

Remote learning policy

Haymerle School



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1. Aims

This remote learning policy aims to:

- Recognise that each family situation is unique
- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for safeguarding
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

Teachers must inform SLT immediately if they do not have access (either occasional or ongoing) to the technology required to facilitate home learning.

All home learning is dependent on having functioning technology and the school cannot be held responsible if the schools technology fails. Every endeavour will be made to rectify the problem as soon as possible.

2.1 Teachers

Teachers ideally are available Monday- Friday during usual working hours (8.30am to 3.30pm) but this will be primarily directed by their own personal family circumstances during any future national, local or bubble lockdowns/ self-isolation. 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 procedures by 7am. At this stage class, TA's, with support from the SLT, should take over the responsibility for setting home learning.

Teachers (and in the absence of teachers the TA's or other identified lead such as those holding TLR responsibilities) are responsible for setting work to be completed at home;

Class teachers will compile home learning packs (at an appropriate level) which will be ready to send home in the event of class, bubble or closure. These will include a list of items readily available at home which could be used e.g. pasta pieces for counting or clothes pegs.

Class teachers will follow the daily remote learning schedule (see attached) with the pupils in their class. If due to personal circumstances they are unable to follow this schedule they will contact their phase leader / member of the SLT by 8am that day so that a TA or other member of staff can take on the timetable for that day.

For **pre-formal learners** teachers will send home weekly activities consisting of several activities that parents can work on throughout the week and in a majority of cases, this will include videos. It is expected that activities sent will be repeatable and very closely linked to individual learning plans. Activities will be a mixture of Literacy, Maths and Topic based activities.

For **semi-formal and formal learners** class teachers will provide a minimum of 3 activities per day which are personalised to individuals or groups of children (differentiated) these will include Literacy, Maths and a topic based activity. A list of appropriate activities and websites (specific activities) which is comprehensive and

contains enough for any additional activities that the pupils may need to support their learning should also be included.

Live lessons via any platform will not be offered. Teachers will make daily face-to-face contact with children and their parents / carers via Microsoft Teams to ensure that activities set are appropriate and parents are confident to deliver them. This might include demonstrations to the parent and pupil on how to do an activity. Face to face daily contact will be recorded using the recording feature on Microsoft Teams.

Activities set should focus on the children's short-term targets (EHCP), IEPs and Curriculum Goals. For children working at a formal level the activities set should include Reading, English (writing or spelling) and Maths

Activities where possible should be hands on, practical, fun and not paper based, table top activities unless appropriate to the child or the child is working at a formal level.

- Activities set should be in the form of a video (or if this is not possible photos followed up by face to face modelling) with brief instructions to the parents (and children) and the modelling of the activity to be completed. Videos should be uploaded onto either Evidence for Learning activities channel or Microsoft Teams.
- Instructions should contain enough detail for the pupil to be relatively independent (supported by visuals and dependent and on the developmental level of the child)
- Work must be shared with the Senior Leadership Team (SLT) for monitoring purposes.
- Class teachers will monitor, record and report to SLT which children are not appearing to access online work, particularly those that have been provided with Laptops or devices
- Work will be uploaded to either Evidence for Learning or Microsoft Teams.
- SLT and TLR holders will co-ordinate with other teachers to ensure consistency of approach and to try to ensure that pupils with limited access to computers/devices can still complete work.

Responding as appropriate to parents;

- Regular (daily) contact via email is expected and parents are actively encouraged to keep in contact with class teachers.
- Parents who send examples of pupils work/ photos/ video or upload evidence to either Evidence for Learning should receive acknowledgement and praise from the class teacher or other school staff.
- Parents should note that the government does not expect them to perform as teachers nor expect a schools offer of remote learning activities to be "Education as normal but from home." While it is ideal for children to remain engaged with their learning and particularly rewarding if they can share this with those they live with, it is recognised that families will all cope in different way and face different challenges, therefore there is no expectation that children will engage or produce work to the standard that would normally be expected in school.
- Respond appropriately to parental concerns of either their own well-being or their child's well-being either by offering support themselves or by referring them on to other agencies. Parental concerns will be passed onto the SLT / phase leader as part of the summary email daily.

Attending virtual meetings with colleague or professionals

- Teachers will be expected to attend virtual meetings with school professionals, MDT meetings, teachers meetings and online training if and when appropriate.
- Teachers are not expected to attend CiN meetings for children in their class

Remote teaching/ pupil engagement for staff who are self-isolating

Teachers who are self-isolating but not experiencing symptoms e.g. following a holiday to a destination not on the exempt list will be immediately expected to be working from home; planning for class, interacting with class team / supply teacher and attending virtual meetings.

STAs and TAs will be given an individual project to work on which is in line with whole school improvement priorities. These projects will be communicated by the Senior Leadership Team and will be allocated on a case-by-case basis. Staff may also be asked to support with online learning provision for their class/ bubble or to engage with training/ CPD/ Personal development.

2.2 Senior Teaching Assistants and Teaching Assistants

Senior teaching assistants

Senior teaching assistants should be available during their normal working hours on the days they are normally in school. 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.

Senior teaching assistants may;

- Cover teacher absence by setting work and communicating with parents as outlined above
- Work in school for specific tasks as required by the Head Teacher
- Produce resources and visuals for home learning packs or for use in the classroom
- Undertake remote and/or online CPD training
- Attend virtual meetings with class teams if relevant

Teaching assistants

Teaching assistants should be available during their normal working hours on the days they are normally in school. 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.

Teaching assistants may;

- Work in school for specific tasks as required by the Head Teacher
- Produce resources and visuals for home learning packs or for use in the classroom
- May be asked to support with online learning provision for their class/ bubble Undertake remote and/or online CPD training
- Attend virtual meetings with class teams if relevant

2.3 Subject leads

Alongside their teaching responsibilities, as outlined above, Curriculum leaders may;

- Consider whether any aspects of the subject curriculum need to change to accommodate remote learning
- Work with teachers to ensure that work set is appropriate and consistent
- Work with other curriculum leads and senior leaders to make sure work set across subjects is appropriate and consistent and activities being set allow for social distancing
- Monitor the work being set by teachers in their subject- explain how they will do this, such as through regular meetings with teachers or by reviewing work set
- Alert teachers to resources they can use to set work for their curriculum areas

2.4 Senior leaders

SLT are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning activities for example through contact with teachers and curriculum leaders and reviewing work set
- Identifying which families do not have access to internet and ensuring that hard copies of learning activities planned by teachers are made available to the parent for collection or delivery
- Oversee the ongoing well-being and CPD of teachers and teaching assistants

2.5 Designated safeguarding lead

The DSL's responsibilities are identified within the schools child protection policy

2.6 Pupils and parents

Staff can expect pupils learning remotely to:

- Engage in some of the home learning activities
- Try their best to complete/ join in with/ show interest/ actively engage with in some of the activities set
- Listen to an adult reading to them once per day
- Accept help and support from an adult to complete/ join in with/ show interest/ actively engage with in some of the activities set
- Have fun

Staff can expect parents with children learning remotely to:

- Establish routine and structure for each day, including times where learning activities can take place
- Support their child's well-being and have/ support a positive attitude to learning
- Prepare for home learning by reading instructions and watching video sent so they are clear on how to deliver the learning
- Replicate what the teacher models
- Encourage their child to engage with work set by finding an appropriate place to work to allow them to focus to the best of their ability
- Be prepared to try numerous times if the child does not engage with the work on the first or second try
- Support their child as best as they are able to given their own home circumstances, health and work commitments
- Acknowledge emails from teachers and where possible offer feedback
- Give their child praise for their efforts
- Be proactive about seeking help from the school if they need it
- Be respectful when making any complaints or concerns to staff
- Read emails sent on Parent Mail

- Make the school aware if their child is sick or otherwise can't complete work

2.7 Governing board

The Governing body is responsible, including as advised by the DfE for;

- Supporting staff and pupil well-being
- Being pragmatic about what is covered in virtual meetings by prioritising urgent, time bound decision only
- Keep monitoring to a minimum by focussing on safeguarding, health and safety, head teacher and staff well-being and (to a lesser extent) the school's approach to providing remote learning for pupils
- Directing any approaches by parents made directly or indirectly to the school via email to office@haymerle.southwark.sch.uk (need to check)
- Determining how to handle statutory procedures during a period of enforced closure such as grievance and disciplinary panels, exclusions, complaints and admission appeals, noting that;
- Exclusions- the DfE has clarified that the statutory timeframes for considering exclusions are still in effect but that the regulations already anticipate that these time frames cannot always be met.
- Complaints- the DfE has updated their guidance for schools complaints policies to provide the new or existing complaints should not be handled whilst schools are closed. If a school is closed during the enforced closure period, the head teacher should write a response to outline the schools position and explain that the school is unable to follow its usual complaints process until the school has reopened

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work- Phase Group Leader
- Issues with behaviour- Assistant Head
- Issues with IT- contact SLT who will contact ICT Education
- Issues with their own workload or well-being- Phase Group Leader / SLT
- Concerns about data protection- Headteacher and Schools Business Manager (data protection officer)
- Concerns about safeguarding- contact the DSLs as outlined in the Child Protection policy

4. Data protection

When accessing personal data, all staff members will;

- Only use their official school email account and never use personal messaging systems
- Connect to the school network using only a school remote desktop connection to work with any personal data to ensure that no data actually leaves the school premises

4.1 Sharing personal data

Staff members are unlikely to need to collect and/ or share personal data. However, if it does become necessary, staff are reminded to collect and or share as little personal data as possible online.

4.2 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
- 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

This policy should be read in conjunction with the Haymerle School Safeguarding Policy September 2020.

6. Monitoring arrangements

This policy will be reviewed in September 2021

At every review, it will be approved by the full governing body and scrutinised by the Curriculum Committee

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

Haymerle School Contingency Plan for Remote Learning

Introduction

Using a range of on and offline resources pupils will access daily activities that reflect the pupils individual learning pathways supported (where appropriate) by our in school curriculum for the appropriate phase group. Work set will reflect a broad, balanced and ambitious curriculum for each pupil.

All pupils will have access to a blended remote curriculum through:-

- Microsoft Teams – for face to face contact with pupils and parents.
- Evidence for Learning (EFL)– for accessing weekly plans, activity ideas, information from music therapist and sharing pupils work with the class team.
- Remote contact with SALTS and OT
- Teams / Zoom meetings for EHCP reviews / parent meetings as needed
- Physical resources supplied from school where possible.

Staff will secure:

- Up to date email list
- Access to TEAMS and EFL
- Home learning support packs (updated half termly)
- Weekly timetables to support pupils routines and schedule while at home.

Parents will:

- Work with school to ensure that pupils continue to access learning whilst pupils are at home.
- Make daily contact with class teacher to report on pupils learning / access to activities.
- Contact the school immediately if they have any concerns.
- Follow the school online learning guidance / remote learning policy

How and When Remote Learning will occur

Individual Pupil Support (isolation of pupil or family member where the child is not ill)	<ul style="list-style-type: none"> • Weekly plans adapted for individual pupil to reflect their pupil pathway shared via email and EFL • Activity ideas from plans added to EFL for pupil to access • Contact (email, phone, zoom, Teams etc) home to secure access to learning by parent / carer. • Where possible access to home learning support pack • Twice weekly contact from school to follow up progress and support • Parent / carer to upload / email daily feedback on pupils learning • Above will continue until the isolation period is over
Staff Member Isolating (not ill)	<p>Class Teacher</p> <ul style="list-style-type: none"> • provide weekly lesson plan, worksheets, links, resources etc for supply teacher • Be available throughout the school day • Attend staff meetings / training via Teams • Continue to engage with supply teacher and support staff re planning and assessment needs. <p>Support Staff</p> <ul style="list-style-type: none"> • Make daily contact with school • Liaise with class teacher to support with resources and assessment as needed • Attend staff meetings / training via teams
Phase / Bubble or Class Closure	<ul style="list-style-type: none"> • Immediate notification to parents (scripted phone call) followed up with letter with same information • Early help / social workers notified for CIN pupils • Teacher emails / uploads weekly plans and learning resources to EFL

	<ul style="list-style-type: none"> • Admin offer technical support to parents (EHCPs etc) • Daily Teams face to face with pupils and parents by class teacher (focus on learning plan and resources, any other issues e.g. concerns or support needs) • Free Healthy Meals and Free School Meals vouchers to be provided • Any school wide communication to be shared directly with family in appropriate phase e.g. newsletters etc • Staff to continue to access weekly staff meetings or CPD remotely
Whole School Closure	School would only be closed due to any of the scenarios below. Remote Learning would continue as above (phase, bubble or class closure)
Public Health England advise us to close (Covid 19 cases increase within the school)	<ul style="list-style-type: none"> • We will follow specific guidance from Public Health England / Track and Trace advice. • We will follow guidance on specific bubbles or classes isolating for 14 days if there is a confirmed case. • We will closely monitor confirmed cases within the school community in order to safeguard our pupils and our duty of care to staff and may need to make a decision to close the school to meet these duties.
Insufficient Staff	<ul style="list-style-type: none"> • A daily assessment of staff will take place to ensure that adult: pupil ratios are acceptable and that there are enough premises staff (cleaners, catering etc) to ensure that cleaning schedules, catering and first aid requirements can be safely met. • Where these are not met the school will follow the school closure protocol used on snow days or due to other emergencies
Supplies of key hygiene materials and not available	<ul style="list-style-type: none"> • If we are unable to purchase or acquire essential key supplies required to maintain hygiene levels we will not be able to maintain the internal controls to prevent the spread of the virus and keep pupils and staff safe.
Other Unforeseen Circumstances (fire, flood, power, water)	<ul style="list-style-type: none"> • It is vital that we are able to maintain the strength of our control measure to prevent the spread of virus. • If any of these circumstances occur we will follow the school closure protocol used on snow days.