Staff Contingency & Remote Working Policy
(Full and Partial Lockdown both campuses)

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Policy Owner:	Miss R Willmouth and SLT
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Contents

1. Aims

2. Roles and Responsibilities

3. Who to contact

4. Data Protection

5. Safeguarding

6. Monitoring Arrangements

7. Links with other policies

1. Aims

This remote learning policy is part of the Castle Hill Primary School (CHPS) Contingency Plan for staff. It 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 remote learning

- provide appropriate guidelines for data protection.

This remote learning policy has been written as guidance for staff and parents during the time that schools are closed due to COVID-19. It sets out the systems and technology that staff will use to keep the learning experience going for children and details how they can be used effectively and safely, while allowing for the differing needs of families.

Definitions of lockdown

Partial lockdown: when a year group needs to self-isolate and learn from home while the rest of the school operates normally.

Full lockdown: Full school closure as of March 2020, where pupils of essential workers and vulnerable families are the only children learning on site.

A further factor we have to consider is individuals who have to isolate and learn remotely.

If there was a change in the number of Coronavirus cases in an area of England, schools will use four-stage tier systems of extra measures.

Tier 1: Schools fully open to all pupils, face coverings required in corridors and communal areas for staff and students Year 7 and above

Tier 2: A rota system - ideally two weeks on, two weeks off - will be used by secondary schools and colleges for most pupils, and primary schools stay open

Tier 3 and 4: "Wider groups of pupils" go back to remote learning at home, while vulnerable and key worker children continue to go to school

These measures will be applied as "an absolute last resort," the government says. Please note, where local lockdowns are currently in operation, schools are in tier 1.

The school's usual Online Safety Policy and Acceptable Use Agreements still apply at this time but this policy is an addendum in these unprecedented circumstances.

A flexible approach:

In line with the current government guidance where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we at Castle Hill have the capacity to offer immediate remote education.

It should be noted that the type of remote education we will have the capacity to offer will be in line with the number of children who will be working remotely. For example, should a family be in self-isolation but 29 of their peers remain the remote learning will be slightly difference compared to if the whole year group were to be remote learning.

We understand that everyone's circumstances at home will be different. Some families have one child to support while others have several. Some families have one device to share, while others may have more – and some things may work differently on different devices. Some parents will have plenty of time to help their children learn, while others will be working from home and may have much less time and some children will be able to work more independently than others or need greater challenge. Due to this we **are providing a flexible approach to remote learning**.

The government's emergency legislation lifts curriculum requirements for schools, giving flexibility to provide support, activities and education in the way they see fit. We will not be providing a full school day of activities as this will be unmanageable for the majority of families – not to mention keeping children at a screen for far too long. We hope to offer a variety of daily online and offline learning activities across the curriculum so that pupils can dip in and out and work their way through things as and when they are able.

The staff remote learning lead for KS2 is **Mrs Thomas** and any parental concerns, questions or feedback can be communicated with her through Class Dojo messaging.

The staff remote learning lead for KS1 is **Miss Wyers** and any parental concerns, questions or feedback can be communicated with her through Class Dojo messaging.

2. Roles and Responsibilities

In March 2020, school closures due to Covid-19 meant that Castle Hill moved to remote learning for the majority of children and this continued until June 1st 2020. In the event of a further school closure, the Castle Hill team are committed to providing continuity of education to its students and will do so through a process of remote (online) learning. Extensive remote learning will apply particularly in a situation which means the school is closed for an extended period of time, but a high proportion of students and teachers are healthy and able to work as normal from home. Due to the unpresented nature of the Coronavirus pandemic, we are developing and adapting our policy

and plan regularly. This is done in accordance with the latest government guidance (September 7th 2020). https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools

Teachers expectations:

For partial or complete lockdown, e.g. class/year/school, the relevant teachers must be available to pupils between 9:00- 15:00. It will be explained to parents that teachers will be unavailable between 12:00- 1:00 to allow for a lunch break.

If teachers 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.

Currently, government guidelines outline that schools have a responsibility to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation of how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a program that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

In the event of individuals requiring remote education, teachers will not be available online from 9:00 as they will be in class teaching the rest of the class. However, they will be providing remote learning activities through Oak Academy. Oak Academy is an online classroom facility created by teachers, for teachers. It complements the national curriculum content, covers all year groups from Year R to year 6 and offers high quality video lessons and resources for parents to access with their child. Whilst the remote learning set may not mirror exactly what is happening in class the content is year group specific and will covered at some point this term. Where possible links between in class and remote learning will be made.

In order to ensure that the individual pupil(s) are accessing and understanding the remote learning set we will be timetabling daily contact by telephone with their teacher or a PTP. This will enable misconceptions to be addressed so support and feedback can be given. A member of the year group (teacher and /or PTP) would provide additional support for these pupils as appropriate.

In the event of wider remote learning e.g. whole class, year group or school level, remote learning will look different.

Teachers are responsible for:

Setting work:

Teachers will need to provide daily work for their pupils accessed via online platforms. The platforms we will be using moving forward are SeeSaw and Google Classroom. For those who are unable to access online learning, printed resources and/or text books will be provided.

Upper Key Stage 2 (Year 5 and 6) pupils will be provided with 40 minutes of each core subject (reading, writing and maths) and a topic task daily.

Lower Key Stage 2 (Year 3 and 4) pupils will be provided with 30 minutes of each core subject (reading, writing and maths) and a topic task daily.

Key stage 1 (Year 1 and 2) pupils will be provided with tasks that are 20 minutes in length for (reading or phonics, writing and maths) and topic task daily.

At 9:00, an outline of the day's learning activities will be posted on Class Dojo by the class teacher.
This will direct KS1 pupils to Seesaw and KS2 to Google Classroom and/or Seesaw (task dependant) to complete their work.

Each day, the following work will be set for the children's learning in core subjects:

Reading
A video of the class teacher or year group leader reading a story in EYFS and KS1. Some tasks may be set as an opportunity for children to practise and apply reading skills or phonics which are inspired by the book.

A video or voice clip of the class teacher or year group leader reading a book or part of a book at least 3 times a week in KS2. Tasks will be set alongside the text. KS2 children will also be set a reading comprehension at least once a week.

English
A video of the class teacher or year group teacher. This video will allow our teachers to introduce, model and recap the learning for that session. This will then enable the children to complete the linked, set task.

Maths
A video of the class teacher or year group teacher. This video will allow our teachers to introduce, model and recap the learning for that session. This will then enable the children to complete the linked, set task.

Feedback
Every teacher will acknowledge work handed in for maths and English. Every day, each child will receive targeted feedback for one of the above. This will be either to give a next step for that subject or overcome a misconception.

Foundation subjects will be set each day as additional tasks. These will be in the form of links to activities or resources. The work completed here does not need to be handed in.

Contact with parents and children

In order to maintain strong working relationships and ensure the wellbeing of all pupils, staff need to **maintain regular contact with parents and children**. This will primarily be done through Class Dojo on the class stories and through messaging. As the remote learning is established we will create face to face contact through other platforms e.g. Google Hangouts

Teachers will monitor interaction with pupils via the online platforms (Seesaw and Google Classroom). If a pupil (or parent) has not made contact or submitted work for two consecutive days, contact will be made via Class Dojo. If this is not seen or acknowledged within 24 hours, the teacher will follow up with a telephone call.

If the class teacher is still unable to contact the parents, help will be sought from Mrs Mundee or Mrs Shephard (Home School Pastoral Leads).

As outlined in our Behaviour Policy, parents and pupils should not contact teachers via means other than ClassDojo and this should be between the hours of 9:00- 16:00. We recognise that, due to work commitments, there will be

occasions where parents need to contact teachers outside of these hours. Teachers will not respond to these messages immediately, but will be in contact at the start of the next working day.

Should parents need support with behavioural issues such as failing to complete work, these concerns should be shared with their child's class teacher in the first instance. If further support is required, the class teacher will work alongside their head of year to provide further support.

Following on from our Lockdown Parent Questionnaire we have listened to all parental feedback and are keen to make remote learning an interactive experience through the submission of work by children and delivery of feedback from teachers where possible. We will also be arranging opportunities for pupils and families to compete, interact and collaborate - for example through daily challenges, Times Tables Rockstars Battles etc. We will 'broadcast' videos via ClassDojo for pupils to watch at a time and pace that suits them and make use of vetted video links from elsewhere on the internet.

In the event of home learning for more than two weeks, we will provide pupils with live face-to-face contact opportunities in order to maintain a sense for them being part of a class. Teaching a primary-age class this way is not practical. Instead we will use it to provide some safe, supervised and structured opportunities for children to 'meet up' with their teacher and classmates. This will most likely be via Google Hangouts in the first instance.

During school closures, pupil related meetings will continue to take place, although these will be via virtual means. It is imperative that professionalism and standards are maintained through consideration of a range of elements.

The **safety of both children and staff when using this technology is paramount** and we will be following relevant advice from Zoom, the Children's Commissioner and the NSPCC.

In order to protect both children and staff, if parents wish to take advantage of these opportunities on Zoom we require that you agree to the following:

- A free Zoom account is needed so that we can ensure only registered users can access meetings. As Zoom is not intended for use by children under 16 this must therefore be their parent's account and kept secure by them - only to be used by their child when supervised by an adult. Sign up here https://www.zoom.us/signup

- An appropriate adult **must remain in the same room as the child** during video or conference calls to monitor and ensure they are safe and using it appropriately.

- When joining any school Zoom meeting you will need to briefly be on screen with your child so we know that they have an appropriate adult nearby. This will also give us a chance to talk to you if we need to.

- Children must take part in the meet up in a suitable communal environment (not a bedroom) and be appropriately dressed (uniform isn't necessary, but they should be fully dressed in clothing that covers top and bottom half of the body).

- All members of the household must be aware that the meeting is taking place and make sure they are also suitably dressed and use appropriate language and behaviour when nearby or in the background. Zoom has a built-in option to use a virtual background - you may feel this is an appropriate feature to turn on.

- You must make sure you and your child have 'logged off' the call correctly once it is finished - before turning off any devices.

- You and your child will not try to contact any staff using these online tools outside of the pre-arranged meet ups which will be arranged through Class Dojo. If you need to contact staff for any reason you will do so through Class Dojo as normal.

- Screenshots, photos or recordings of Zoom meetings must not be made and the links must not be shared with others. We will ensure that:

- No staff member will contact you or your child using Zoom outside of any pre-arranged meetings and if they do need to contact you they will arrange to do so with you using Class Dojo.

- Teachers will ensure appropriate security settings are in place for the meeting. They will ensure that access is only granted to the expected registered users invited with a password or direct link. Screen sharing, file-sharing, annotation and chat will be restricted.

- Participants will be held in a virtual waiting room while their identity is confirmed. Your Zoom account must clearly identify you by name and renaming during the meeting will not be allowed. Participants' audio or video may be muted until appropriate and they may be removed from the room if rules are not being followed.

- In groups of more than one child, a teacher and one other staff member will be present throughout the video call to help safeguard all participants and monitor appropriate use.

As a staff we will ensure that:

- teachers stay in the meeting until everyone has 'logged off'

- teachers and any other adults on the call (or in the background) use appropriate language / behaviour throughout the call.

For any key worker children who are physically attending school, we will use school electronic devices to access the same remote learning alongside their peers. Staff supervising them will be able to provide support should they need it though the feedback and lessons that will be set by their class teachers.

If class teachers are working within the school building, feedback and work allocation will be shared amongst the year group team.

Other staff responsibilities

Professional Teaching Partners (PTPs)

When assisting with remote learning, PTPs must be available during their individual contracted hours.

If they 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, PTPs will be directed by the Heads of Year. They may be responsible for:

- Supporting pupils who are not in school with learning remotely by posting work for the class teachers, providing support for specific pupils and sourcing resources to support learning.

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 through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.

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

Designated Safeguarding Leads

Safeguarding will continue to be a high priority and procedures are in place for all lockdown scenarios. The details of the DSLs and Deputy DSLs are detailed in our Child Protection and Safeguarding Policies. Please see the addendum to our child protection policy, all policies are located on the network, under policies 2020-2021.

IT leads

The IT leads with support from Agile (school technical team) are responsible for:
- fixing issues with systems used to set and collect work (Classroom and SeeSaw)

- helping staff with any technical issues they are experiencing

- supporting parents with any technical issues via the email homelearning@chjs.net
- 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.

Pupils and parents

Teachers can expect pupils (with support from their parents if appropriate):

- to be e contactable at some point during the school day – consideration needs to be given to working parents and the fact that pupils will not be in front of screens entire time
- to complete work by the deadline set by teachers
- to seek help, if they need it, from their teachers
- to alert teachers if they are not able to complete work.

Teachers 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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- be respectful when raising concerns to staff.

Governors

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 their Head of Year or relevant subject lead
- issues with behaviour – talk to Head of Year and the Pastoral Support Team (Mrs Shephard or Mrs Mundee). If concerns persist, inform a member of SLT
- issues with IT – contact the IT Team via their designated email homelearning@chjs.net
- issues with their own workload or wellbeing – talk to their Head of Year or a member of the senior team
- concerns about data protection – talk to IT Leads Mr Smith, Mrs Boswell, and Ms Willmouth (Deputy) and Louise Riordan (Business Manager)

    concerns about safeguarding – talk to the DSL (Ms Willmouth) or Deputy DSLs (Mrs Lund, Mrs Thomas and Miss Harding).

4. Data Protection

Accessing personal data

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

- access the data, on a secure cloud service or the server in our IT network via school-provided devices
- follow the given guidelines when accessing the remote working network
- adhere to the school's IT user agreements.

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and phone numbers 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
- 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

Our Safeguarding and Child Protection Policies reflects the current situation. There is an addendum to the Child Protection Policy. All policies are located on the network under **O:\Policies\2020 -2021 Policies**

6. Monitoring Arrangements

This policy will be reviewed half termly by SMT or in line with government guidance updates. Policy review is by Rebecca Willmouth and SLT, shared with governing body.

7. Links with other policies

This policy is linked to our:
- Behaviour policy and Coronavirus Addendum to Behaviour Policy
- Child Protection Policy and Coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and Acceptable User Policy