Remote Learning Policy

Status	Current		Approval	School
Review frequency	Annual		**Author (role)**	HCC/ Lucy Howe
Date First Written	November 2020		**Date approved**	23rd November 2020
Date of next review	September 2021		**Date withdrawn**	N/A

The DfE guidance for remote learning is currently under review. The proposed changes indicate that Primary schools are expected to provide three hours of home learning daily, and ensure teachers 'check in' with children every day (November 2020).

Policy Aims

This policy:

- Sets out the school's approach to remote learning
- Makes clear the expectations of remote learning for staff, parents and pupils
- Establishes the protocols for data protection

This policy ensures equality between pupils by:

- Ensuring pupils who are unable to attend school receive the school's curriculum
- Ensures continuity in pupil's learning is maintained whilst they are absent from school
- Ensures all remote learning is matched to children's needs (as it would be face to face in the classroom)
- Ensues pupils have access to feedback from teachers whilst they are learning away from school to support them with making progress
- Ensures pupils are not disadvantaged by being absent from school
- Ensures pupils without devices or access to a good internet connection are not disenfranchised

Roles and Responsibilities

The Headteacher will:

- Establish a learning platform; google classroom
- Support teachers with planning home learning
- Monitor the security of remote learning systems, including data protection and safeguarding considerations
- Monitor the effectiveness of home learning to ensure children are receiving a broad and balanced curriculum and are supported to make progress
- Respond to any safeguarding concerns that arise from remote learning following the schools processes and procedures set out in the child protection policy

The Deputy Headteacher will:

- Ensure teachers are prepared to provide a full range of remote learning on the first day of isolation
- Co-ordinate remote learning for children on the first day of isolation
- Will lead remote learning for a bubble in the event the class teacher is unable to do so

- Identify children not able to access remote learning electronically and ensure suitable alternatives are in place and accessible for children not in school. These alternatives will include: access to all learning in paper form, the loan of school's electronic devices, explanations and instructions for Parents in paper form (to replace learning videos)
- Ensure learning for pupils identified as pupil premium and special, educational needs and disabilities (SEND) have learning matched to their needs
- Provide guidance and suggestions for Parents and carers on how to promote emotional, mental and physical well-being

Teachers Will:

- Be available between the hours of 8:30am- 3.15pm on each week day of term time (FTE) or on their working days for part time staff
- Provide learning for their class using the schools knowledge based curriculum and current learning journey
- Provide daily phonics teaching
- Provide daily maths teaching
- Provide daily physical exercise
- Differentiate the work given to pupils based on assessment for learning and feedback from home learning
- Provide learning videos to support pupils and parents in understanding specific concepts and teaching methods (phonics, maths)
- Provide the full curriculum whilst children are absent from school (the school's weekly timetable, ensuring enough work is provided to ensure three hours daily learning)
- Provide feedback to pupils on the work they submit
- Check in on children's well-being; talk to children about how they feel, how they are balancing school work and recreational activity, address any bullying concerns or friendship worries

Teaching assistants will:

- Be available between 9am and 3pm on each week day of term time (FTE) or on their working days for part time staff
- Support the class teacher with planning and resourcing differentiated learning
- Providing bespoke intervention for children in consultation with the class teacher and Senco
- Provide tuition for pupils in school, in the event the class teacher is absent, under the direction of the class teacher or deputy head teacher In the instance of a class teacher isolating, but not the pupils, Teaching Assistants may be required to support in-class learning and supervision under the direction of the class teacher (virtually), the SENCO or members of Senior Leadership.

Children and Parents will:
- Complete the learning set by the class teacher each day
- Engage fully in virtual teaching sessions; complete learning tasks, seek help if required, alert school staff if home learning cannot be completed, request paper copies of learning if there is limited or no access to technology
- Communicate with other class members or school staff respectfully and in accordance with the school's Foxy rules
- Understand that what is communicated virtually is recorded
- Be contactable during the school day

Subject Leaders will:
- Monitoring the work set by teachers in their subject to ensure the curriculum for their subject is being covered
- Support teachers to modify any aspects of their curriculum to ensure it is accessible for remote learning
- Support teachers with resourcing home learning tasks
- Ensure pupils are provided with the opportunity to revisit missed knowledge during any periods of isolation

The Governing body will:
- Ensure all pupils are provided with remote learning when they are absent from school

- Monitor pupil engagement with remote learning, and the effectiveness of strategies used by the school to promote participation and progress
- Ensure pupils are provided with a broad and balanced curriculum when they are learning in school or at home
- Ensure any gaps in pupil's learning journeys are addressed by the school to ensure continuity of education

Assessment for Learning

The schools assessment principles (see teaching and learning policy) will support Teachers in using assessment to plan remote provision. For remote learning, the following principles will apply:

- Remote learning begins with an assessment of what children know, understand and can do
- Assessment happens daily, in response to feedback from pupils, and informs all future learning
- Teachers will identify when pupils need to learn something new, practise to consolidate conceptual understanding and when to apply learning, as a result of assessment
- Pupils will have opportunities to address misconceptions or errors
- Pupils will be appropriately challenged because home learning will support them to make progress

Feedback

Google classroom facilitates daily feedback between teacher and child whilst they are learning remotely. Children can submit completed work and the teacher can provide direct feedback, next steps and teaching to address any misconceptions or errors.

It is expected that teachers will:

- Review children's learning daily
- Provide feedback on children's learning
- Address any misunderstandings
- Provide new learning based on the progress children are making

Communication

The school will communicate regularly with the Parents of children not attending school. The purpose of this communication is to check on children's well-being and to support children to fully engage with home learning. It also provides Parents with the opportunity to raise any concerns or worries they may have, and for these to be addressed quickly by school staff.

It is expected that:

- The Headteacher will contact Parents as appropriate to discuss children's needs or the families personal circumstances, and co-ordinate any support that is needed
- The Headteacher will make weekly contact with any family known to children's services
- The Headteacher will make weekly contact with any children under the early help process
- The Headteacher/deputy DSL will liaise with children's services as appropriate
- The class teacher will contact Parents weekly to carry out wellbeing checks, engagement with learning and provide support with teaching
- The Deputy Headteacher will contact Parents of PP children and those with SEND to carry out welfare checks and to co-ordinate bespoke teaching

Any safeguarding concerns that arise from communications with Parents and children must be reported to the school's DSL: Lucy Howe immediately.

Safeguarding Reporting Arrangements

Reporting arrangements remain consistent with the schools safeguarding and child protection policy.

The Designated Safeguarding Lead is: Lucy Howe.

The Deputy DSLs are: Heather James, Lynsey Grover and Sophie Dyer.

The DSL is contactable at all times and can be reached via mobile phone, home or school landline or email. Deputy DSL's are also contactable via the same methods of communication. The school has a staff Whatsapp group where all DSL's can be reached.

The school ensures that a DSL or a deputy DSL is always on site while the school is open. In the event that this arrangement is not possible, staff will be notified who they should contact in the event of any safeguarding concerns. They will be advised of this before the start of the school day. All staff will continue to follow the schools child protection procedures. The DSL on site must be immediately informed about any concerns staff have; whether a child is in school or at home. Staff are alert to the pressures families are facing in light of COVID-19, and recognise the need for increased vigilance during these unprecedented and pressurised times. We anticipate that Children's services could be affected by COVID-19, and that there is a possibility that they may experience staff shortages and an increased demand on their services. However, where a child is at risk of significant harm, there may be the need to be persistent in referring concerns. The arrangements for contacting children's services are: Child protection concerns: 0300 555 1384 out of hours: 0300 555 1373 Child in immediate danger call: 999 Safeguarding concerns: complete an IARF- accessed at the following page
https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/contacts

The school will continue to work with and support children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children Vulnerable Groups

We have identified the following children as vulnerable:

- Previously Looked After Children
- Children subject to a child protection plan or children in need plan
- Children who have a social worker
- Children with an education, health, care plan
- Children on the edge of social care involvement or pending allocation of a social worker

Virtual Meeting Protocols

At times, it will be necessary for school staff to attend virtual meetings with colleagues, children, parents and outside agencies. These will take place via Zoom meetings and will operate under strict protocols to ensure the safety of all users.

In meetings with pupils, the class teacher will be the meeting host and each meeting will be accessed by invitation only. The following must be adhered to at all times:

- Consent will be obtained from all Parents for zoom meetings
- Meetings will take place in bubble bases during the school day
- Children at home will be invited to attend with a parent. (a time and joining instructions will be sent via email to eligible parents only)
- The teacher will be the host and will admit children at home from a waiting room.
- Only recognisable names will be admitted from the waiting room
- Teachers will use the security icon to lock each meeting. The waiting room function will always be on to avoid zoom bombing.
- Teachers will restrict chat functions, re-naming and annotations to the host (Teacher) only
- Meetings will not be recorded
- All participants will be reminded to be mindful of what they share
- Teachers will be able to mute pupils who share inappropriate content
- All participants at home will be asked to dress appropriately, no pyjamas!
- The teacher will end the meeting for any child who fails to respond appropriately during the meeting.
- The teacher will end the meeting if there are any other concerns.

It is expected that staff:

- Attend meetings virtually if they are absent from school and well enough to work
- Attend meetings from suitable locations to avoid any distractions or unprofessionalism

Personal Data

Whilst working away from school, staff will need to access personal data. The six principles of the schools general data protection policy (GDPR) will apply at all times:

- Personal data shall be processed lawfully, fairly and in a transparent manner.
- Personal data shall be collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes (subject to exceptions for specific archiving purposes).
- Personal data shall be adequate, relevant and limited to what is necessary to the purposes for which they are processed and not excessive.
- Personal data shall be accurate and where necessary, kept up to date.
- Personal data shall be kept in a form that permits the identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed.
- Personal data shall be processed in a manner that ensures appropriate security of the personal.

It is essential that staff:

- Report any concerns about a child to a DSL directly. The DSL's personal email address should be used to share 'safeguarding records of concerns' or any transcripts of safeguarding communication. These emails should be marked '*strictly private and confidential, FAO of DSL only*'
- Only access parent contact details via SIMS using a Remote Desktop and secure password. Do not share any details with third parties and ensure SIMS/Remote Desktop is logged off after use.
- Use school IT equipment only when accessing any personal information on pupils
- Use encrypted USB sticks to transport and transfer information between devices

Processing personal data

Staff members may need to collect and/or share personal data, such as email addresses during a period of remote learning. Permission will not need to be sought for this, as long as the collecting and/or sharing of information is necessary. At all times, staff are reminded to collect and/or share as little personal data as possible online. The sharing of personal information should be discussed with the Headteacher at all times.

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 – using strong passwords which are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters
- 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