

Remote Learning Policy

For the purpose of school closure and non-attendance due to isolation or medical restrictions



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| Approved by: | Julie-Anne Palfrey | Date: 19.05.22 |
| Last reviewed on: | 26.04.22 | |
| Next review due by: | 26.04.23 | |



Aims

- To ensure there is a planned approach to remote learning during full and partial school closures
- To ensure there is a planned approach for any 1:1 remote learning
- To set out expectations of staff providing remote learning
- To set out expectations of children receiving remote learning
- To provide appropriate safeguarding and data protection guidelines

Context

The most recent government expectation of online learning can be found in the document *Providing remote education: guidance for schools* (30th March 2022). The key expectations in this document are:

- The priority should always be for schools to deliver high-quality face-to-face education to all pupils. Remote education should only ever be considered as a short-term measure and as a last resort where in person attendance is not possible.
- Scenarios where remote education should be provided might include:
 - occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government
 - occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with an infectious illness
- Pupils should have or be given access to remote education
- Good practice is considered to be:
 - Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
 - Key Stage 2: 4 hours a day
- When planning and delivering remote education:
 - you should consider use of high quality lessons developed by external providers can be provided instead of solely school led video content.
 - where applicable, continuing to use the digital platform for remote education provision that has been used consistently across the school to allow interaction, assessment and feedback and make sure staff continue to be trained and confident in its use
 - continuing to overcome barriers to digital access where possible for pupils by, for example:
 - distributing school-owned laptops accompanied by a user agreement or contract if possible
 - securing appropriate internet connectivity solutions where possible
 - providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work

- having systems for checking, daily, whether pupils learning remotely are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern
- Overcome barriers to digital access for pupils by:
 - distributing school-owned laptops accompanied by a user agreement or contract
 - providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
- Provision for pupils with SEND should be considered by their teachers as they teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress.
- To provide clarity and transparency to pupils and parents or carers about what to expect from remote education if it is required, schools may wish to continue to publish information about their remote education provision on their websites.
- Keeping children safe online is essential. The guidance on safeguarding and remote education provides the information on what education settings should be doing to protect your pupils and students online.

Hamwic Trust Expectations

In addition to the above guidelines, the Hamwic Trust Executive have set the expectation that:

- Where recorded lessons are being used from external sources, such as the Hamwic Online YouTube site, Oak Academy or the BBC teaching programme, schools will ensure there is at least one recorded or live input from a teacher in the child's year group daily. For example:
 - a welcome at the beginning of the day to set out what the learning will be
 - a class/year group assembly
 - a class/year group story
- Vulnerable children receiving remote learning will be contacted at least twice a week to check on their progress and wellbeing
- All children will receive a personal contact from a member of the school staff at least once a fortnight.

Roles and responsibilities within the remote learning

| Task | Expectation | Responsibility |
|--------------------------------------|--|-------------------------------|
| Planning and setting remote learning | <ul style="list-style-type: none"> ● Lessons to be provided each day: Year R: Phonics, Maths, Discovery, Storytime, handwriting, PE (individual reading provision) KS 1: Phonics, English, Maths, Foundation subject (Individual reading provision) KS 2: Reading, Maths, English, Foundation subject ● The vast majority of lessons will be recorded via Zoom, uploaded to YouTube and then uploaded to all children's Google Classroom accounts ● Teachers will provide a recommended timetable and a daily learning overview, which include clear expectations for learning and specific information about work that needs to be completed and sent back to class teachers | Allocated year group teachers |

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| Recording and uploading remote learning | <ul style="list-style-type: none"> • Lessons will be on the learning platform by 8am on the day of use • Learning will be uploaded onto Google Classroom (learning will be sent out via school email if there is an error with Google Classroom) | Allocated year group teachers |
| Recorded lessons | <ul style="list-style-type: none"> • The vast majority of lessons will be delivered via recorded Zoom lessons • Adults will deliver lessons in a setting with a neutral background, and will be dressed professionally | Allocated year group teachers |
| Providing and supervising learning for those in school | <ul style="list-style-type: none"> • Ensure the children receive the same learning as those remotely and support learning in the tasks set. • Supervise break times and ensure the children have a session of exercise each day | Classroom teacher/ TA/ SLT |
| Check remote learning is being accessed, completed and checked for accuracy | <ul style="list-style-type: none"> • Children are expected to complete work set by the teachers, and then wherever possible (supported by parents) to send back completed work to their teacher via Google Classroom • All teachers will complete a daily register in order to track who has been online and submitted work. • Teachers will respond to any work or questions submitted on Google Classroom in a timely manner, providing effective feedback to pupils about how they are getting on with their work | Children/ parents Class teacher |
| Contact vulnerable children working at home | <ul style="list-style-type: none"> • A video or telephone call should be made to the child twice each week. Wherever possible speak to the child and not just the parent | Class teacher/ SEN inclusions team |
| Contact other children working at home | <ul style="list-style-type: none"> • A phone call should be made to any child each week, that is not submitting any work on Google Classroom. Wherever possible speak to the child and not just the parent • All children will be called at least once a fortnight | Class teacher |
| Ensure the learning platform is robust | <ul style="list-style-type: none"> • Check the network connection in school is working well each day • Ensure children have the necessary IT equipment and stationary to work remotely | Teaching and learning leader SLT |
| Ensure safeguarding concerns are being monitored and addressed as per the CP policy | <ul style="list-style-type: none"> • Ensure staff are clear of how to report any safeguarding concerns they become aware of when children are learning from home • Ensure children are aware of how to report any concerns they have about online content • Ensure all children carry out an online safety update/assembly at least fortnightly • Ensure children with CP concerns are taught in school. If this is not possible, ensure that there are regular sightings of the child | DSL/DDSL/ Bee/Sue: safety assembly |
| Monitor the quality of remote learning | <ul style="list-style-type: none"> • Ensure learning is consistently high quality for all children • Ensure the remote learning offer is on the website | BH/GF/SB |

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| | <ul style="list-style-type: none"> • Ensure parents know the channels for in-school communication should they wish to feedback about the remote learning offer | |
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Staff expectations

If staff are given permission to carry out remote learning activity from home, they are expected to:

- Dress professionally for any live or recorded lessons
- Be available to respond to children and carry out other work duties required from 10 minutes before the school day begins to 10 minutes after the school day ends
- Respond to messages received from children and parents within the working day about the remote learning on that same day
- Alert the DSL and senior leaders if a child is not accessing the work set (register)
- Only respond to a child or parent using a work email or platform account
- Take appropriate steps to ensure their devices remain secure

Expectations in recorded lessons

- Adults will deliver lessons in a setting with a neutral background, and will be dressed professionally.
- All Zoom or Google Meet recorded lessons will be uploaded to YouTube. All YouTube links need to be put directly onto their Google Classroom page, rather than into recorded lessons, to ensure copyright legislation is adhered to.

Attendance

- Parents will be asked to notify the school if their child is unwell and is unable to access remote learning. In this case, the attendance code will remain X. However, teachers will make a note not to expect the child to attend/submit learning on this day
- Where a staff member leading remote learning becomes unwell, parents will be notified if this means learning will be sent or delivered by a different school contact.

Safeguarding

- Staff are required to alert the Designated Safeguarding Lead (DSL) if they have any concerns about a child's welfare during a period of remote learning
- The school will continue to engage with social services and attend meetings where necessary
- Any parent who wishes to raise a safeguarding concern should do this in the usual way via the school office who will put them in contact with the DSL or Headteacher
- The school will ensure that online safety is referenced regularly within a period of remote learning. Parents will be reminded of the need to ensure their child is only accessing appropriate content while away from school and that personal data is being protected. <https://www.bbc.co.uk/newsround/44074704>
- Pupils are encouraged to communicate through the remote platform/school email system rather than by personal email. Where a child uses a personal email the teacher will ensure that any response also copies in the parent (or line manager if the parent email isn't available)

Health and wellbeing for staff while working remotely

- In addition to the many resources available on the HET Health and Wellbeing intranet pages, there is a specific section on COVID-19: <https://intranet.hamwic.org/health-wellbeing-for-staff/>
- Staff can access our confidential Employee Assistance Programme, via Health Assured, offering 24-hour assistance and support, 7 days a week. The number is 0800 0305 182.
- Able Futures offer an access to work mental health support service and can be contacted on 0800 321137.
- The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the [extra mental health support for pupils and teachers](#) is available.
- The [Education Support Partnership](#) provides a free helpline for school staff and targeted support for mental health and wellbeing.

How will Google Classroom be used safely?

- Staff will communicate with parents or pupils only through school channels (e.g., they shouldn't talk to parents using their personal Facebook accounts, or contact pupils using their personal email addresses or phone numbers).
- Staff will be referred to the school's email policy, staff code of conduct and safeguarding policy for a refresh of guidance.
- Staff will use Google Classroom to set work and communicate.
- Staff will identify if activities require the need for students to post and comment in the communication Stream. If it is not necessary for a particular activity, staff will disable this function. (See Appendix A) NOTE: If staff disable pupil comments in the 'Stream', pupils will still be able to respond to feedback from their teacher on work they've handed in – they just won't be able to post on the 'Stream' page.
- Staff will clearly identify what can be talked about in posts and comments prior to the use of this function and will clearly identify the consequences of not using the function appropriately and safely.
- Staff will mute any student who is not using the Stream function appropriately and inform parents of their removal from this function. (See Appendix B)
- Staff will also provide parents the opportunity to remove their child from this function. Staff will mute any student whose parent identifies this preference. (See Appendix B)
- Staff will report to Leadership, via CPOMS, any instance of bullying or inappropriate behaviour.
- Staff will delete any inappropriate or bullying posts or comments as soon as possible.
- NOTE: These deleted posts or comments will still be able to be seen by staff if needed as evidence of behaviour. (See Appendix C)

APPENDIX A

To disable pupil comments in the 'Stream':

1. Open your class in Google Classroom
2. Click 'Settings' (the cog icon)

3. Scroll down to 'General'
4. Click the drop-down option to the right of 'Stream' and select 'Only teachers can post or comment'
5. Click 'Save'

APPENDIX B

To 'mute' a pupil:

1. Click on a class in Google Classroom
2. Click 'People'
3. Next to the pupil you want to mute, check the box
4. Click 'Actions' > 'Mute'
5. Click 'Mute' again to confirm

APPENDIX C

To delete inappropriate or bullying posts or comments:

1. Go to the class
2. Find the post or comment you want to delete
3. Click 'More' (the 3 dots) > 'Delete'
4. Click 'Delete' again to confirm

To view deleted posts and comments:

1. Go to the class
2. Click 'Settings' (the cog icon)
3. Next to 'Show deleted items', click 'Show' to toggle on
4. Hide the deleted items again by clicking 'Hide' to toggle off
5. Click 'Save' to save your changes and return to the 'Stream' page

10 TOP TIPS

REMOTE LEARNING FOR PARENTS

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For parents and carers, the idea of remote learning isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote learning experience.

1) Take an active interest in your child's learning

As a parent or carer, remote learning will be a new concept for your child and there are bound to be a few teething problems to start with. Take an active interest in their learning and help support them whenever they need a helping hand.



2) Monitor your child's communication and online activity

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.



3) Establish a daily schedule and routine

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.



4) Encourage screen breaks away from devices

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers will invariably advise on screen breaks however it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.



5) Ensure your learning device is in a public space in the home

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.



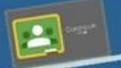
6) Implement safety controls and privacy restrictions on apps and software

Dependant on how your school implements remote learning, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.



7) Ensure your child only uses official school communication channels

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.



8) Familiarise yourself with relevant school policies

Schools should have a policy on remote learning and direction that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.



9) Maintain feedback with teachers

Engage in communication with teachers where possible and try to feedback progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.



10) Monitor your child's wellbeing and mental health

Remote learning will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as you can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends everyday might take its toll.

