



The
Hawthorns
Primary School

Remote Learning Policy

Agreed and Adopted by the Governing Body on: 20 October 2020 (Reviewed on 5 January 2021)

Signed : DNnabuife

The policy will be formally reviewed on: 1 September 2022

STATEMENT OF INTENT

At The Hawthorns Primary School, we recognise the importance of maintaining high standards in all areas of the curriculum and aim to ensure that all pupils have access to high quality teaching and learning resources and the support they need to succeed whether they are in school or working remotely from home.

Through the implementation of this policy, we aim to clarify the key concerns associated with remote working, such as online safety, access to educational resources, data protection and safeguarding.

This policy aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school.
- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Set out expectations for all members of the school community with regards to remote learning.
- Outline on-line safety and safeguarding procedures in place to keep children safe during any periods of remote learning.
- Provide appropriate guidelines for data protection.

TEACHING AND LEARNING

Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND. When teaching pupils who are working remotely, teachers will:

- Set carefully selected activities so that the children have meaningful and ambitious work to do each day in a number of different subjects.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Provide frequent, clear and visual explanations of new content through high quality curriculum resources, videos of their input or other educational videos.
- Assess progress through questioning and other suitable tasks and be clear about how regularly work needs to be checked and effective feedback given.
- Adjust the pace or difficulty of what is being taught in response to questions and assessments, including where necessary, revising materials or simplifying explanations to ensure pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including frequent contact with teachers, via marking and feedback.
- Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks (such as quizzes and tests), and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate

All provisions for remote learning will be subject to the class group's age and ability. In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to

cope with the workload – the Headteacher will assess this need, keeping children’s best interests and well-being in mind.

ROLES AND RESPONSIBILITIES

School staff will:

- Adhere to the policy at all times during periods of school closure/remote learning.
- Take part in any training conducted to meet the requirements of this policy.
- Report any defects on school-owned equipment used for remote learning to the IT Technician.
- Report any potential dangers or concerns they have about remote learning to the Headteacher.
- Report any safeguarding incidents to the DSL and ask for guidance as appropriate.

Teachers

When providing remote learning, teachers must be available from Monday to Friday during their usual working hours.

If they’re 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 by phoning or messaging the Headteacher/Deputy Headteacher and Business Manager by 07:00.

When providing remote learning, teachers are responsible for:

› Setting work:

- Year group teachers will work in partnership to provide the teaching and learning resources for remote education. If a teacher is unwell and unable to work from home, their year group partner will upload the teaching and learning activities for both classes.
- Teachers will follow a weekly year group timetable as set for the normal school day. These will outline the subjects that are taught daily and provide a guide for the children to help structure their day of learning at home. A daily timetable will be uploaded by 09:00 every morning.
- Teachers will provide daily learning tasks for reading, writing (including SPAG), maths and one other foundation curriculum subject. They will ensure that science is taught weekly.
- Teachers will plan daily phonics lessons for Foundation Stage, Year 1 and Year 2.
- Teachers will endeavour to introduce new learning using pre-recorded videos, presentations or live lessons to provide the teaching input for the lessons. Class teachers, together with an additional member of staff, will virtually meet with their class for regular check-in/well-being session.
- Teachers may use resources provided by Oak National Academy, White Rose Maths, BBC Bitesize and other online portals/websites identified by school leaders.
- Instructions should contain enough detail for the children to be relatively independent (age dependent) but should not only rely on the use of a computer or

device as it is acknowledged that this may be needed by siblings and/or parents working from home.

- All daily teaching activities will be uploaded by 09:00 every week day.
- All year groups will upload remote learning work onto Google Classroom.
- Children and parents will have been provided with all the log in details they require, depending on which year group they belong e.g. for e-Schools, Google Classroom, Education City, Purple Mash, TTRS.
- Teachers will co-ordinate with other year group teachers and subject leaders to ensure consistency across the years and subjects.
- Teachers will make sure pupils with limited access to devices can still complete the work by producing hard copies of learning activities planned and making these available for identified parents to collect.

➤ Providing feedback on work:

- All work submitted will be acknowledged by class teachers via Google Classroom,
- Feedback will be given daily on an individual, group or whole class basis. Feedback will be age appropriate.
- Children must know when they have been successful and be given next steps to improve the quality of their work.
- Misconceptions will be addressed in the learning provided for the following day.

➤ Keeping in touch with pupils who aren't in school and their parents:

- Teachers will respond to messages and questions sent in by children and parents through Google Classroom and e-Schools within their working hours.
- Parents can communicate with class teachers via e-Schools. Messages from parents need to be checked daily by class teachers (Monday to Friday, term time only) and responded to within 48 hours (excluding weekends).
- Teachers will not share personal contact details, e.g. phone numbers or email addresses, with parents.
- Staff will make regular contact with the parents of vulnerable children and those with special educational needs through weekly phone calls.
- Where there has been no communication or work sent in by a child after two days of a lockdown/self-isolation period starting, the teacher will call the child's parents on day 3. If there is no response, this needs to be reported to Leaders of Standards.
- Parents should refer concerns and complaints to class teachers in the first instance. If a parent complaint cannot be dealt with by the class teacher, it should then be passed onto a senior leader.
- Parents can use the office email address to write to senior leaders or the Headteacher regarding any concerns which have not been dealt with by class teachers.
- For any safeguarding concerns, refer to the safeguarding section below.

➤ Attending virtual meetings with staff, parents and pupils:

- Staff need to follow the school's dress code when they are attending virtual meetings.

- They are required to find an appropriate location (e.g. avoid areas with background noise, ensure there is nothing inappropriate in the background).
- Follow the school's code of conduct policy.

Individual pupils who are self-isolating

Children who are absent due to the coronavirus e.g. they have symptoms of the virus and are awaiting a test will be marked with an X in the register.

- Teachers, with the support of teaching assistants, are responsible for providing work from the day after we are informed of the child's absence and self-isolation. This must be relevant and reflective of what is happening in class at the time of the child's absence, for example, covering the same objectives that are being taught in school for English and maths.
- Teachers will upload their daily plans and presentations for teaching onto Google Classroom and e-Schools to be accessed by these children. This will include links to online educational resources.
- Teachers will organise paper packs if necessary.
- Teachers will acknowledge children's work and give short but focused feedback. Children should know when they have been successful and be given next steps.
- Any teacher/parent communication can be maintained via the messaging service on Google Classroom and e-Schools. If parents need further support with a particular issue, teachers may follow up the query with a phone call.

In the event of more than a few children being absent from the class, teachers may consider live streaming lessons in school to pupils learning remotely.

In the event of the teacher having to self-isolate and is well enough to deliver teaching input, this will be done through live streaming lessons using Microsoft Teams.

Teaching Assistants

When assisting with remote education, teaching assistants must be available during their normal working hours on days they normally work.

If they're 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 by phoning or messaging the Headteacher/Deputy Headteacher and Business Manager by 07:00.

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

- Supporting class teachers with the remote learning offer – this could also be across the school dependent upon the requirements of the school.
- Preparing resources for different groups of children – to provide challenge or support.
- Supporting pupils who aren't in school with learning remotely – liaising with class teachers to support planning and resourcing for differentiated learning.
- Undertaking remote and/or online CPD training.
- Attending virtual meetings with teachers, parents and pupils:
 - Staff need to follow the school's dress code when they are attending virtual meetings.

- They are required to find an appropriate location (e.g. avoid areas with background noise, ensure there is nothing inappropriate in the background).
- Follow the school's code of conduct policy.

Subject Leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent.
- Monitoring the remote work set by teachers in their subject – through regular meetings with teachers or by reviewing the work set.
- Alerting teachers to resources they can use to teach their subject remotely.

SENDCO

The SENDCO is responsible for working with teachers to coordinate provision for pupils with SEND across the school. During a period of enforced school closure, the SENDCO will be responsible for:

- Liaising with the IT Technician to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Supporting class teachers in their liaison with SEND pupils at home and their families.
- Ensuring the completion of necessary SEND paperwork and applications.
- Ensuring children with EHC plans continue to have their needs met while learning remotely, and liaising with class teachers, the Headteacher and other organisations to make any alternate arrangements if necessary.
- In partnership with teachers identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

Headteacher and Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Working closely with the Headteacher to co-ordinate and review the remote learning approach across the school.
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Working in partnership with staff to identify which families may have no access to the internet and ensuring teachers provide families with hard copies of activities for collection.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.

Designated Safeguarding Lead

The DSL is responsible for:

- Arranging and attending any safeguarding and child protection meetings that occur during any periods of school closure.
- Liaising with the IT Technician to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying and liaising with class teachers who will closely monitor vulnerable pupils who may be at risk while learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely at home, and liaising with Social Care and other organisations when required.
- Ensuring that all safeguarding procedures continue to be carried out as set out in the safeguarding policy and all safeguarding incidents are adequately recorded and reported during the period of remote working.

IT Technician

The IT Technician is responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents with any technical issues they're experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer, and any safeguarding concerns to the DSL.
- Assisting pupils and parents with accessing the internet or devices.
- Keeping up to date with any development in the use of necessary software and systems and setting up appropriate training for staff.

Pupils and Parents

Staff can expect **pupils** learning remotely to:

- Be contactable during the school day. However, it is not necessary or appropriate for children to be in front of a device the entire time.
- Work hard and complete work to a high standard, submitting work by the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they're not able to complete work.
- Be respectful and behave in the same way as they would if they were in school in accordance with the school's behaviour policy.

Staff can expect **parents** with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work.
- Ensure that their children only make appropriate comments on Google Classroom which are related to the lesson.

- Support their child/ren as best as they can with their learning.
- Seek help from the school if they need it.
- Reinforce the importance of children staying safe online, setting age-appropriate parental controls on devices and internet filters to block access to inappropriate websites.
- Be respectful when making any complaints or concerns known to staff.

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.

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 subject lead or SENCO
- Issues with behaviour – talk to the relevant Leader of Standards
- Issues with IT – talk to IT Technician
- Issues with their own workload or wellbeing – talk to their line manager/Leader of Standards
- Concerns about data protection – talk to the data protection officer (SBM)
- Concerns about safeguarding – talk to the DSL

DATA PROTECTION

Accessing personal data

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

- Connect to the school network system using the school's remote desktop connection to work with any personal data to ensure that no data actually leaves the school premises.
- Only use their school email account and never use personal messaging systems.

The Data Protection Officer is responsible for:

- Overseeing that all staff-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents and pupils are aware of the data protection principles outlined in the GDPR policy.
- Ensuring that all computer programs used by the school for remote learning are compliant with the GDPR and Data Protection Act 2018.

Processing personal data

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

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

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), and do not share their passwords with anyone else.
- 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 locks if left inactive for a period of time.
- Not sharing the device among family or friends.
- Installing antivirus software.
- Keeping operating systems up to date – always install the latest updates.
- All staff to access emails and servers via the remote system. Staff who access emails via smart phones need to ensure two levels of security (e.g. phone password and app password).

SAFEGUARDING

Please refer to the school's safeguarding and child protection policy with the added addendum to reflect the current situation. These can be found on the school website as well as our internal network.

MONITORING ARRANGEMENTS

This policy will be reviewed by the Senior Leadership Team as and when updates to home learning are provided by the school or government. At every review, it will be shared with staff.

The policy will be reviewed annually by the Governing Body.

LINKS WITH OTHER POLICIES

This policy is linked to our:

- Behaviour policy with COVID-19 addendum
- Safeguarding and child protection policy with COVID-19 addendum
- Data protection policy and privacy notices
- All in one e-safety policy
 - Home-school agreement

- ICT and internet acceptable use Agreement
- Code of Conduct policy