

Hamstead Primary School

Remote Learning Policy



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1. Aims

This Remote Learning Policy for staff 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;
- Ensure pupils unable to attend school remain fully included within the school community;
- Continue to ensure that every child receives the best education the school can provide them;
- Ensure that remote education is integrated in the curriculum so it is an essential part of the school curriculum, alongside classroom teaching, or in the case of a lockdown;
- Ensure all necessary safeguarding requirements and duties are met or carried out to the same standard as within school.

2. Rationale

It is important to highlight that this policy is not to be used when pupils are absent from school due to illness and are unable to complete work at home. In the event of them being ill, we request pupils rest in order to speed their recovery and return to school.

Our remote learning opportunities and design have been made to prioritise the education and wellbeing of our pupils in what government has called 'extraordinary times'. We aim to support children with their learning: providing work which closely matches their normal curriculum; breadth of the curriculum, support, modelling and feedback (where appropriate). In addition to pupils, staff wellbeing is also a priority and expectations of all staff must be reasonable and achievable.

We are continually reviewing policies and practices we have put in place in relation to new guidance and statutory requirements in relation to remote learning and COVID-19. Therefore, we continue to reflect on learning opportunities for children and how we are delivering remote teaching and learning.

3. Support for Disadvantaged Pupils

We aim to support all pupils with their learning. In terms of disadvantaged pupils in relation to remote learning this does not just refer to FSM or Pupil Premium. This may include those who potentially struggle to access technology or access the internet in order to complete remote learning. HJS are working alongside DfE to identify ways that we can further support children who these circumstances may apply to. This includes distributing devices from the DfE. If a device is loaned to pupils, parents/carers must sign a disclaimer for the device to be returned within the time agreed. If a child is unable to access remote learning online, parents are asked to contact the school office for alternative arrangements and provision to be made.

4. Roles and responsibilities

Teachers

When providing remote learning, teachers must be available between their usual working hours of 8.40am – 3.45pm.

If they 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 (e.g. contact the HT/DHT and school office if possible).

Setting work:

- Teachers will provide learning for the pupils in their class.
- Work and learning provided will closely match the daily lessons that are planned for on the class timetable (e.g. Maths and English sessions/phonics lessons and afternoon foundation lessons). Maths and English will be supported by Oak Academy.
- Include a weekly timetable to support and guidance on how pupils and parents should manage their time.
- Work will be set daily and posted by 8:30am each morning on the school website (Remote Learning pages).
- Supporting Home Learning Packs (consisting of the some of the work uploaded to the website) will be produced and collated by support staff in consultation with class teachers. These will be made ready for collection for pupils with limited or no access to the school website or those identified as restricted access to learning.
- In most cases work will be differentiated at least 2 ways wherever applicable.
- A copy of answers will be provided wherever possible to support self-marking;
- Teaching prompts may be made available to aid pupils and parents wherever applicable e.g. through pre-recorded video links; Smartboard slides, PowerPoints and documents.
- Teachers will record a message and/or themselves reading a shared text weekly to promote the love of reading.

Providing feedback on work:

- Teachers working remotely are expected to be contactable between 8.40am - 3.45pm to respond to work related queries from pupils or parents and provide feedback on tasks.
- Pupils will be encouraged to submit their work to their class teachers using Class Dojo. Staff will monitor these throughout the school day.

- All work submitted will be acknowledged by the class teacher (or support member of staff where applicable) at the earliest opportunity (e.g. work submitted in the morning should not be left unacknowledged for the whole day).
- Staff will aim to give feedback that will acknowledge engagement and effort; general progress and provide individual feedback wherever possible to address gaps in learning.
- Feedback will primarily be via Class Dojo. However, some work may be reviewed on return to school and used to inform the next steps for pupils.

Keeping in touch with pupils who are not in school and their parents:

- In the event of a class bubble or whole school closure, the standard means of communication will be via the year group emails (or phone calls to pupils without internet access). On the first day of absence, staff will make every effort to contact the pupil/parent via a phone call to ensure access to remote learning.
- If during the second day there is still no communication, the teacher will need to make the HT/DHT and/or school office.
- In the case of a national or local lockdown, the same communication expectations will be followed as in the case of a class bubble closure. However, teachers will also be expected to call all pupils at least once a week.
- Teachers are expected to respond to any messages received via email during Monday – Friday between 8:30 – 3.45pm. Messages received outside of those hours should only be responded to if they are deemed to be urgent.
- Vulnerable pupils / EHCP pupils will be called at least twice a week by the DSLs, SENCO, 1:1 support or another identified member of staff.
- Any safeguarding concerns should be recorded and reported to the DSL in the usual way using the Concern forms (in school) or contacting the DSLs in school via telephone (working remotely).

LSP/LSA Support

When assisting with remote learning, support staff must be available between their 8.40am-3.30pm (or their usual contacted hours).

If they 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 (e.g. contact the HT/DHT and/or school office if possible).

In the event of a class bubble closure or a local or national lockdown, support staff will:

- If isolating - liaise with class teachers to ensure they are assisting with daily remote learning e.g welfare calls; responding to emails; contact with 1:1 pupils.
- If working within school – support class teachers to provide learning for individual pupils by:
 - Providing work which closely matches the daily work planned for on the child’s usual timetable or EHCP plan.
 - Preparing Home Learning Packs for identified pupils (consisting of some work uploaded from the school website), via the SENCO if necessary, ready for collection for pupils with limited or no access to devices.
 - Providing support and advice for parents to ensure home learning takes place either through prepared teaching prompts or support provided over the phone.

- Support teaching staff in answering work related queries from pupils or parents and provide feedback, either via emails or over the phone.

Subject Leads

During a local or national lockdown, alongside teaching responsibilities, Subject Leads are responsible for:

- Supporting teachers to ensure that remote work in their subject area is appropriate and consistent.
- Quality-assuring/monitoring the remote work set by teachers in their subject by looking at and reviewing the quality and content of learning posted on the school website.
- Follow-up any concerns with colleagues regarding the work provided.
- Alerting teachers to resources they can use to teach their subject remotely.

Deputy Headteacher

The DHT is responsible for:

- Supporting teachers in coordinating the remote learning approach across the school (e.g. ensuring there is clarity and consistency across all year groups).
- Supporting the Headteacher in monitoring the security of remote learning systems – including data protection and safeguarding procedures.
- Monitoring the effectiveness of remote learning across school by:
 - Seeking feedback from teachers and support staff about the quality of remote learning during a class/school bubble closure.
 - Organising staff meetings during a local or national lockdown via Teams.
- Providing feedback on remote learning to the Headteacher and Governors as and when required.

Safeguarding Team

The Safeguarding Team are responsible for:

- Making contact with all vulnerable pupils at least twice a week during lockdown closures.
- Responding to any safeguarding concerns raised through direct phone calls or by staff via the agreed procedures (see Safeguarding Policy).
- In the event that pupils/parents cannot be reached a home visit will be arranged.

SENCO

The SENCO is responsible for:

- Coordinating the remote learning approach for SEND/EHCP pupils across school by:
 - Overseeing the planning of remote learning for SEND/EHCP pupils during a class bubble closure, local or national lockdown and providing support for teachers and support staff.
- Monitoring the effectiveness of remote learning of SEND/EHCP pupils across school.
- Calling SEND/EHCP pupils at least once a week during a class bubble closure or local/national lockdown.

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete all work to the deadline set by the teachers to the best of their ability.
- Seek help if they need it, from teachers or support staff via year group emails.
- 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 cannot complete work.
- Adhere to Government and Department for Education guidance and support their child to ensure that work is completed.
- Seek help from the school or teacher if they need it.
- Be respectful when making any complaints or concerns to staff.

Head Teacher

The Head Teacher is responsible for:

- Having a clear oversight of the Remote Learning procedures in school;
- Support the DHT in quality assuring work and learning provided;
- Support parents to ensure that pupils are able to access Remote Learning;
- Seeking feedback from staff, pupils and parents on the process;
- Responding to feedback or concerns (with support from class teachers);
- Keeping Governors updated with the Remote Learning provision;
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

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.

5. 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 year group colleague; relevant Subject Lead or SENCO.
- Issues with behaviour – talk to the HT/DHT.
- Issues with IT – talk to IT Lead/Support.
- Issues with their own workload or wellbeing – talk to their Line Manager.
- Concerns about data protection – talk to the Data Protection Officer/HT/DHT.
- Concerns about safeguarding – talk to the Safeguarding Team (DSLs).

6. Data protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Have access to SIMs when in school on their desktop computer.
- In the event of a class bubble closure or lockdown, be provided with a register of contact numbers (via email) so that phone calls can be made to parents/carers.

Keeping devices secure

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

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol).
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device.
- Making sure the device is locked when not in use.
- Not sharing the device among family or friends.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest updates.

7. Safeguarding

Please refer to Safeguarding Policy and KCSIE.

8. Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the government. At every review, it will be approved by the Governing Body.

9. Links with other policies

This policy is linked to our:

- Behaviour policy.
- Safeguarding Policy.
- KCSIE policy.
- Data protection policy.
- Teams Learning Guidance
- Staff Code of Conduct