



**Remote Learning Policy**

Date	Review Date	Coordinator	Nominated Governor
Sept 2020	Mar 2021	Mr John Reeve-Hayes	Headteacher

1. Aims
2. Roles & Responsibilities
3. Who to Contact
4. Data Protection
5. Safeguarding
6. Monitoring Arrangements

**1. Aims**

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school due to Covid19-related absence
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

	INTENT	IMPLEMENTATION	IMPACT
<i>How will we teach, reaching and engaging the maximum number of pupils?</i>	To provide synergistic learning resources, <b>for those pupils self-isolating</b> , that mirrors objectives shared in class.	Home learning planning integrated into school curriculum planning.  Links to Oak Academy (or other online resources should teachers wish to use) uploaded to Google Classroom, mirroring lessons in class.  Tasks planned that can be completed on blank paper, rather than utilising worksheets.	Self-isolating pupils are accessing the same objectives as their peers in class.  Self-isolating pupils do not fall behind their peers



Growing together.....achieving together

	<p>To deliver high quality teaching, recognising that pupil/teacher interaction is key, <b>in the event of a class/whole school lockdown.</b></p> <p>To support targeted learning and differentiated approaches.</p>	<p>Pre-recorded input (10-15 minutes long) with demonstrations or presentations uploaded to Google Classroom.</p> <p>Links to Oak Academy (or other online resources should teachers wish to use) uploaded to Google Classroom, mirroring lessons in class.</p> <p>Tasks planned that can be completed on blank paper, rather than worksheets.</p>	<p>Pupils clear on tasks and able to complete to a good standard.</p> <p>Teaching expertise, clearly explaining concepts, tailored to pupil needs.</p>
	<p>To reach, and engage, the maximum number of <b>pupils who do not have access to technology.</b></p>	<p>Paper-based packs available which are reissued after an agreed period i.e. weekly, fortnightly, monthly or half-termly</p>	<p>Pupils who are unable to access technology have appropriate resources to access the curriculum.</p>
<p><i>How will students engage?</i></p>	<p>To provide structure and routine to learning, that mirrors that of traditional classroom timetable.</p>	<p>Timetable uploaded to Google Classroom, linking with specific learning for each lesson.</p> <p>Discussion forums</p> <p>Small group, collaborative tasks (via Google Docs, for example)</p>	<p>Pupils retain the security and structure of a school timetable.</p> <p>Pupils interact with their peers, collaborating on tasks and supporting each</p>



Growing together.....achieving together

		<p>Differentiated tasks</p> <p>Parents provided with instructional guides on accessing learning and uploading pupils' work.</p>	<p>other.</p> <p>Parents are able to upload pupil work easily.</p>
<p><i>How will we communicate?</i></p>	<p>To engage and enthuse pupils, providing useful feedback to tasks.</p>	<p>Teacher feedback to pupils work via Google Classroom.</p> <p>Online chats.</p> <p>Telephone calls</p> <p>Virtual meetings</p>	<p>Pupils recognised for their efforts, provided with timely feedback to enable them to progress.</p> <p>Pupil/teacher relationships maintained.</p>

## 2. Roles and responsibilities

### 2.1 Teachers

When providing remote learning, teachers must be available between 9am and 3.30pm. 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.

When providing remote learning, teachers are responsible for:

#### Setting work:

- **Who for?** Work must be set for any member of the class who is self-isolating, or the whole class if facing lockdown
- **What?** Work set should be a true reflection of learning that would have been covered in school for that day. An outline of the work for the week (with possible timings) will be issued, containing links to appropriate learning resources; namely the Oak Academy; Times Tables Rockstars; MyMaths; Key Stage 1 Rising Stars Reading Planet; Changa and Espresso. Teachers may, if they wish, supplement this with other, self-sourced, resources.
- **Where?** Work should be uploaded to Google Classroom
- **When?** Work set should be uploaded by 9am each Monday morning for the week ahead. This will allow any pupils self-isolating (when others are able to attend school) to seamlessly access appropriate learning opportunities



Growing together.....achieving together

- **How?** Teachers should co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work

**Providing feedback on work:**

- **How?** Completed work should be accessed via Google Classroom
- **What?** Feedback is expected for all pieces of submitted work – this may be an acknowledgement or full/partial feedback

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

- **When?** Regular contact should be kept with pupils via Google Classrooms (at least once per day during school hours when it is an individual that is self-isolating & hourly when it is the whole class) and contact should be made via email or phone with the parent on the first day a child has failed to engage with their Google Classroom - early intervention may identify families where technology is the barrier or where the parent isn't aware of their child's lack of engagement
- **What?** Emails from parents should be answered as they would be in school. There is NO expectation that teachers will answer parental emails outside of working hours

**Handling safeguarding concerns/disclosures:**

- **How?** If teachers have safeguarding concerns, or a child discloses something of a safeguarding nature, they should contact one of the Designated Safeguarding Leads (DSLs) IMMEDIATELY. More details can be found in section 2.5 below

**2.2 Teaching assistants**

When assisting with remote learning, teaching assistants must be available during their post COVID regular 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.

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

Supporting pupils who aren't in school with learning remotely:

- **Who?** Teachers will inform teaching assistants which pupils they will be required to support
- **How?** Teaching assistants should be available, on Google Classroom, should pupils require support

In the event of a lockdown, if the school has to provide childcare provision to Key Workers families, no TA will be paired with a teacher from the same year group so that there is always someone available to communicate with the children on Google Classrooms at regular intervals.

**2.3 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



Growing together.....achieving together

- 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, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject –through regular meetings with teachers or by reviewing work set
- 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:

- Coordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning –such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out **through** feedback forms from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

#### 2.5 Designated safeguarding lead

Hillcrest Primary School has four DSLs:

❖	Mr Matthew Try	Headteacher	<a href="mailto:head@hillcrest.norfolk.sch.uk">head@hillcrest.norfolk.sch.uk</a>
❖	Mr John Reeve-Hayes	Deputy Headteacher	<a href="mailto:deputyhead@hillcrest.norfolk.sch.uk">deputyhead@hillcrest.norfolk.sch.uk</a>
❖	Mrs Nancy White	Assistant Head/SENDCO	<a href="mailto:sendco@hillcrest.norfolk.sch.uk">sendco@hillcrest.norfolk.sch.uk</a>
❖	Mrs Lisa Fysh	EYFS Lead	<a href="mailto:lfysh4nre@nsix.org.uk">lfysh4nre@nsix.org.uk</a>

The DSL is responsible for:

#### Being available to staff to receive and act upon safeguarding concerns/disclosures

- **How?** DSLs should regularly check emails and phone messages to ensure any concerns are acted upon swiftly

#### Providing support to teachers to ensure that contact is maintained with children (and their families) who are not yet returning to school

- **What?** Speaking directly to children to help identify any concerns.
- **How?** Where staff use personal phones to make calls, they should withhold their personal number.

#### Identification of vulnerable children

- **Who?** Those pupils being assessed under section 17 of the Children Act 1989, including children who have a **child in need plan**, a **child protection plan** or who are a **looked-after child**; have and **EHC plan** or have been assessed as **otherwise vulnerable** by educational providers or local authorities.



Growing together.....achieving together

- **What?** DSLs should notify social workers where children with a social worker do not attend/make contact during a lockdown. They should also continue to follow up with any parent or carer whose child has been expected to attend and doesn't.

## 2.6 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 teaching assistants
- 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 can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

## 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, year group colleagues or SENDCO
- Issues with behaviour – talk to the relevant head of phase or SLT member
- Issues with IT – talk to Deputy Headteacher
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the Headteacher or Data Protection Contact, Lisa Fysh
- 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:
- Access the data, via Pupil Asset or by logging on remotely to the school server
- Use school provided laptops, where possible, rather than their own personal devices

### 4.2 Processing personal data

Staff members may need to collect and/or share personal data such as their work emails 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.

### 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 – 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

## 5. Safeguarding

Hillcrest Primary School's Safeguarding Policy can be accessed via the school's website or in the Polices folder on the school server.

## 6. Monitoring arrangements

This policy will be reviewed after 6 months or after a period of partial or full school closure, whichever comes sooner. At every review, it will be approved by the Headteacher and Chair of Governors

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	