



# HALE CE

## PRIMARY SCHOOL

### Remote Learning Policy

*H*ear of the Community

*A*cepting everyone

*L*ove of God and neighbour

*E*xcellence for all

Signed S Williams and E Fenton

Date 15.01.21

Signed R Butler

Date 15.01.21

## **SCOPE**

At Hale CE Primary School we recognise the children's entitlement to education and better life chances. We set out to ensure continuity of high quality education for all of our children during periods of lockdown, in particular those who are particularly disadvantaged, SEND and vulnerable, as well as those unable to attend on site.

This policy relates to the aspects of remote education provision which subsequently affects a child's entitlement to their education.

## **AUTHORITY**

The Governing Body has a duty under the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction issued by the Secretary of State for Education on 30 September 2020 and which came into force on 22 October 2020.

The Direction makes clear the school's legal duty to provide remote education for school-age children unable to attend school due to coronavirus (COVID-19). Where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education.

The expectations on the quality of remote education placed upon schools remain those set out in the guidance for full opening published in July 2020.

The Direction will have effect until the end of the current school year, unless it is revoked by a further Direction.

## **STATEMENT OF POLICY**

The impact of the COVID-19 pandemic has necessitated many pupils within our community being out of school, and this will continue to be the case for some pupils, in line with the legal requirements and guidance in place to tackle the virus.

Hale CE Primary School has responded to this with a strong and proactive commitment to providing remote education accessible for all children, in challenging and uncertain circumstances.

The key principles underpinning the school's remote curriculum planning are:

Education is not optional

The curriculum remains broad and ambitious

Remote education is high quality and safe, and aligns as closely as possible with in-school provision.

## **AIMS**

This remote learning policy for staff aims to:

1. Set out expectations for all members of the school community with regards to remote learning
2. Ensure consistency in the approach to remote learning for all pupils – in particular those disadvantaged, SEND, vulnerable, and those unable to attend on site.
3. Provide appropriate guidelines for staff
4. Provide appropriate guidelines for data protection

## **RESPONSIBILITY**

**The Governing Body** is responsible for:

- Holding the Headteacher to account in meeting the statutory duty by monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that statutory duty for data protection and safeguarding is being met and not compromised.

**The Headteacher** is responsible for:

- Co-ordinating the remote learning approach across the school ensuring it meets the statutory duty
- 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. All video lessons will be stored on the secure platform and will be used to monitor the effectiveness
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Assisting staff, pupils and parents with accessing the Tapestry and Seesaw platforms
- Meeting all statutory safeguarding duty – namely reporting all concerns in regards to the safeguarding of children to the relevant agencies; sharing information with agencies when a child is perceived to be at risk; training all staff on safeguarding matters including online safety and safer working practices; ensuring statutory GDPR compliancy.

Some or all of these duties will be shared with senior staff and may be delegated.

**Class Teachers** are responsible for:

When providing remote learning, teachers must be available between 8.30am-3.30pm Monday-Friday. Teachers may be working in school as well as providing remote learning therefore there may be a delay in response to messages.

## **When providing remote learning, teachers are responsible for:**

### Setting work

Teachers will set work for children in their class who are isolating/in quarantine or who have symptoms of the virus as per the timetable in Appendix B.

- When a bubble is self-isolating, teachers are expected to plan and **deliver a full timetable of lessons** alongside video lessons
- **Deliver weekly Zoom feedback and form time sessions lessons to every year group**
- **Allow pupil interaction:** lessons are more than just a one-way stream; they are a collaborative learning opportunity. Pupils must be encouraged to respond, ask questions and fully participate as though they were at school
- **Mentor pupils:** class meets during the week to chat through children's learning and support them individually
- **Set a range of independent tasks as assignments** Ensure that instructions are clear. For children in the Early Years, teachers set activities that reflect the 'learning through play' approach of the Early Years curriculum.
- All video calls and video lessons are to be recorded and saved on Tapestry or Seesaw.
- Children's work will be saved using Tapestry or Seesaw.

### Providing feedback on work

- Teachers will be able to access pupil's work via Tapestry / Seesaw. Feedback can be shared with individual children either by written text, emoji, or audio
- In the event of bubble isolation, timetabled feedback sessions will be built into the weekly timetable.

### Keeping in touch with pupils who aren't in school

- Teachers will communicate with pupils via Seesaw and welfare telephone call with families. All conversations will be based around learning and progress
- Parents will communicate with the school office in the event of a complaint or concern
- If parents are unable to engage their child with the remote learning, teachers will telephone parents to offer further support.

### Attending virtual meetings with staff and pupils

- Teachers code of conduct and professional standards apply. Teachers

must be dressed professionally and must have neutral background to their video

- Teachers who are self-isolating at home must lead the remote learning and live calls from home
- Teachers who are delivering a virtual call from school must do so in a quiet location and ensure other children are not in the background.

### Health and Well-being

- Teachers are responsible for risk assessing their home learning environment, including their IT station risk assessment
- Teachers are responsible for the efficient management of their daily and weekly workload – planning, delivery, feedback / assessment
- Whilst responsible for delivering the daily timetable, teachers must manage their screen time effectively, taking regular screen breaks and move around
- Teachers must set their own deadline for turning off their screens each day.

### **Classroom Assistants** are responsible for:

When assisting with whole bubble remote learning, classroom assistants must be available during their usual working hours.

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

- Attending virtual meetings with teachers and pupils
  - Code of conduct and Classroom Assistant professional standards apply. Classroom Assistants must be dressed professionally and must have neutral background to their video
  - Classroom Assistants who are delivering a virtual call from school must do so in a quiet location and ensure other children are not in the background.

### **Subject Leaders** 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 Leaders and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – explain how they will do this, such as through regular meetings with teachers or by reviewing work set

- Alerting teachers to resources they can use to teach their subject remotely.

**The School Office Manager** (by liaising with the school's IT providers) is responsible for:

- Helping fix 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 raising any data protection breaches to the school's data protection officer.

### **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 Classroom Assistants.
- Alert teachers if they're not able to complete work.

Staff can expect parents with children learning remotely to:

- Make the school aware immediately of any safeguarding concerns
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – including pinpointing any resources that may help struggling parents
- Be respectful when making any complaints or concerns known to staff, recognising that staff are doing their best.

### **ADDITIONAL GUIDANCE**

#### **Who to Contact**

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

- Class work – SLT or relevant Subject Leader
- Behaviour – SLT
- IT requirements – Becky Ford
- IT systems – Becky Ford
- Workload or well-being – SLT
- Data protection –SLT
- Safeguarding – SLT

## Data Protection

### *Accessing personal data*

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

- Access all data on the secure platforms (Tapestry and Seesaw) or the protected server on the school's IT network
- Staff should use school issue hardware to access the school's IT network and management of pupil data.

### *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 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.

### *Keeping devices secure*

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

- Maintaining password protection – staff will use strong passwords
- Ensuring the use of encrypted data storage – meaning if the device is lost or stolen, pupil data is safe
- 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
- Keeping operating systems up to date – always install the latest updates.

## **SUPPORTING DOCUMENTS**

This policy should be used in conjunction with the following documents:

Guidance for full opening of schools (September 2020), DfE

[Providing remote education information to parents, DfE](#)

[Remote education good practice, DfE](#)

[Remote Education Temporary Continuity Direction, DfE](#)

[Restricting attendance during the national lockdown: Schools, DfE](#)

[What's working well in remote education, DfE](#)

Behaviour Policy and COVID-19 addendum

E-Safety Policy and COVID-19 addendum

GDPR Policy

IT User Agreement

Safeguarding and Child Protection Policy and COVID-19 addendum

Staff Code of Conduct

Teaching and Learning Policy

Teacher Development Framework – essential elements of learning and COVID-19 addendum



## APPENDIX B

Graduated response for children who are not in school due to Coronavirus (COVID-19) Pandemic

### Phase 1

If your child is off school for a few days (2-3) and is well enough to complete work you should:

1. Access your child's Class Seesaw page to see the class learning activity
2. If your child has Book Club account they can access this
3. Read a book of their choice
4. There are an abundance of activities which can be accessed via Oak Academy

<https://classroom.thenational.academy/subjects-by-key-stage>

### Phase 2

If your child needs to stay at home for a longer duration (4-10+) as per government guidelines and is well enough to complete work you should:

1. Access all of the activities above
2. The class teacher will direct you to specific activities relating to your child's current classroom learning activities utilizing Seesaw.

### Phase 3

If a whole 'bubble' needs to stay at home for a longer duration as per government guidelines and your child is well enough to complete work you should:

1. Access all of the activities above
2. Utilise the weekly timetable that will be provided by class teachers and outline specific tasks / lessons to complete

### Phase 4

If the whole school needs to stay at home for a longer duration as per government guidelines and your child is well enough to complete work you should:

Follow Phase 3.