



REMOTE LEARNING POLICY

St Hilary School

Last review date	September 2020
Date approved by the Local Academy Committee	September 2020
Date for next review	January 2021

Introduction

The Leading Edge Academies Partnership (the 'Trust') is a team of school leaders that aim to be Leading Edge and pioneering in their approach to education and well-being. We are a growing family of like-minded schools that offer a values-based education to the communities we serve and welcome staff, workers, students, parents/carers and volunteers from all different ethnic groups and backgrounds.

The term 'Trust Community' includes all staff, trustees, governors, students, parents/carers, volunteers and visitors.

We are a values-based Trust, which means all actions are guided by our six 'Es' as follows:

- Ethical – 'Doing the right thing'
- Excellence – 'Outstanding quality'
- Equity – 'Fairness and social justice'
- Empathy – 'Caring for others'
- Evolution – 'Continuous change'
- Endurance – 'Working hard and not giving up'

This policy is based on the values of 'Ethical, Excellence, Equity, and Endurance'

Related policies and documents

- Coronavirus Contingency Plan- September 2020
- Behaviour Policy
- Special Educational Needs (SEND) 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

Values Statement

Learning is the central activity of the Leading Edge Academies Partnership and informs every decision that takes place. All staff, students, trustees, parents and community partners are encouraged to participate as lifelong learners. We aim to develop a community of learners that work to enhance the quality of life of all. We oppose beliefs that limit individuals realising their potential as we are committed to raising aspirations for all. All change should be informed by research and considered by all groups it will involve. We endeavour to promote a healthy lifestyle both within the curriculum and beyond. We enable the students to access a flexible curriculum developed to meet the needs of the individual.

1. Aims

This remote learning policy aims to ensure that, despite not being able to attend school our children will continue to receive the best possible education – broad, balanced, appropriately sequenced and assessed.

It 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

Our remote learning policy will be crucial in three ways;

- 1) Lockdown contingency - local or national
- 2) Outbreak contingency isolation (group/class/bubble)
- 3) Non-attending children (e.g. those that are unable to attend school due to clinical vulnerability)

2. Roles and responsibilities

2.1 Teachers

In addition to their in-school work with eligible pupils and Key Worker pupils, teachers will continue to support children that are unable to attend.

When providing remote learning from home, teachers must be available between 9.00am – 4.00pm Teaching staff are required to self-isolate if they show symptoms or they have been told to shield and/or have received a letter to confirm this. School will ask staff about their intention to get tested. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.

Whilst self-isolating, and if able to do so, staff may be asked to support with the following:

- online learning provision for their year group.
- planning material for their class; feedback (via Seesaw, or teacher email).
- and/or be given school improvement work in line with the School Improvement Plan – the nature of this work will be communicated by the Senior Leadership Team and will be allocated on a case-by-case basis.

When providing remote learning, teachers are responsible for:

➤ Setting work:

- For the children in their class / year group.
 - In the case of teacher's being unable to provide work for their classes this will become the responsibility of another teacher – part-time teaching staff and senior leaders, or, if agreed with the SLT, TAs.
- Planning and delivering lessons that are relevant to the curriculum focus for that year group:
 - An English activity – over time these will contain a balance of written tasks, reading tasks (including phonics in the infant classes) and SPaG work.
 - A maths activity – following the curriculum sequence in the White Rose planning for 2020-21
 - A foundation subject lesson linking to their curriculum overview for the term
- Using a blend of online resources, teacher demonstration videos and tutorials, face to face virtual meetings and requiring a range of methods for children to record and present their

work – written, recordings, videos, independent research, consolidatory worksheets, online tasks and quizzes.

- Each day these lessons will be accessible on SEESAW from 8.30am – children upload their responses via SEESAW <https://web.seesaw.me/parents>
- Co-ordinate all planning (any relevant information for teaching delivery, including appropriate provision for children with limited access to devices) to ensure consistency with other teachers, in normal work hours via staff email – utilise the schedule email function in communications outside of these hours.

➤ Providing feedback on work:

- Teacher's will access and respond to children's work via Seesaw – written, recorded verbal feedback (considering how the children will best be able to access this feedback independently – and variation to motivate and engage)
- Feedback should be constructive, positive, supportive and concise, as well as informing planning and differentiation decision for children's next steps.
- Feedback should be given in a timely manner – ideally, before the next piece of work in this subject is due. There may be times when this is not always possible.

➤ Keeping in touch with pupils who aren't in school and their parents:

- In whole class isolation / lockdown teachers will arrange a minimum of one weekly ZOOM meeting with all children – monitoring health and well-being, workload and assessing levels of need.
 - Where children are unable to access these ZOOM calls teachers should make contact via the phone at least once per week.
- In cases of individual short-term isolation teachers will make contact with children via SEESAW
- Teachers will contribute weekly communications with parents via the school newsletter – class pages
- Teachers will respond in a timely manner to parental emails and questions regarding their children's work, well-being etc. However, in order to preserve teacher well-being there can be no expectation for teacher's to be responding to emails or providing feedback outside of working hours – 9am-4pm.
- If complaints or concerns are shared by parents and pupils, teachers should copy in responses to the HT and SENDCo, where appropriate / necessary seeking advice from them before responding. For any safeguarding concerns refer to the relevant section below.
- Teachers need to keep an accurate and ongoing record of work completed to build a clear picture of overall engagement from each child. Where children have not completed work for three consecutive days, parents will be contacted by telephone to check on well-being and offer any additional school-based support. If children do not engage for a further two days from the initial contact or the class teacher has not been able to make contact for the same time, SLT will be informed and follow up - making enquiries into well-being and offering any additional support that is relevant.

➤ Attending virtual meetings with staff, parents and pupils:

- Ensure appropriate professional daywear is worn
- Ensure suitable locations are maintained:
 - not bedrooms, quiet and with no distractions or other family members present
 - nothing inappropriate in the background (personal photos, alcohol, cigarettes).

See attached: Live Virtual Meetings with Pupils during Covid-19 School Closure Staff Protocols and Procedures

In the case of a return to 'lockdown' – any 'Bubble' of children at school will work on the same remote learning curriculum as their peers at home, with the support of timetabled staff (if available TAs / SLT – to enable teachers to remain focussed on planning and delivering a broad, balanced remote curriculum for their class).

In order to ensure teachers are able to perform the minimum expectations outlined above; the school will provide a range of training opportunities that teachers should access to before any planned school closure. Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers or the Senior Leadership team.

Teachers will work on the assumption that learners will not necessarily have the full range of books and equipment that they would usually have in school.

Teachers should ensure that work is differentiated appropriately as required for all learners when setting online tasks. For SEND pupils, advice can be sought from the SENDco.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available in their usual working hours – flexibility with these timings can be arranged with full agreement with all parties involved and TAs should not feel pressured to work outside of their usual daily hours.

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. Report their absence to their class teacher and the school secretary.

TA should work on a school laptop to ensure all secure working practices are maintained.

When assisting with remote learning, teaching assistants are responsible for:

› Supporting pupils who aren't in school with learning remotely:

- 1 to 1 TAs will continue to provide support, feedback and assist with appropriate planning and assessment for their allocated child and, if possible, without reducing the quality of the individual's provision support with feedback and monitoring the rest of the class.
- Class TAs are to support with feedback, assessment and monitoring the children's well-being via SEESAW
 - Feedback and response should follow the same expectations as outlined for teachers above.

› Attending virtual meetings with teachers, parents and pupils:

- Ensure appropriate professional daywear is worn
- Ensure suitable locations are maintained:
 - not bedrooms, quiet and with no distractions or other family members present
 - nothing inappropriate in the background (personal photos, alcohol, cigarettes).

See attached: Live Virtual Meetings with Pupils during Covid-19 School Closure Staff Protocols and Procedures

In the case of a return to 'lockdown' – any 'Bubble' of children at school will work on the same remote learning curriculum as their peers at home, with the support of timetabled staff (if available TAs / SLT – to enable teachers to remain focussed on planning and delivering a broad, balanced remote curriculum for their class). In this instance TAs will provide assistance with IT support, support for children's learning as per usual classroom expectations and with day to day routines.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- making any adaptations to any aspects of the subject curriculum need to change to accommodate remote learning – supporting teachers to best deliver these changes in their remote lessons.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate, inspiring, varied and consistent.
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject
 - Setting up class folders for each subject so leaders can monitor consistency, progression and teaching and learning in their subject area.
 - Clarifying expectations planning and delivery for their subject in remote learning
- Alerting teachers to resources they can use to teach their subject remotely – remaining aware of regularity and not overwhelming colleagues.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – HT and DHT to lead
- Monitoring the effectiveness of remote learning:
 - regular meetings with teachers and subject leaders
 - reviewing work set
 - reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Working closely with teachers and parents where children and/or families are finding it difficult to engage with the remote learning offer.
- Whole school communications:
 - Assemblies (recording or delivering live)
 - Newsletters (completion and co-ordinating contributions)
 - Relevant parent training and support (virtual and live)
 - Social media (DHT and English Lead)

2.5 Designated safeguarding lead

The optimal scenario is to have a trained DSL (or deputy) available on site (HT or SENDCO). Where this is not the case, a trained DSL (or deputy) will be available to be contacted via phone or online video (for example, when working from home).

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for coordinating safeguarding on site.

This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all St Hilary School staff and volunteers have access to a trained DSL (or deputy). Each day, staff on site will be made aware of who that person is and how to speak to them.

The DSL will continue to engage with social workers and attend all multi-agency meetings, which can be done remotely.

2.6 IT Lead and SLT

Are responsible for:

- 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 remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

2.7 Pupils and parents

Assuming that a learner is healthy and well enough to work, learners will be expected to participate as fully as possible in the remote learning process,

Learners will also be expected to read and respond to communication from the school (e.g. SEESAW announcements or emails from their teacher) on a regular basis.

Staff can expect pupils learning remotely to:

- Be contactable during the school day – while appreciating that they may not always be in front of a device the entire time
- Log in to SEESAW by 9.00 to familiarise themselves with the work expectations for the day and plan how to successfully manage their day to day workload
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants – via the SEESAW comments facility or teacher's email,
- Alert teachers if they're not able to complete work
- Participate fully in virtual meetings – arriving on time, dressed appropriately and completing any activities set.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Be respectful when making any complaints or concerns known to staff – understanding that teacher's will always try to respond promptly withing their working day but while managing their other remote learning responsibilities.

If pupils or parents have any questions about the nature of specific tasks set, these should be initially directed towards their class teacher, before bringing concerns to the attention of the Senior Leadership Team.

If there are questions about a learner's overall workload (e.g. a learner feels they are overwhelmed or falling behind), these should be initially directed towards their class teacher, before bringing concerns to the attention of the Senior Leadership Team.

<https://web.seesaw.me/parents>

2.8 Local Academy Committee

The local academy committee 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
- Monitoring staff well-being and workload
- Continuing with the agreed LAC monitoring schedule – where possible

2.9 SENDCO

The SENDCO will maintain contact with pupils on their lists requiring regular support, by email or phone with parents/learners and feed back to teachers using CPOMS if required.

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 SENCO
- Issues with behaviour – talk to HT or DHT
- Issues with IT – talk to IT Lead or SLT
- Issues with their own workload or wellbeing – talk to HT or DHT
- Concerns about data protection – talk to HT
- Concerns about safeguarding – talk to the DSL / DDSL

4. Data protection

4.1 Accessing personal data

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

- Use Schoolcomms and ensure confidentiality is maintained
- This information will only be accessed on school devices – laptops and iPads – not personal devices.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses, telephone numbers, addresses, 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.

4.3 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

TAs working from home should use a school laptop and ensure all protocols above are followed.

5. Safeguarding

See Coronavirus safeguarding addendum on the school website.

6. Monitoring arrangements

This policy will be reviewed termly by Rob Hamshar, Interim Headteacher. At every review, it will be approved by the Local Academy Committee.

Contacts and Useful links

When there is a confirmed case in an education setting, you are now being asked to call the DfE's helpline on 0800 046 8687 where you will be directed to the dedicated NHS advice team for nurseries, schools and colleges.

DfE coronavirus helpline 0800 046 8687 (Monday to Friday from 8am to 6pm)
(have your unique reference number (URN or UK PRN) available when calling the helpline)

Department For Education- Links to support learning during coronavirus For parents

- Guidance for parents and carers helping children learn from home (<https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19>)
- Find resources to support home learning (<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>)

For teachers and leaders

- Guidance for teaching children online (<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>)
- Shared practice for schools teaching remotely (<https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19>)
- Remote education resources for teachers (<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19#remote-education-resources-for-teachers>)
- Teaching mathematics in primary schools <https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools>

EEF Covid Support Guide (including guidance on using Catch-up funding)

(<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>)

The EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21

(<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>)

Live Virtual Meetings with Pupils during Covid-19 School Closure

Staff Protocols and Procedures

Following the recent pupil and parent investigative surveys of our 'lockdown education provision', it has been recognised that the opportunities for staff and pupils to virtually 'meet' is of positive benefit to the children's well-being. The Leadership Team have discussed the benefits of face-to-face virtual communication and believe that the benefits of pupils feeling 'connected' to their friends and teachers outweighs the risks. Our approaches will be reviewed regularly as we discover how long remote learning is likely to last and this will be an agenda item at the staff meeting each week.

These protocols have been put in place to ensure the safety of staff and children should staff decide that they would like to host virtual meetings for their children.

The purpose of the meetings is to provide a social experience for the children (and staff!). It does not have to be 'lesson' related but could be a circle time activity, jigsaw activity, story reading, fun game(s) or simply an opportunity to re-connect with their peers with a 'chat'.

We must encourage the children to follow the school rules and our values. This is a good opportunity to model appropriate use of online communication. The 3 C's should be encouraged: be **curious**, be **constructive** and be **compassionate**.

Safeguarding yourselves and the children:

You have all received a copy of the schools safeguarding Covid-19 Addendum and this is also accessible through the school website: https://www.st-hilary.cornwall.sch.uk/website/school_policies

This policy must be followed at all times. "It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate, referrals should still be made to children's social care and where required, the police".

Any online interaction with pupils should follow the same principles as set out in the MAT code of conduct. St Hilary School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Procedures:

All teachers or teaching assistants who wish to run virtual sessions must email the letter in Appendix 1 to parents using Schoolcomms (this must go to both parents- not just 'prime'). The Zoom meeting will need to be set up prior to the email going out and the invite code contained within it so that parents can use this to log their children on.

The following guidelines must be followed:

- All virtual sessions will take place using 'Zoom'.
- The meeting must be set up using your school email and be set so that children wait in the virtual waiting room before being accepted in- this allows you to check that only your pupils can enter the session.
- Any sessions will take place during normal school hours- between 9am and 3.30pm.
- No 1:1s- groups only. The only exception to this is for TIS provision where clear guidelines have been set and agreed by parents and staff.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms, and the background carefully considered.
- The session should be recorded so that in the event any issues arise, the video can be reviewed.
- Sessions should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff should keep a log of the length, time, date and attendance of any sessions held.
- Any issues, other than safeguarding (which must be reported through CPOMS), must be reported to the headteacher or deputy headteacher as soon as is practicable.

This site contains some good considerations:

<https://static.lgfl.net/LgflNet/downloads/digisafe/Safe-Lessons-by-Video-and-Livestream.pdf>

May 2020

Mrs K Butcher

Letter/ email to parents for initial Zoom meeting (to be sent via Schoolcomms)

Dear Parents

Following our recent survey for parents, staff and children on remote learning through school closure, we recognise that one of the things that children are missing most is the ability to connect with their friends and teachers. Now that we are well settled into our distance learning routines, we are pleased to be able to introduce some live meeting sessions for groups of children following a thorough risk assessment and procedures for staff being put in place.

The meetings will be conducted with the below protocols in place. Please could you talk through these protocols with your child:

- All virtual sessions will take place using 'Zoom'.
- The invites to the meeting will be sent to you as parents.
- Any sessions will take place during normal school hours- between 9am and 3.30pm.
- All sessions will be with a teacher or teaching assistant and include a group of children.
- Staff and children must wear suitable clothing, as should anyone else in the household.

- Any computers used should be in appropriate areas, for example, preferably not in bedrooms, and the background carefully considered.
- The session will be recorded by the teacher/ teaching assistant.
- Sessions will be kept to a reasonable amount of time
- Children must follow the school rules and values along with being constructive, curious and compassionate.
- There is NO obligation for children to join in if either they, or you as parents, do not wish them to.

At the bottom of this **email/ letter** you will see a link. Please click on this link at the meeting time and then this will take your child straight into the meeting- you do not need to install Zoom for this to work.

If you have any queries, please could you email me on: *********

Kind regards
