

HYLTON CASTLE PRIMARY SCHOOL

REMOTE LEARNING POLICY

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Aims

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

2. Use of remote learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is either:
 - o Not possible to do safely
 - o Contradictory to guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
 - o They have an infectious illness
 - o They are preparing for or recovering from some types of operation
 - o They are recovering from injury and attendance in school may inhibit such recovery
 - o Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity

- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

2. Roles and responsibilities

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.
- If the class teacher is unwell and unable to lead remote learning, then the Senior Leadership team will take direct responsibility for this. If this is the case, home learning provision and systems may need to be adapted so that school leaders can continue to manage their leadership roles while carrying out remote learning for the class.

Designated Safeguarding Lead

The DSL is responsible for: Safeguarding concerns, including those related to Remote Learning. Please refer to Child Protection Policy.

Teachers

When providing remote learning, teachers must be available between 9am-3pm on their working days.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they must report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

Setting work –

- Teachers will provide learning for their current class. The amount of work they need to provide is daily Mathematics and English lessons plus 3/4 lessons for foundation subjects each week. Daily phonics lessons will be planned for KS1 and SPAG lessons for KS2 where appropriate.
- EYFS (Nursery/Reception) may differ slightly depending on age and stage of children in relation to the development matters framework.
- Teachers will use a variety of resources to support their teaching and learning and these may include Oak National Academy, White Rose Maths and BBC Bitesize, as well as other resources identified by school curriculum leaders.
- The work may be set daily but this may vary depending on age/Key stage of children.
- Children will be able to join live lessons using MSTeams. Recordings of live lessons may also be used.
- Teachers will email learning packs/information to individual parents using our school year group email system. The packs can then be accessed at home, those parents who can't access at home may have the option of borrowing a school laptop.

See appendix 1 for recommended outline of expectations.

Providing feedback on work-

- Pupils can email work to their class teachers. All work submitted will be acknowledged by the class teacher. Feedback will be given for English and Mathematics on an individual basis. Feedback will be age appropriate.

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

- In the case of a national or local lockdown, or for any child expected to isolate for longer

than one school week, teachers and/or Teaching Assistants will call pupils/parents at least every week.

- Any concerns should be recorded and Headteacher/Deputy Headteacher alerted. In the event of a self/class bubble isolation, communication will be via telephone and/or email. If there has been no communication from either a parent or child by day 3 of a lockdown/self-isolation period starting, a member of SLT will call parents/pupils on day 4.
- Vulnerable pupils will be called weekly - CP/EHCP/identified pupils, and will be carried out by DSL/DDSL (Mrs. Wood/ Mrs. Hunter/ Miss Clark). This responsibility may be passed to the class staff for children with EHCP.
- Emails received from parents and pupils are to be checked between 9am and 3pm, Mon-Fri. Teachers should respond to pupil/parent emails within 24 hours.

Teaching Assistants

When assisting with remote learning, teaching assistants must be available between 9am-3pm. 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.

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

- Supporting pupils who aren't in school with learning remotely
- Will liaise with class teachers to support planning and resourcing differentiated learning
- Will carry out welfare calls under the direction of the class teacher and report any concerns

*If class-based teaching assistants are working within school, they will be expected to continue to carry out their role/responsibility as stated in their job description but still may be asked to carry out welfare calls, time for this will be given during normal working hours.

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
- Working with teachers teaching their subject remotely providing support and guidance where appropriate
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent
- Alerting teachers to resources they can use to teach their subject remotely

Pupils and Parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – 9am-3pm although they may not always be in front of a device the entire time (this may need to be negotiated with families dependent on working commitments and available devices).
- 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:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

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 SENCO
- Issues with behaviour – talk to Headteacher/ Deputy Headteacher
- Issues with IT – OneIT/ computing lead
- Issues with their own workload or wellbeing – Headteacher/Deputy Headteacher
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to DSL or Deputy DSL

4. Data protection

Accessing personal data

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

- Be able to access parent contact details via school office and these details will be disposed of in a secure manner immediately after use
- Do not share any details with third parties
- School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses, telephone numbers and home 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.

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 this includes personal USB devices
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Keeping operating systems up to date – always install the latest updates

5. Safeguarding

Please refer to Child Protection Policy.

Appendix 1:

Recommended outline of expectations for home learning

Y2 and Key Stage 2

- Children to join lessons via MSTeams*. Resources should be emailed home prior to the lessons.
- Y2 phonics lessons – Link to RWI videos to be used, rather than joining phonics session via MSTeams

EYFS and Y1

- Link to RWI phonics lesson videos
- Links to number blocks videos for basic skills
- Oak Academy videos for maths lesson. Worksheets/books to be shared before/at same time as the link.
- Y1 – sentence writing activities
- Rec/Y1 – Handwriting practice
- Nursery – Activities with a counting focus
- Project – to include clear links for foundation subjects/other curriculum areas. Y1 writing may also be linked to this.

*Please note SLT do not deem it appropriate for children who are suspended/excluded to access live lessons