



Remote Learning Policy

Date discussed with Staff:	Date discussed with Governors:
Date ratified by Governors:	
Date for review:	
Signed:	Headteacher
Signed:	Chair of Governors



Heygarth Primary School

'Learning and Achieving Together for Life.'

1. Aims and Rationale

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.

In the event of a school closure, the school is committed to providing continuity of education to its pupils and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of pupils and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term student absence.

Remote Learning may also be appropriate in situations when pupils, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer-term illness, assuming pupils are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, pupils are self-isolating at home but are not suffering with relevant symptoms.

At Heygarth Primary School, we will not be providing live lessons. We will be pre-recording lessons for the children to watch and then complete the work set out. We have decided to do this so it provides our families and pupils' flexibility as when the work can be completed and to revisit the tasks as and when they need to. This also prevents parents from becoming anxious if they have children in more than one year group and therefore cannot access lessons at the same time or if children are sharing devices.

This policy will set out the expectations of what will happen at Level 1, Level 2, Level 3 and Level 4.

- Level 1 is where pupils will be isolating at home waiting for the results of a test. The expectation of pupils at Level 1 will be to complete the work set in the 'remote learning' section of Google Classroom. In this section of Google Classroom, there should be 10 different Maths and English lessons for the children to complete. If a child has completed this work, parents will need to contact school to make their class teacher aware that more work is needed.

Teachers will need to be monitoring this also as they will be made aware of any pupil at Level 1.

- Level 2 is where somebody within a pupil's household has tested positive and they have to isolate for 10 days. The expectation of pupils at Level 2 will be to complete the work set in the 'Remote Learning' section of Google Classroom. In this section of Google Classroom, there should be 10 different Maths and English lessons for the children to complete. If a child has completed this work, parents will need to contact school to make their class teacher aware that more work is needed. Teachers will need to be monitoring this also as they will be made aware of any pupil at Level 2.
- Level 3 is where a closure of a 'bubble' in school will take place and all adults and children will be required to work from home. The expectation of pupils at level 3 will be to complete the remote learning provided by their teachers. On the first day or two, the children will need to complete work from the 'Remote Learning' section in Google Classroom. After this, the work set will then be personalised in order to continue the pupil's progression through the curriculum. Teachers will need to provide pre-recorded lessons and provide feedback to the children when they have completed the work via Google Classroom. Parents will need to contact school if their children do not have the technology to complete their work as school would be able to support the pupil with a device or iPad.
- Level 4 is where a school closure is needed due to National Lockdown and schools will be only be open for vulnerable pupils and pupils with at least one parent or carer who is listed as a critical worker. The expectation of pupils at Level 4 will be to complete the remote learning provided by their teachers. On the first day or two, the children will need to complete work from the 'Remote Learning' section in Google Classroom. After this, the work set will then be personalised in order to continue the pupil's progression through the curriculum Teachers will need to provide pre-recorded lessons and provide feedback to the children when they have completed the work via Google Classroom. Parents will need to contact school if their children do not have the technology to complete their work as school would be able to support the pupil with a device or iPad.

2. Roles and responsibilities

2.1 Teachers

Teachers must be available for work between 8:30am and 4:00pm and providing feedback for children between 9:00am and 3:00pm via Google Classroom from Year 1 to 6. In EYFS, staff are available from 8:30am to 3:45pm to respond to tweets from parents regarding their child's completed tasks. Feedback is tweeted below tasks sent that have been completed.

If staff 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 procedures by contacting their Line Manager. If it affects the completion of any work required ensure that arrangements have been made with year group partners or SLT to ensure work is completed. Teachers are expected to have access to the internet whilst at home; the school recognises that many families may not have home printers and will therefore not require the printing of material.

When providing remote learning, teachers are responsible for:

- Setting appropriate tasks or activities via Google Classroom for Years 1 to 6 and is to be accessed via the relevant app or the 'waffle' (9 dots) on any google search page;
- Explain when, what and how the work is to be done so that each child clearly understands;
- The amount of remote education provided should be, as a minimum:
Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
Key Stage 2: 4 hours a day
- Setting five Maths and five English tasks, one Science task, four pieces of work based on the curriculum and mindfulness activities per week;
- Working as a year group team to ensure the above work is planned and ready for all children within their assigned year group;
- Setting work by 9:00am for the day;
- Monitor that remote learning tasks are being completed each week and follow up with a supportive conversation with parents and children if they are not.

When providing feedback on work:

- Pupils should submit any completed work to teachers via Google Classroom from Years 1 to 6.
- Teachers should make a comment on the child's submitted work and return it to the child.

Keeping in touch with pupils and parents:

- Emails received from parents (via the school office) are to be forwarded to the class teacher. They are to be checked between 9:00:00am and 3pm, Monday - Friday. Emails must be responded to in a timely manner.
- Any issues that are received are to be dealt with professionally by the class teacher via email and the Headteacher should be bcc'd in the communication at the discretion of the teacher. Phone calls can be made in response to an email but the conversation must be logged via CPOMS and the Headteacher must be tagged. If necessary teachers to contact a member of SLT for advice.

- In the event of Level 3 or 4, teachers are to attempt to make contact with all pupils in their class every 2 weeks via a telephone call when in school or from a withheld number. Contact details can be accessed from CPOMS, please ensure you log off and do not share information with a third party. Record all contacts with parents on CPOMS and add any relevant actions. Example CPOMS comment 'Telephoned Mum offered support during home learning and I spoke with child who is getting on well. No concerns.' Alert Headteacher, as necessary, with each contact made and if there is a safeguarding concern alert the Safeguarding Team immediately.
- Contact should be polite and encouraging. Teachers must adhere to the email policy and not give out any personal details. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly. We believe our parents will be doing their best.

2.2 Teaching Assistants

Teaching Assistants must be available for their usual working hours. During this time, they are expected to check work emails and be available when called upon to attend school.

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.

Teaching assistants are responsible for:

- Supporting pupils with learning remotely if requested by a member of SLT;
- Supporting teachers with the creating and feedback of work on Google Classroom. (This is to be agreed with the class teacher).

2.3 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school - SLT;
- Monitoring the effectiveness of remote learning - reviewing work set by teachers weekly, monitoring Google Classroom, monitoring email correspondence between parents and teachers;
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.4 Designated safeguarding lead

The DSL is responsible for:

- Maintaining contact, collating, passing on information and responding to any concerns.

If Level 3 or 4 is required, please see the COVID-19 amendments to the Safeguarding Policy.

2.5 IT staff (Computing Lead and High Impact)

IT staff are responsible for:

- Creating emails;
- 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 systems and flagging any data protection breaches to the data protection officer;
- Assisting pupils and parents with accessing the internet or devices.

2.6 Parents and pupils

Parents/carers are asked to:

- Reiterate the importance of remote learning to their children;
- Provide a suitable space in their home where their children can concentrate on their remote learning;
- Establish a remote learning routine e.g. set time / no television;
- Go through the remote learning before their child starts and discuss the completed work when finished;
- Find time to work with their child or be at hand if a problem arises;
- Discuss, encourage and praise their child's efforts;
- Contact the school (via the school office or Google Classroom) if they are not sure of some aspect of the remote learning or if their child is experiencing difficulties in doing it.

Pupils are asked to:

- Complete their remote learning on time and to the best of their ability;

- Ask a member of staff/class teacher if they are unsure on any aspect of the work set via Google Classroom.

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 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 SLT
- Issues with behaviour - talk to the SLT
- Issues with IT - talk to D. Johnson (Computing Lead) who can contact Hi-Impact support if needed
- Issues with their own workload or wellbeing - talk to their line manager/SLT
- Concerns about data protection - talk to the Data Protection Officer (Business Manager)
- Concerns about safeguarding - talk to the DSL

All staff can be contacted via the school email addresses

4. Data protection

4.1 Accessing personal data

When accessing personal data, all staff members will:

- All staff have access to CPOMS to record any parent contact or concerns about children, this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.
- Teachers are able to access parent contact details via CPOMS using a secure password. Do not share any details with third parties and ensure CPOMS is in logged off.

- SLT have the ability to locate personal details of families when required through securely accessing CPOMS. SLT are not to share their access permissions with other members of staff.
- School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils.

4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions. While this may be necessary, 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 our article on *GDPR* and remote learning. Talk to your data protection officer for more help, and your IT staff if you want to include details on how to put these measures in place.

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. Safeguarding

Please see the following for updates concerning safeguarding in relation to remote learning. *COVID-19* amendments to the Safeguarding Policy also details reference to remote learning curriculum and risks online. This policy is available on our website.

6. Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the government by Mr G. Lewis (Deputy Headteacher).

At every review, it will be approved by Mrs Beamish (Headteacher) and Governors.

G.Lewis

September 2022