



# Hemingford Grey SCHOOL

## **Remote Learning Policy**

**Agreed on 15.10.20 by COVID-19 Governor Committee**

## **1. Aims**

This Remote Education Policy aims to:

- Outline the school's approach to educating pupils who will not be attending school, as a result of government guidance or the closure of a bubble
- Make clear our expectations of staff who are self-isolating but 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 to members of the school community with regards to delivering high quality interactive remote learning
- Include continuous delivery of the school's broad 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 similar to what they would have completed had they been in school as normal
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback
- Ensure staff are trained about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Ensure there is 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 rest 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.

## **3. Resources**

Resources to deliver this Remote Education Plan include:

- Online school subscriptions
- Staff CPD in SeeSaw and use of Teams
- Information for parents/carers through See-Saw and school email, Teams virtual meetings
- Printed learning packs for those families unable to access online learning
- Books and other physical learning materials as needed

#### **4. Approaches to Learning: Our Principles**

The following principles, informed by the DfE's requirements 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.
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning.
- Those who cannot attend school for short periods, will access key stage appropriate learning using nationally recognised platforms.
- Activities will be varied and not solely consist of 'screen time'.
- Teachers will have access to a wide variety of resources to share remotely.
- Resources will be quality assured by subject and senior leaders, through monitoring.
- Staff will have the training they need to provide online learning safely.
- All pupils will have access to the resources they need to learn. We will ensure this by utilising government schemes for access to technology where required and providing paper packs if needed.
- Teachers will communicate the purpose of activities and their success criteria for pupils, by videos uploaded on SeeSaw.
- Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working.
- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families.
- Staff workload will be managed by use of BBC Bitesize and Oak Academy to support a broad and balanced curriculum with feedback from staff delivering a hybrid approach.
- Leaders will measure engagement in remote learning by incorporating monitoring of hybrid learning into the whole school monitoring approach 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 that is 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 See-Saw

Resources will be shared with pupils and parents via See-Saw

We will encourage parents to support their children's work, and to establish a routine based around the school day wherever possible.

Should parents be unable to access online work for any reason, they should contact the school office email – [office@hemingfordgrey.cambs.sch.uk](mailto:office@hemingfordgrey.cambs.sch.uk), so that other arrangements can be made.

All children will sign an 'Acceptable Use Policy' at school which includes e-safety rules. This applies when children are working on computers at home.

## 6. Roles and responsibilities

### Senior and subject leaders

Alongside any teaching responsibilities, senior/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
- Hold virtual phase and staff meetings to ensure consistency of teaching and learning
- Monitoring the effectiveness of remote learning
- Ensuring that staff, pupils and parents benefit from appropriate guidance about 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 software, including data protection and safeguarding considerations

### Teachers

Teachers will be provided with the necessary training on how to use See-Saw.

When providing remote learning, due to full bubble closure, teachers must be available between 8.30-4pm

If individual teachers are unable to work for any reason during this time work will be set and monitored by another teacher within the phase.

When providing remote learning, teachers are responsible for:

- Setting work:
  - Teachers will set work for the pupils in their classes
  - The work set should follow the usual timetable for the class had they been in school, wherever possible
  - Teachers will set work using SeeSaw daily - English and mathematics work and one other subject
- Providing feedback on work:
  - Teachers will provide regular feedback in English and mathematics and work in other subjects
  - This feedback will consist of comments, 'likes', voice recordings and videos, where appropriate.
- Keeping in touch with pupils who aren't in school and their parents:
  - Teachers are expected to make daily contact, via SeeSaw
  - If there is a concern around the level of a pupil's engagement, the teacher should email the parent and keep the email as a record of support
  - Teachers should only use their school email address to communicate with parents and pupils. All parent/carers emails should come through the school office@ email account

- Teachers should check emails at least once in the morning and once in the afternoon and should respond to all parents within 48 hours. 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
- Where a family displays difficult behaviour or is unable/unwilling to comply, teachers will contact the HT/DHT or Inclusion Manager.
- Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number is hidden from view
- Teachers will respond promptly to requests for support from families at home
  - Any complaints or concerns shared by parents or pupils should be reported to Phase leaders in the first instance and following this to the HT/DHT; for any safeguarding concerns, refer immediately to the DSLs
- Staff who are required to self-isolate are expected to:
  - Follow the normal reporting procedure for planned absence
  - Following contact with school, the school office manager may set up a referral to Occupational Health to support that individual
  - Obtain a test and share the result of it with school so that appropriate plans can be made
  - If unwell themselves, teachers will be covered by another staff member. 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 self-isolating

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 a 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
- Assisting the class teacher with supporting pupils
- Preparing home learning resources
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents
- Completion of work that accords with school improvement priorities

## **The SENCO**

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

- 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

### **The Finance 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.

### **Tech Lead**

Tech lead is responsible for:

- Fixing 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 flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

### **Pupils and parents**

Staff can expect pupils learning remotely to:

- Be contactable during the 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're not able to complete work

Staff can expect parents with children learning remotely to:

- Wherever possible, maintain a regular and familiar routine, making reference to the model timetable.
- Support their children in their reading as far as they are able, so that they continue to read their home reading book or access online reading resources
- Support their children'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
- 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 offered
- Seek help from the school if they need it, communicating with class teachers by SeeSaw or by contacting the school office via email
- Be respectful when making any complaints or concerns known to staff
- Sign a Device Loan User Agreement whenever a school device is provided.

## **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 furtherance of 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. All safeguarding policies and procedures continue to apply. Please follow the guidance that you were given during the annual update training on 3<sup>rd</sup> 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 online meetings**

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

- Dress code
- Location, e.g. avoid noisy areas, nothing inappropriate in the background

## **11. Links with other policies and development plans**

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Digital and hardware Development Planning
- Acceptable Use Policy