that opportunities to continue to access the wider curriculum are provided and as such we will to set activities which support the wider curriculum including PE, art, music etc. using the expertise of our specialist teachers.

## 2. Roles and responsibilities

### 2.1 Teachers

When providing remote learning, teachers must be available between the hours of 0830-1530. If you are working on site to cover the teaching and learning of a Key Worker bubble in school, there is no expectation to work outside these hours to react to E-Schools/ Class Dojo, comment on work etc. until the following working day.

Any illness, caring for a dependent or compassionate leave should follow the normal absence procedure and notification to the HT / DH by 07.30 in the first instance.

When providing remote learning, teachers are responsible for:

- Setting work
  - Set the work for your class in conjunction and collaboration with other team members, where appropriate.
  - In EYFS/ Key Stage 1, the expectation is for remote directed tasks for a minimum of three hours per day, across the cohort, with greater expectations on the older children.
  - For Key stage 2 children, the expectation for remote directed tasks is for 4 hours minimum per day.

Expectations are as follows:

#### **Key Stage 1**

##### **Daily**

- Phonics- using online resources such as Read Write Inc-  
[https://www.youtube.com/channel/UCo7fbLgY2oA\\_cFClg9GdxtQ?mc\\_cid=71ef745098&mc\\_eid=c9705b8c67](https://www.youtube.com/channel/UCo7fbLgY2oA_cFClg9GdxtQ?mc_cid=71ef745098&mc_eid=c9705b8c67)
- [www.phonicsplay.com](http://www.phonicsplay.com)
- English- Oak Academy
- Maths- White Rose Maths supplemented with RM Maths, My Maths, Easimaths
- Spelling
- Reading- Accelerated Reader
- **The Wider Curriculum** - Topic areas to include History, Geography, French, P.E. and Music weekly.

#### **Key Stage 2**

##### **Daily**

- English, using CLPE, to include SPAG weekly
- Maths- White Rose Maths or Oak National Academy materials
- Spelling

- Reading and associated activity via Accelerated Reader
- **The wider Curriculum:** Topics to include Geography and History, following the subjects that would be taught in school.
- Art/ DT- linked to National curriculum expectations for that year group.
- Music- lessons sent by Mrs Sumner
- French- lessons set by Madame Alani
- PE- Joe Wicks- Mon/Wed/ Fri-  
<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>
- Activities from Sports 4 kids
- The weekly planning for the following week must be posted on E-Schools by 9.00am each Monday.

The work should be uploaded to the class page using the class teacher's login.

By following the long term and medium-term plans for teaching in school, the remote provision will keep the children learning in a progressive and cumulative manner.

SLT will make informal contact with their team members at least weekly in a manner convenient to all parties, e.g. email, online platform or telephone call, with teachers keeping in touch weekly with their support staff also. Information for all staff will be sent via email.

Work completed by pupils is to be uploaded daily, where teachers and TA's will acknowledge work and feedback where relevant, preferably within 48 hours from submission.

- Using the whole class weekly tracker, children who are failing to engage with remote learning provision will be identified and contacted in the first instance by the class teacher, through direct message on E-Schools / Class Dojo, an email or telephone call, either using the school telephone when on site or by withholding the number and using their own personal telephone, asking if there is anything further that the school can do to support them at home, for example paper work sheets. In the event that no further progress regarding engagement evolves, a telephone call home from a member of the SLT will follow.
  - There is no expectation on staff to answer queries or respond to emails outside of their contracted hours.
  - Any complaints or concerns shared by parents and pupils, or for any safeguarding concerns, staff should follow normal operating procedures and record as required.
- Attending virtual meetings with staff, parents and pupils. Weekly live or pre-recorded Class assemblies to be arranged at a convenient time and weekly Whole School Assembly delivered by the Interim deputy head. Class teachers will lead regular check ins for via Zoom (KS1 and KS2) to explain the learning activities for that day / week, respond to any pupil queries, or offer specific activities such as: Storytime for EYF, quiz, circle time to support emotional health and wellbeing etc.
- Etiquette expected of all participants as follows:

- Please dress in a professional manner, as expected in the school setting.
- Discourage children from using the chat function
- Be on time and ready for your zoom meeting. Gather any materials you need ahead of time.
- Be Respectful- children to behave as they would in class at school.
- Request that the children do not use a fun background
- Use a recognisable name on their device
- If uninvited guests enter the meeting, close to all participants immediately and report to DSL
- Know when and how to mute: The mute button is your friend in zoom. Turn on mute and keep it on until you wish to invite a child to unmute themselves.
- Find a quiet place
- If you wish, staff may blur or insert a different background via the online platform settings.

Teachers working in school- the remote learning plans will still be their responsibility. Learning objectives, feedback and coverage of the Curriculum will be followed as far as is practicable.

## **2.2 SENCo**

The role of the SENCo during periods of remote education, continues to be to support the children and families with specific needs, to enable them to engage with their learning. Identifying needs and making sure effective plans are in place. Support staff with planning for children with SEN and liaising with outside agencies as and when appropriate remotely, alongside any teaching responsibilities. Support staff and disseminate training, as appropriate.

The SENCO should contact all families with an EHCP weekly to offer support and other children on the SEN register as required.

## **2.3 Teaching assistants**

When assisting with remote learning, teaching assistants must be available as per their contracted hours.

Inability or unavailability to work for any reason during this time, for example due to sickness or caring for a dependent, should be reported using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

- Responding to work submitted as directed by the classteacher
- Monitoring of curriculum website use and reporting back to the classteacher
- Supervise the vulnerable and key worker children that are in school as per the rota and ensure, as far as possible, the pupils in school engage with the remote learning undertaken by those pupils at home
- Support pupils who are not in school with learning remotely where identified and directed by the class teacher or SENCo, for example those with an EHCP. This could be in person whilst on site or remotely as agreed.

Attend virtual meetings as required with teachers, parents and pupils – adhering to the agreed etiquette at all times, if they are not in school.

## **2.4 Subject leaders**

Responsibility for co-ordinating remote learning for children with SEND across your school initially is the responsibility of the class teacher, with support from the SENCo.

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning, e.g. PSHE
- Work with teachers, as required, to support subject areas remotely to make sure all work set is appropriate and consistent
- SLT ensure work set remotely across all age ranges and subjects is appropriate and consistent, enabling children to develop their skills.
- Monitoring the remote work set by teachers during remote staff meeting discussions.
- Direct staff to resources they can use to improve the quality of their remote learning plans.

## **2.5 Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school –DH
- Monitor the effectiveness of remote learning – through discussions with staff and feedback from pupils and parents - HT
- Teachers are to monitoring the security of remote learning systems, including data protection and safeguarding considerations and follow Zoom etiquette.

## **2.6 Designated safeguarding lead**

The DSL (HT/ DHT) is responsible for:

Ensure the child protection policy and Covid 19 addendum is followed at all times.

Vulnerable pupils who are not in school should be contacted weekly by a DSL and any concerns noted on CPOMS

## **2.7 IT support – Turn it On**

IT support is responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (Turn it on)
- Assisting pupils and parents with accessing the internet or devices, where appropriate.

## **2.8 Pupils and parents**

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise is unable to complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

## **2.9 Governing board**

The governing board 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

## **3. Who to contact**

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant member of SLT or SENCO
- Issues with behaviour – normal operating procedures- log incident and report to parent
- Issues with workload or wellbeing – seek advice from SLT, SENCo
- Concerns about data protection – report to HT / Dh
- Concerns about safeguarding – report to the DSL (HT/DHT)

## **4. Data protection**

### **4.1 Accessing personal data**

When accessing personal data for remote learning purposes, all staff members will refer and adhere to the GDPR policy.

- Data accessible through password protected platforms, i.e. E-Schools/ Class Dojo, for use only in relation to remote learning.
- School laptops should be used where possible, rather than own personal devices

## **4.2 Processing personal data**

Staff members may need to collect and/or share personal data such as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online and use official channels to communicate.

## **4.3 Keeping devices secure**

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

- Keep the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensure the device used to facilitate remote education is stored securely and is password protected
- Make sure the device locks if left inactive for a period of time
- Not share the device among family or friends
- Antivirus and anti-spyware software is effective
- Keep operating systems up to date – always install the latest updates when prompted

## **5. Safeguarding where can these be found??**

Our Safeguarding policy can be found on the school website (dated January 2021) alongside the Covid 19 addendum:

Keeping Children Safe in Education is a further source of information:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## **6. Parental Concerns**

If parents find the home learning tasks are difficult for their child, or pupils lack interest or motivation in the learning intentions set, parents should be encouraged to contact the class teacher for support through the E-schools messaging system.

## **7. Monitoring arrangements**

This policy will be reviewed annually. However, during the current global pandemic Lockdown 3, it will be reviewed and updated as necessary, by the HT/ DHT.

At every review, it will be approved by the full governing board

## **8. Links with other policies**

This policy is linked to our:

- Behaviour policy

- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy