Hampton Hargate Primary School

Remote Learning Policy

Date: Autumn 2020
Reviewed: January 2021

Hampton Hargate Primary School believes that all children, regardless of ability and behaviour are valued equally. Groups of pupils (eg. SEND pupils, children in care, EAL pupils etc) are not viewed as separate but are part of the whole school approach. Different children's needs are recognised and met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. Every Child Matters (ECM) is an important part of the school ethos and we encourage all staff, governors, visitors, helpers etc to play their part in promoting this. This policy therefore applies to all our children, regardless of their gender, faith, race, culture, family circumstances or sexuality.

This school is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment. All staff must follow the guidelines set out in the relevant section of **myconcern®** which is available online.

1. Aims

This Remote Education Policy aims to:

- Outline the school's approach to educating pupils who will not be attending our school, as a result of government guidance or the closure of a bubble
- Make clear our expectations of staff who are self-isolating but well and healthy, and able to continue planning, teaching and assessing pupils' work
- Ensure that remote education is offered as soon as it becomes necessary
- Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who aren't in school through use of quality online and offline resources
- Provide clear expectations for members of the school community with regards to delivering high quality interactive remote learning
- Include continuous delivery of the school's broad and balanced curriculum, as well as support of pupils' well-being
- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning
- Ensure that pupils engage in learning which they would have experienced had they been in school as normal
- Ensure the online tools used for remote learning enable appropriate interaction with pupils, the assessment of their work and the opportunity for pupil feedback
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources
- Ensure that pupils who lack any necessary equipment have this sourced for them

2. Who is this policy applicable to?

- Children who are absent because they are awaiting test results and the household is required to self-isolate. The remainder of their school bubble are attending school and being taught as normal.
- Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school
- Children who are part of a whole bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19.
- Pupils not attending school due to lockdown.

3. Resources

Resources to deliver this Remote Education Plan include:

Teacher laptops

Teacher iPads

Pupil Chromebooks

Access to internet

- Online tools/school subscriptions for EYFS/KS1/KS2 –
  - Reception – Tapestry, Oxford Owl, ICT Games.com, Twinkl, Phonicsplay.co.uk, Oak Academy
  - KS1 – Oxford Owl, EdShed, MathsShed, SpellingShed, TT Rockstars, Numbots, Teach Your Monster, Zip
  - KS2 - G-Suite including Google Classroom, Mathletics, Education City, Readtheory, TT rockstars, Spelling Shed, Language Nut
- Staff CPD – All KS2 staff have been trained in use of Google Classroom and have used it for setting homework to ensure the system is embedded at school and at home. KS1 have been trained in use of Class DOJO and Reception staff have been trained in use of Tapestry.
- Information for parents – a letter has been sent home to all parents informing them of the platform being used during any period of remote learning. This letter contains information on how to access your child's work and how this work will be presented, addressed and followed up.
- Use of pre-recorded audio and video as part of teaching and learning as appropriate for daily lessons.
  - examples include; White Rose, BBC Bitesize, Oak Academy
- Printed learning packs will be available for parents if necessary
- All pupils in KS2 are being allowed to make use of their school Chromebook during any lockdown or isolation period, providing the user agreement has been completed by the parent/carer and returned to school
- Books and other physical learning materials where appropriate.

The detailed remote learning planning and resources to deliver this policy include:

- Suggested timetable and structure for remote learning provided to parents daily

- Any downloadable and/or printable resources

- Links to any resources such as:

  - White Rose (maths) https://whiterosemaths.com/

  - EdShed https://www.edshed.com/en-gb

  - BBC Bitesize https://www.bbc.co.uk/bitesize

  - Oak Academy https://www.thenational.academy/

- Curriculum resources/maps/plans including for subjects other than English and mathematics which are also available on the school website: www.hampton-hargate.peterborough.sch.uk

4. Approaches to Learning: Our Principles

The following principles, informed by the DfE's requirements and expectations in respect of remote learning, underpin our approach:

- Planning will be informed by the feedback from previous remote learning

- Pupils will study a broad range of subjects, including maths, English, Science, History/Geography, art, PE, reading, times tables, spellings etc and this will follow

the planned curriculum work which would have taken place if the children were in school

- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning

- Those who cannot attend school will access similar learning to that which their bubble is completing within school

- Activities will be varied and not solely consist of 'screen time'; for example: practical lessons for art, DT, PE and practical activities for some maths work as appropriate and where possible

- Teachers will have access to a wide variety of resources to share remotely

- Resources will be quality assured by subject and senior leaders, who will have used these resources before in school or, if being used for the first time, will have ensured that they are suitable and appropriate to support the learning of the pupils

- Staff will have the training they need to provide online learning safely, including training and ongoing support where necessary in the use of Google Classroom, Class DOJO and Tapestry in addition to other online resources

- All pupils will have access to the resources they need to learn. We will ensure this by offering them the loan of their school Chromebook for households where there is no alternative online device. Daily packs will be posted online which can be printed if required along with information sheet to advise parents on how this can be accessed if via another website (eg BBC Bitesize)

- Teachers will communicate the purpose of activities and their success criteria for pupils, by setting daily work on Tapestry (EYFS), Class DoJo (KS1), Google Classroom (KS2)

- Pupils will access remote learning resources as part of in-school delivery, so that they become familiar and confident with this way of working

- SEND will not be a barrier to accessing the curriculum at home as our school will work in partnership with families, differentiate work and ensure the usual class teachers (where possible) are setting the work and offering the feedback. Work will be adapted accordingly and will be appropriate for the individual child and their needs. Communication with parents (phone or online platform) will support this further

- Staff workload will be managed by the Senior Leadership Team (SLT) and Team Leaders from each of EYFS, KS1, LKS2, UKS2.

- COVID catch-up will be used to effectively support learning for all pupils. This will be enhanced by the use of additional online or hard copy resources to support classroom/curriculum learning and maintain pupil engagement during any lock-down and/or period of self isolation/shielding

- Leaders will measure engagement in remote learning by offering feedback as appropriate on Tapestry (EYFS), Class DoJo (KS1) and Google Classrooms (KS2) and use this information to review provision and make changes as necessary.

5. Working with Parents

We are committed to working in close partnership with families, and providing remote learning in different ways when necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND)

We will provide guidance to parents on how to use the online platforms and relevant resources. Parents who require additional help in setting up or accessing online remote learning will be able to contact their child's class teacher for support.

Resources will be shared with pupils and parents via Tapestry (EYFS), ClassDojo (KS1), Google Classroom (KS2)

We would encourage parents to support their child's work and to establish a routine based around the school day wherever possible, making use of the suggested timetable provided by the class teacher as an example for each day.

All children sign an 'Acceptable Use Policy' at school which includes e-safety guidelines and rules. This applies when children are working on computers at home. All children are expected to follow the e-safety rules and guidelines that are taught regularly at school and shared during the initial lockdown phase. These are also available on our website.

6. Roles and responsibilities

Senior and subject leaders

Alongside any teaching responsibilities, the Senior Leadership Team and Subject Leaders are responsible for:

- Adapting schemes of learning so that teachers are aware of how the intended key components can be taught remotely

- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement

- Lead virtual meetings to ensure consistency across the year/subject

- Monitoring the effectiveness of remote learning, including the expectation for work to be handed in "virtually" using Tapestry (EYFS), Class DoJo (KS1) and Google Classroom (KS2) and appropriate feedback provided. Work will be marked accordingly and appropriately. Phone calls across the week will be available to help answer any questions not posted via the online platform.

- Ensuring that staff, pupils and parents benefit from appropriate guidance about the remote learning

- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance in this respect

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Teachers

Teachers have been provided with the necessary training on how to use Tapestry (EYFS), ClassDojo (KS1), Google Classroom (KS2). When providing remote learning, teachers must be available between 8.50am and 3.45pm during school days.

When providing remote learning, teachers are responsible for:

- Setting work:
  - Teachers will set work for the pupils in their classes/year group
  - The work set should follow the usual timetable/curriculum coverage for the class had they been in school, wherever possible
  - Using Tapestry (EYFS), ClassDojo (KS1), Google Classroom (KS2)

- o Daily English and mathematics work along with at least one other subject area, accompanied with times tables, spellings, reading
- o Planning and resources will be completed by year group teachers and overseen by Team Leaders before being made available to pupils and parents
- o Work will be marked accordingly and appropriately. Phone calls will be available to help answer any questions not posted via the online platform.
- o At least once weekly Zoom call to ensure and maintain engagement for pupils.
- o Teachers will offer feedback daily on at least one piece of work per day as a minimum.

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

- o Teachers (or TAs) are expected to make contact by telephone at least once a fortnight (more frequently for some pupils). If a further follow up call is required this will be made. The class teacher and TA will alternate the calls.
- o If there is a concern around the level of a pupil's engagement, the teacher should inform their Team Leader at that time of concern
- o Teachers should only use the school email address to communicate with parents and pupils. All parent/carer emails should come through the school admin account or via Tapestry (EYFS), Class DoJo (KS1) and Google Classroom (KS2)
- o Teachers should check their work emails a minimum of once in the morning, once in the afternoon and once towards the end of the normal school day. Teachers should respond to all parents within 24 hours of their communication being sent. If the matter cannot be resolved within that period, the teacher will acknowledge the email and explain to the parent the reasons for the delay and the actions they are taking
- o Where a family displays difficult behaviour or is unable/unwilling to comply, teachers will contact their Team Leader who may escalate to a senior member of staff
- o Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number not made available. Staff should also ensure that they have activated the function on mobile phones to withhold their number
- Teachers will respond promptly to requests for support from families at home including:
- o Any complaints or concerns shared by parents or pupils should be reported to the Team Leader immediately; for any safeguarding concerns, these should be referred immediately to one of the Designated Safeguarding Leads (DSLs)
- Staff who are required to self-isolate are expected to:
- o Follow the normal reporting procedure for planned absence
- o Obtain a test if they have symptoms and inform school so that appropriate plans can be made
- o Inform school of the test outcome as soon as this becomes available so that any necessary plans can be made
- o If unwell themselves, teachers will be covered by another staff member or by supply staff. Planning and other activities will not be undertaken until the teacher is fit for work.

Teaching Assistants

Teaching assistants must be available during their usual working 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.

During the school day, teaching assistants must complete tasks as directed by their Team Leader, class teacher or another member of the SLT. The following tasks/roles are examples and do not constitute an exhaustive list:

- Cover in other areas of the school as directed by the Headteacher or SENCOs (if they are not required to self-isolate)
- Assisting the class teacher/s with supporting pupils
- Preparing home learning resources
- Preparing other resources as appropriate
- Undertake remote and/or online CPD training as appropriate
- Attend virtual meetings with colleagues
- Communicate with colleagues
- Communicate with parents
- Communicate with pupils as directed by the class teacher / Team Leader
- Completion of work that accords with school improvement priorities

Designated safeguarding lead

The 4 DSLs are responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

SENCOs

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support required by pupils
- Ensure that communication takes place with parent / child of all EHCP and vulnerable children
- Identify targeted children for intervention
- Provide identified pupils with specific interventions eg. Speech and Language

School Business Manager

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.
- Liaise with Office staff to identify appropriate tasks to be completed.

Computing lead

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Reviewing the security of remote learning systems in line with GDPR and flagging any data protection breaches to the data protection officer

IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they are experiencing
- Assisting pupils and parents with accessing the internet or devices where possible

Pupils and parents

Staff can expect pupils learning remotely to:
- Be contactable during the hours of the normal school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are unable to complete work

Staff can expect parents with children learning remotely to:
- Wherever possible, maintain a regular and familiar routine, making reference to the suggested timetable provided daily
- Support their children in their learning as far as they are able, including daily reading, so that they continue to read their home reading book or access online reading resources via Oxford Owl (KS1) and Read Theory
- Support their child's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus on the work set
- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be explored
- Seek help from the school if they need it, communicating with class teachers via Tapestry (EYFS), ClassDoJo (KS1), Google Classroom (KS2) or by contacting the school office via email office@hampton-hargate.peterborough.sch.uk

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
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

7. Personal Data

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in relation to the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to their line manager if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices.

8. Keeping Devices Secure

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

- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters

- Ensuring the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device

- Making sure the device locks automatically if left inactive for a period of time

- Not allowing family or friends to use the device

- Storing the device securely to avoid theft

- Ensuring that anti-virus and anti-spyware software is up to date

- Installing updates to ensure that the operating system remains up to date

9. Safeguarding

Staff should ensure that all safeguarding concerns are reported immediately to a DSL. If you are unable to contact someone and it is an urgent matter, speak to a member of the senior leadership team immediately. All safeguarding policies and procedures continue to apply. Please follow the guidance that you were given during the annual update training in September 2020.

Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.

10. Expectations of staff during phone calls/online meetings/live or recorded video

- Location – all conversations should take place in an appropriate room which ensures confidentiality eg. Making or receiving calls in a coffee shop/restaurant etc would not be acceptable.

- Calls should be made in an environment which complies with GDPR and doesn't allow the conversation to be heard by others (eg. Within a restaurant etc)

- Parents/appropriate adult must ensure that they are present in the same room when a teacher (or other member of staff) is taking with their child in either a phone call or video message.

- To protect staff and pupils, and comply with GDPR, any video calls (live or recorded) must not take place with any documents being visible. Also, parents must ensure that only the one 'window' on screen is open at that time.

- Pupils and parents do not need to create online accounts as any live online call will be set up with an invitation via email to Teams.

- Conversations, tone of discussions etc must be the same as if taking place in school in a normal face to face environment.

- Calls should only take place during normal school working hours

- All calls will be logged and will include brief reference to the content of the discussion, any actions required and any areas for further follow up

When attending virtual meetings all staff should follow the expected professional standards in relation to:

- Dress code
- Location, e.g. avoid noisy areas, nothing inappropriate in the background
- Availability in the school day during normal working hours

11. Links with other policies and development plans

This policy is linked to our:

Safeguarding policy

Behaviour policy

Data protection policy and Privacy Notices

Online E-safety acceptable use policy.