



Remote Learning Policy

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Background

This policy is to ensure the ongoing education of Keep Hatch Primary School pupils under unusual circumstances. This policy will outline aims, roles and responsibilities and actions the school will take should any future closures take place from an illness epidemic or other forced closure. It also covers the ongoing education of year groups, classes and individual pupils who cannot be in school due to isolating but are able to continue with their education while the school remains open.

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to appropriate guidelines for data protection when remote learning

2. Roles and responsibilities

2.1 Teachers

- From the start of term, September 2022, all teachers are expected to be working in school planning and delivering the National Curriculum for the children in their class. Lessons will be delivered in person, in a similar way to pre-Covid 19 practice. Teaching practice will always align with the safe working practice outlined in the school’s current Risk Assessment.
- The school and staff will use Microsoft Teams as the main platform for delivering remote learning as introduced in March 2020; however, the quantity of content will vary depending on the circumstances outlined below.



1. Remote learning available for individual pupils who cannot be in school due to isolating while their class remains open.
2. Remote learning will be provided for whole class/year group if partial or full school closure is required.

2.1.1. Remote Learning for Individual Pupils (Blended Learning) who are self-isolating, shielding, waiting for a test or waiting for test results will be provided with learning from the school.

When providing remote blended learning, teachers are responsible for:

- Working in collaboration with their year group partner to ensure consistency of approach, equal opportunities to access the learning and teaching of all learners.
- Uploading a daily/ weekly brief overview of core learning onto the year group's Team. This weekly overview will outline the content of learning that is taking place for the remaining children in the class/year group.
- In addition to this, teachers will;
 - Provide instructions, PowerPoints, worksheets and/or activity support/ websites to provide structure and scaffolding to aid learning and completion of the learning objectives that are being set for the rest of the class.
 - Provide links to White Rose and other educational websites
 - Provide links to The Oak Academy online to further support the children's learning
 - Consider how families with limited access to devices and online platforms can still access learning opportunities being provided.
- Ensuring that the information shared is brief in comparison to weekly lesson plans, however; will provide support to children to access and engage with the learning objectives being covered in their absence.
- Using online platforms familiar with the pupils and used throughout the school. The teachers can set learning for the children and track and monitor completion and progress. Platforms include:
 - Purple Mash (Whole School) provide a full range of software for learning activities across the curriculum and allow staff to set 'To Dos' for children to complete.
 - Differentiated maths activities can be assigned and completed through WhiteRose
 - Times Tables can be practised on TT Rockstars



- Supporting any identified families unable to access online content, teachers will arrange for documents to be printed and made available to be collected from outside the school gate.
- The feedback the teachers will provide is dependent upon the time the individual is absent from school. For absence less than a week (5 school days) pupils will bring in their learning into school on their return to receive feedback from the teacher. For absence longer than a week learning is to be sent back into Microsoft Teams Assignments where feedback will be sent back to the pupil within Assignments from the teacher.
- Teachers will be informed about pupil absence from the admin team. If the student absence exceeds a week (5 school days) then the class teacher will keep in touch with pupils who are not in school and their parents once a week via a phone call and/or e-mail.
- Teachers will be working with their class daily between 8:30 and 3:15 and will be unable to make contact outside of their PPA time and after 4:30.

2.1.2 Remote Learning for Whole Class/Year group on Microsoft Teams

When providing remote learning, teachers are responsible for:

- Working in collaboration with their year group partner to ensure consistency of approach, equal opportunities to access the learning and the teaching of all learners
- (Year R-Year 2) Providing daily phonics learning either via a recorded, live teaching session or via a PowerPoint; with teaching points within an Assignment
- Uploading daily reading, writing and maths Assignments either as a recorded live teaching session or a PowerPoint with teaching points
- In maths, there will be a combination of White Rose Maths (the scheme used by Keep Hatch) and other suitable resources
- In English this will follow the sequence of learning that would be happening in the classroom. The quantity will be dependent on the age/ stage of the child. Some/ all of these will be sent in to the class teacher for feedback. Teaching and learning will include spelling, grammar, writing and reading.
- In addition to this, teachers will;
 - Provide live daily sessions (recorded) with the teacher both in the morning and afternoon to welcome the children; explain the learning for the day and to answer questions linked to learning



- When appropriate, provide additional recorded live teaching sessions or supporting PowerPoints with supporting materials or links to supporting websites within Assignments, if required, for the wider curriculum
- Provide daily class or year group story time
- Provide instructions, and/or worksheets and/or activity support to provide structure and scaffolding to aid learning and completion of the learning objectives
- Provide appropriate links to educational websites
- Consider how families with limited access to devices and online platforms can still access learning opportunities being provided
- Ensure all children have a home learning book in which children can complete their learning. Pupils will also be provided with age-appropriate support resources, for example, number lines, 100 square, etc
- Class teachers may be asked to supply Assignments for their parallel year group class, if needed
- Assignments will need to be accessible on Microsoft Teams by 6pm the day before it should be accessed by pupils
- Assignments will be placed on Microsoft Teams by the teachers
- The uploaded learning may make use of online platforms used throughout the school where teachers can set learning for the children and track and monitor completion and progress. Platforms include:
 - Purple Mash (Whole School) provide a full range of software for learning activities across the curriculum and allow staff to set 'To Dos' for children to complete at www.purplemash.com
 - Times Table Rockstars
- For any families who have been identified as unable to access online content, the school will work with the family to work to overcome these challenges
- During class/year group or school closure, children and parents will be asked to return their learning via the Microsoft Teams Assignments or via email, where feedback will be sent back through Assignments from the teacher or teaching assistant
- Teachers and support staff will provide brief feedback to at least two pieces of learning sent in per pupil per day unless unforeseen circumstances prevent this from being able to take place



- Children completing learning on online learning platforms including Purple Mash will receive feedback through the platform and all progress and learning will be reviewed by the class teacher
- For class/year group closures of 7-14+ days, all communication will be via Microsoft Teams, the school email address and the year group e-mail address
- Unless being asked to cover other classes, class teachers will be available to work online daily for between 9:00 and 3:15, Monday to Friday during the day for live sessions; recording spotlight sessions; responding to emails; and providing feedback to pupils
- If complaints or concerns are shared by parents and pupils, teachers are to forward them to SLT to work in collaboration for resolving situations. For any concerns regarding safeguarding, all parties should refer to the school's Safeguarding Policy and contact the school's Designated Safeguarding Lead
- If teachers are concerned regarding pupils not being present in live sessions or completing learning set, they will work in collaboration with SLT to support pupils and families in accessing learning opportunities. This will include having conversations with the pupil's parents to establish any obstacles and/or barriers, search for ways to overcome these
- Teachers will be required to attend virtual meetings and training with staff and on occasion external providers and parents via Microsoft Teams. During these meetings, it is expected that staff adhere to standard dress code as outlined in the School's Code of Conduct. When meeting remotely, teachers are expected to select a location with limited background noise and a neutral/professional background.

2.2 Teaching Assistants

- From the start of term, September 2022, all Teaching Assistants are expected to be working in school supporting the delivery of National Curriculum for the children in their class. Lessons will be delivered in person in a similar way to pre-Covid 19 practice; however, will always align with the safe working practice outlined in the school's current Risk Assessment.
- If a class/year group within the team that the teaching assistant is working in needs to self-isolate, the teaching assistant will only need to do so if they were working within the same class and with contact with individuals with confirmed case. Details will be confirmed by the Headteacher. Teaching assistants not requiring to self-isolate will provide support within a class in their key stage team or alternatively, provide administrative support while working remotely
- When assisting with remote learning, teaching assistants will be available between their contracted working hours to provide support to class teachers and pupils



- If teaching assistants 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:
 - Accompanying the teacher during live, daily sessions or lessons with the Teacher
 - Supporting more vulnerable learners, for example with their reading
 - Establishing contact through telephone calls and/or year group e-mail address.
 - Preparing resources and completing administrative tasks to aid learning and teaching, and meeting of pupils' personal learning targets.
 - Providing targeted feedback to Assignments which have been identified by the teacher
- Attending virtual meetings with staff and professionals via Microsoft Teams. These meetings may include working with teachers to discuss supporting learning and teaching remotely and completion of administrative work to support learning and teaching or working with colleagues and/or external providers during training opportunities.
 - During these meetings it is expected that staff adhere to standard dress code as outlined in the school's code of conduct. When selecting a location to attend the training remotely teachers are expected to select a location with limited background noise and a neutral/professional background.

2.3 Subject Leads

Alongside their teaching responsibilities, subject leads are responsible for supporting teaching staff in the following areas:

- Considering whether any aspects of their subject's curriculum needs to change to accommodate remote learning
- Ensuring that the learning being set is appropriate and consistent across the school
- Alerting teachers to resources they can use to assist the remote teaching of their subject

2.4 Senior Leaders

Alongside any additional responsibilities, Senior Leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through weekly SLT meetings where team leaders will feedback key points from their weekly team meetings



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

2.5 SENDCo

Alongside their teaching responsibilities, the SENDCo will advise staff where needed to ensure that pupils' SEND needs are supported during periods of remote learning.

2.6 Designated Safeguarding Lead

- Please refer to the school's Safeguarding and Child Protection Policy on the school's website
- School will have a trained DSL (or deputy DSL) available on site at **all** times during the school day. In exceptional circumstances, where this is not possible due to high levels of staff absence, a Senior Leader will assume responsibility for co-ordinating safeguarding on site. This would include updating and managing access to child protection files or as and when necessary, liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments
- In dealing with any new safeguarding concerns in the absence of a Keep Hatch DSL, Mr Chris Cole, Executive Headteacher, will provide professional support to ensure cases are dealt with effectively and in-line with guidance
- The DSL will be given the time, funding, training, resources and support to:
 - Provide advice and support to other staff on child welfare and child protection matters and make referrals as needed
 - Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
 - Contribute to the assessment of children
- The DSL will ensure all staff are aware that at Keep Hatch, we agree that there is a need for guidelines to be adhered to by all staff when delivering virtual lessons, especially where webcams are involved. Therefore, we agree the following:
 - All live sessions will be held with two members of staff present and they will be recorded
 - Staff and children must wear suitable clothing.
 - Any filming should be undertaken in an appropriate space, preferably a classroom. However, if this is not possible then online video should take place in area with an appropriate backdrop, not in a bedroom; and the background should be blurred.
 - Online lessons should be kept to a reasonable length of time
 - Language must be professional and appropriate



- Staff must only use Microsoft Teams to communicate with pupils

2.7 IT Staff

IT staff - In school support and external support from Waterman Solutions are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're 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

2.8 Pupils and Parents

Staff can expect all pupils learning remotely to:

- Be contactable during the school day – although remember that the pupil may not always be in front of a device the entire time
- Complete work to the deadlines 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 cannot complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

2.9 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

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: year group colleague, the relevant subject lead, Team Leader or SENDCo
- Issues with behaviour – talk to the relevant member of the Middle or Senior Leadership Team or SENDCo
- Issues with IT – speak to IT Technician, a member of teaching or support staff or call Waterman Solutions
- Issues with their own workload or well-being – talk to their line manager
- Concerns about data protection – talk to the Data Protection Officer and SLT
- Concerns about safeguarding – talk to the DSL or any other member of the Safeguarding Team

4. 4. Data Protection

4.1 Accessing Personal Data

When required to access personal data for remote learning purposes, e.g SIMS, all staff members will:

- Only access the data using a school device

4.2 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.
- Staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping Devices Secure

These tips are based on the article on the [GDPR and remote learning](#).

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



- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

5. Monitoring Arrangements

This policy will be reviewed every half term by SLT. At every review, it will be approved by the Governing Body.

6. Links with Other Policies

This policy is linked to our:

- Safeguarding and Child Protection Policy and Appendix documents
- Behaviour policy including Appendix 2: Interim Guidance: Managing Behaviour in Response to COVID-19
- Data Protection Policy and Privacy Notices
- Home-School Agreement when using Microsoft Teams
- ICT and Internet Acceptable Use Policy
- E-Safety Policy