Remote Learning Policy

Hawthorn Primary School

Approved by:	Teaching and Learning committee	Date: 10.12.2020
Last reviewed on:	**December 2020**	
Next review due by:	December 2021	

This policy should be read in conjunction with the:

- School Safeguarding policy,
- E-safety Policy
- Data Protection policy

Contents

Aims, background and action plans

This remote learning policy for staff aims to:

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

Background

The DfE (Guidance for full opening: schools, 27th June 2020 link here) states that where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, schools are to have the capacity to offer immediate remote education.

It is expected that schools should:
- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- provide printed resources, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely, schools should:
- set tasks so that pupils' have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

1. Remote Learning Action Plans

As a school we have incorporated remote learning into our school culture to ensure if a period of isolation does occur, the children are fully prepared to access learning online at home.

1.1 Pupils' who are self-isolating (see flow chart)

If a pupil needs to self-isolate, they will be contacted by a member of staff to establish whether they have access to devices/internet to complete learning activities. If they have, work will be set via the SeeSaw (Yr1-Yr6) or Tapestry (Reception). Activities will include:

Reception:
Daily phonics lesson (link to Oxford Owl RWI programme)
Maths activity
Literacy activity
One activity linked to the EYFS areas of development

KS1:
Daily phonics lesson (link to Oxford Owl RWI programme)

English lesson
Maths lesson
A Foundation lesson

KS2:
English lesson
Maths Lesson
Foundation lessons

Oak Academy have online lessons to compliment most topics taught across our curriculum. See detailed plans here: https://www.thenational.academy/oaks-curricula. Class Teachers may wish to upload additional resources created by themselves or activities sourced from different websites to SeeSaw/Tapestry, however lessons should align as closely as possible with coverage taught in school and should be easily accessible by isolating children. Some of these activities will have links to videos that will support the pupil in completing the activity (e.g. WhiteRose Maths). They will also be provided with their login details for the online Apps, which they use at school that can be used at home e.g. TTRockstars, Odizzi.

A member of the SLT/Class teacher will call the pupil to 'check in' with them and provide any support that is needed at least once a week. The class teacher will also keep in communication with the child through SeeSaw/Tapestry and there will be an expectation that pupils complete the work packs and submit any online work. Any paper copies should be returned to school for the teachers to feedback/plan next steps.

1.2 Key safeguarding/SEND points to note:
If child is entitled to benefit-related FSM, this will be provided and delivered by school. If a child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS).
If a child does not engage, the Class Teacher/SLT will contact parents to discuss obstacles and support.
Any Covid related incidents will be recorded on the Schools Isolation Tracker and referred via the SPOC Team.
The SENDCO will support staff in sharing appropriate support and resourcing, including Oak National SEND lessons to engage and meet the access needs of the pupils to their learning.
Where children would normally receive additional support from SEND agencies, the SENDCO will persevere to make arrangements for those to continue via Teams as long as the agencies engage.

1.3 Whole class bubbles
If a whole class need to isolate and they are at school, parents will be notified and pupils will be sent home with a letter detailing their period of isolation and directing them to the appropriate online learning platform.
The Class Teacher will upload daily learning and feedback before any more work is uploaded.
In the event the Class Teacher becomes ill and is unable to support remote learning a member of SLT will step in.
Attendance registers will be taken daily and the DfE attendance register submitted.
Class teachers will monitor which pupils are accessing online learning, this will be reviewed and contact will be made with parents/carers of pupils not accessing lessons on a regular basis.

1.4 Isolation of teacher
If a teacher has to isolate due to being contacted by Track and Trace or a family member has symptoms, the teacher will deliver their lessons via Microsoft Teams into the classroom, where appropriate. The Teaching Assistant in class will support the technology, behaviour management and provide additional support to any children who need it. If the teacher is isolating as they are ill due to Covid, our regular absence protocol will be put in place.

2. Roles and responsibilities

2.1 Teachers

When providing remote learning when away from school, teachers must be available between their normal 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, which is contacting the Head Teacher via telephone.

When providing remote learning, teachers are responsible for setting work:

- For their class, as per the Remote Learning Action Plans in section 1.
- Feedback should be given before the next lesson to support progress
- Keeping in touch with pupils who aren't in school and their parents:
- When pupils are absent either in individual circumstances or as a whole bubble, the class teacher should keep in contact via SeeSaw/Tapestry. Contact will be supported by SLT.
- Teachers must follow the Safeguarding policy with regard to any behavioural issues, or safeguarding concerns.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their normal 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, which is contacting the Head Teacher via telephone. Teaching assistants may be asked to support in other areas of the school if they are not isolating. If they have been contacted by Track and Trace the Head Teacher can direct them to complete tasks at home.

2.3 Subject leads/SENDCo

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. All teachers have access to each year group on SeeSaw.
- alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- co-ordinating the remote learning approach across the school
- monitoring the effectiveness of remote learning
- monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding leads

The DSLs are responsible for:

- Co-ordinating the response of school staff as per the Safeguarding policy during full or partial closure.

2.6 Administrative staff/any other staff

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, which is contacting the Head Teacher via telephone

Administrative staff are responsible for:

- following the DfE procedures and school processes for recording attendance/absence details for pupils whether in or out of school
- support teaching staff with any administrative duties to ensure remote learning can be successfully carried out
- maintain normal school administrative systems together with any new processes as required

2.7 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 subject lead or SENDCO
- Issues with behaviour – talk to SLT
- Issues with IT – report issues to IT Assist
- Issues with their own workload or wellbeing – talk to SLT
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to one of the DSLs

4. Data protection

4.1 Accessing personal data

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

- Use secure school systems such as CPOMS and SeeSaw/Tapestry, via the internet

- Use school provided laptops to use Remote access

4.2 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.

If staff have to use personal phones for work calls during a full or partial lockdown, they must block their personal number before making a call. If parents do not answer, then staff should send a message via School Ping to make the parent aware they are trying to contact them on a withheld number.

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:

- 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 (currently being rolled out to school devices) – 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 and anti-spyware software – this is updated automatically when using the VPN or in school
- Keeping operating systems up to date – always install the latest updates – this is updated automatically when using the VPN or in school

5. Safeguarding

Refer to the school Safeguarding policy available on the school website:

http://www.hawthorn.newcastle.sch.uk/website/policies/335991

6. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- E-safety safety policy

Flowchart of remote learning:

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                              ┌─────────────────────┐
                              │  Isolation required │
                              └─────────────────────┘
                            ╱                           ╲
        ┌──────────────────┐                    ┌──────────────────────────────┐
        │   Whole Bubble   │                    │  Individual child/small group │
        └──────────────────┘                    └──────────────────────────────┘
                │                                              │
┌──────────────────────────────────┐          ┌──────────────────────────────────┐
│ Does each child have access to a │          │ Does each child have access to a │
│      suitable device/internet?   │          │      suitable device/internet?   │
└──────────────────────────────────┘          └──────────────────────────────────┘
           │              │                              │                │
       ┌──────┐      ┌──────┐                       ┌──────┐         ┌──────┐
       │  No  │      │ Yes  │                       │  No  │         │ Yes  │
       └──────┘      └──────┘                       └──────┘         └──────┘
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Isolation required

Whole Bubble

Does each child have access to a suitable device/internet?

- **No**
- **Yes** → Work will be set to complete on SeeSaw/Tapestry. Feedback will also be provided daily.

Are there any devices in school to loan out?

- **No**
- **Yes** → Loan devices with home agreement in place and set work to complete via SeeSaw /Tapestry

CT to provide paper copies

Individual child/small group

Does each child have access to a suitable device/internet?

- **No**
- **Yes** → Work will be set to complete on SeeSaw/Tapestry. These activities will mirror the work being completed in class. Where home can facilitate, access to live lessons will be available via Microsoft TEAMS. Feedback will be provided daily.

Are there any devices in school to loan out?

- **No**
- **Yes** → Loan devices with home agreement in place and set work to complete via SeeSaw /Tapestry

CT to provide paper copies

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