



Remote Learning Policy



Purpose	The purpose of Halifax Primary’s Learning and Teaching policy is to ensure ALL children are given quality first teaching with leads to outstanding progress for ALL of our children.
Audience	School Governors Staff
Related Policies	Learning and Teaching Policy Online Safety Marking and Feedback Policy Safeguarding policy Data protection policy ICT and internet acceptable use policy Behaviour policy
Policy Approved	20 th October 2020
Policy Review	



Introduction

In light of COVID-19 and the restrictions which may be enforced over the next academic year, Halifax Primary School endeavour to ensure our pupils' learning opportunities are maximised whether they are based at home or in school.

Aims

The policy aims to ensure that:

- There is consistency in the approach to remote learning for all pupils who are not in school regardless of age and background
- Learning opportunities are maximised to ensure good progress of all of our pupils
- Parents feel supported and work collaboratively with the school to provide the best learning opportunities in these unprecedented circumstances
- Expectations are clear for all members of the school community with regards to remote learning
- Appropriate guidelines are provided for data protection.

We will do this by:

- Following the Department for Education's statutory guidance – Guidance for full opening: Schools - <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
- Keeping up to date with the local guidance from Suffolk LA
- Providing training to all staff members who are providing remote learning whether this is in school or remotely themselves
- Developing contingency plans for staff should they be unable to fulfill their role
- Ensuring our plans are clear and adaptable to cater for different levels of restrictions
- Making parents/carers and main stakeholders aware in advance of what remote learning will look like
- Ensuring clear communication channels with all members of our school community.

Roles and Responsibilities

Class Teachers

When providing remote learning, teachers must be available between 8.15 a.m. and 3.30 p.m. in accordance with our expectations for when teachers are working within school.



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 and make contact daily, via phone, with Anita Krishna.

To provide remote learning for short term closures, teachers are responsible for preparing a pack for 2 weeks which can be sent at any time to pupils should a bubble close. Learning Leaders will be responsible for sending this work out via ParentMail. This pack needs to include work that is not directly linked to the sequence of learning within school but is of age-related expectations and commensurate with the same amount of work that would be completed in the same time within school. *Further details are included in appendix 1 – Learning and Teaching for Remote learning – short term closure.*

To provide remote learning for individuals who are self-isolating due to symptoms or a family member testing positive for COVID-19. Work should be sent every 2 – 3 days which is linked to what the pupils are doing in class. This should be accessible work that can be adapted for pupils to complete at home – e.g. questions and activities pupils are using in class. A short email should be sent to outline what is expected and at least a weekly phone call made to feedback and check-in with the pupil. If additional time is needed to do this, class teachers should liaise with their Learning Leader to get a maximum of 30 minutes per week release time to ensure work is provided and contact is made via the phone.

For longer term closures, teachers are responsible for preparing plans and resources on a weekly basis. This work should be sequential and building week upon week and linked as closely as possible to the topics and subjects that would have been completed within school and outlined in the Halifax Primary School curriculum. *Further details are included in – appendix 2 – Learning and Teaching for Remote learning – whole school and longer term closure*

In any form of remote learning the following should be adhered to:

Feedback

- Feedback on work is provided to pupils either via Tapestry (EYFS), Dojo or specifically via email
- Phone calls if further explanation is needed to the pupil or their parent
- If a member of staff is unwell and unable to fulfil this the Learning Leader will delegate this task and ensure that parents are aware of how much contact is likely to be made during this time.

Keeping in touch

- Sending prepared work to the Learning Leader to go out via ParentMail weekly
- Daily contact via Dojo (in a whole class bubble closure)
- Dojo will also be used to share spellings
- At least one phone call (potentially a video call in the event of longer term closures) to each pupil per fortnight. If a staff member is not in school, then this responsibility will be delegated by the Learning Leader



- Pupils' work to be passed to the Learning Leader weekly to update 'Star work' in each year groups section on the website
- Responding to emails within 24 hours (72 hours if a staff member is unwell and another staff member is covering)
- Any complaints or concerns shared by pupils and parents should be escalated to the Learning Leader in the first instance
- Any concerns regarding safeguarding should be in line with our normal school policy and submitted by CPOMS to our DSL and ADSLs
- If pupils are unable or unwilling to complete work the class teacher should make contact in the first instance, followed by the Learning Leader and then the Assistant Head responsible for the year group.

Online pre-recorded meetings or videos

- Staff should be in appropriate dress in line with staff dress code outlined in the staff handbook
- All calls should be in a quiet location where they cannot be overheard. In the event that this is not possible, headphones should be worn.

Teaching Assistant (TA)

Teaching Assistants must be available between their usual working hours as outlined by the timetable given by Kelly Landers at the start of the Autumn term.

If a TA is 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 and should contact Kelly Landers daily.

When assisting with remote learning, Teaching Assistants are responsible for:

- Liaising with class teachers to provide any support with individual pupils
- Supporting the class teacher with any specific programmes for pupils who have additional needs or receive additional support when in school e.g. Nessy
- Ensuring IPRs are reviewed and targets are still being addressed
- Being available to work collaboratively on any annual reviews for pupils who they work with
- Participating in staff meetings – either after the event (when meetings are recorded via Zoom) or joining at the time (via Zoom)
- TAs will be encouraged to complete CPD that is provided by the Headship team.

Learning Leaders

Alongside their teaching responsibilities, Learning Leaders are responsible for:



- Monitoring the year teams in which they lead, including reviewing the work that is being sent out and how much communication they are having with pupils
- Sending out the work within their phase to parents via ParentMail on a weekly basis
- Supporting year teams with the quality of the remote learning provision and providing feedback and suggestions as required
- Updating the website weekly with pupils' work under the 'Star Work' section
- At least a weekly check-in with staff within their phase should they be working from home for whatever reason
- Second point of contact should a class teacher be unable to get in touch with pupils or engage them with remote learning
- Liaising with phase team members to ensure the 2-week check-in phone call to pupils is made if the class teacher is not in school and therefore able to do this
- Modelling best practice for remote learning and providing resources as and when they come across high quality examples
- Raising any issues regarding technology with either the school's systems or pupils access with the Headship team
- Communicating with the other Learning Leads to ensure consistency across the school and that all learning is of the highest quality
- Regular update of online platforms e.g. twitter and the school website.

SENDCO

The SENDCO will work alongside class teachers to help support the provision for pupils with additional needs. The SENDCo will be responsible for:

- Checking in with class teachers as part of year team meetings at least every other week to review the quality and appropriateness of work set
- Making contact with pupils with SEND and their families at least every two weeks either via the phone, ParentMail or Dojo
- Responding to any queries class teachers have with supporting pupils with SEND within at least 48 hours (during their working hours)
- Looking for and suggesting high quality resources which could support pupils with SEND with their remote learning
- Liaising with outside agencies and to action as required – e.g. LA, Communicate
- Update the Headship Team two weekly with any concerns about the progress of pupils with SEND.



Headship Team

The Headship Team will be in regular communication with all staff and will monitor the effectiveness of the remote learning provided and the well-being of all the staff within Halifax Primary School. Specifically, they will be responsible for:

- Contacting members of staff working remotely at least once a week to answer queries and monitor well-being
- Providing support to staff who are working remotely and also those who are still working within school to ensure that they are able to manage their workload and help with any unnecessary stress
- Liaising with the Senior Leadership team (Learning Leaders, SENDCo, English and Maths leads) weekly to discuss the quality of the remote learning, in-school learning and health and well-being of all staff members
- Monitoring the effectiveness of remote learning through reviewing the work sent out or about to be sent out, looking at the quality of the work provided and the feedback provided by staff
- Supporting Learning Leaders and Class Teachers as the next point of escalation should pupils and families not be engaging with remote learning
- Supporting with liaising with families who may be finding the current situation difficult, for whatever reason
- Reporting to Governors and OMAT the effectiveness of Remote Learning
- Monitoring the security of remote learning systems, including data protection , safeguarding considerations and the Acceptable User Policy is being adhered to
- Liaising with IT staff to ensure that technical issues are addressed
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.

DSL and Learning Mentor

The DSL and Learning Mentor (ADSL) will continue to undertake all of their responsibilities following our Safeguarding policy. In addition, they will be responsible for:

- Liaising with staff members who have raised any concerns regarding a family whilst the pupils are working remotely
- Providing additional calls/zoom meetings to support these families
- Remaining a regular point of contact (usually weekly) with agreed families



- Working with class teachers to adjust resources or the provision to support families during remote learning.

The Governing Committee

The governing committee will be fully aware of the DfE guidance and will continue to support the Headship Team and school. They will monitor the school's approach to providing remote learning to ensure education remains as high quality as possible and feedback when needed. They will ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

Parents and Pupils

To ensure that the progress of pupils is maximised whilst children are learning away from school, it is essential that parents/carers and pupils work collaboratively with staff. They will do this by:

- Completing the Home School Agreement (appendix 3)
- Completing work and doing so by the deadline given
- Asking for help and support if it is needed
- Being contactable at agreed points during the school day
- Making the school aware if the pupil is unwell, following the normal absence policy, and therefore not able to complete the work
- Working with class teachers with adjusting resources or the provision to support families during remote learning
- Communicating with the school should they not have the resources or equipment for pupils to complete the work
- Being respectful towards all school staff and communicating in this way
- Raising any concerns or issues in an appropriate manner.

Office and Administrative team

The Office and Administrative team will continue to support the smooth running of the school by:

- Fielding absence calls within school and letting relevant staff know through CPOMS
- Continuing to complete their regular duties with regards to finance and payroll
- Send out school wide and generic messages via ParentMail when asked by the Headship team to address anything that class teachers are not using Dojo for
- Support with providing paper resources to those families who cannot access the learning online.



Who to contact

The following outlines who is the first point of contact for any support or issues regarding Remote Learning:

- Class teacher absence – Contact Anita Krishna (contact number in Staff Handbook)
- Support staff absence – Contact Kelly Landers (contact number in Staff Handbook)
- Concerns with setting work for pupils – Contact the relevant Learning Leader
- Concerns with meeting deadlines for pupil work and contacting pupils - Contact the relevant Learning Leader
- Concerns with a parent or pupil – Contact the relevant Learning Leader and then Assistant Head
- Concerns regarding Safeguarding – Kelly Landers - DSL or Sarah Barnes – ADSL
- Concerns about data protection – Contact the data protection officer – Anna Hennell James

Data Protection

Accessing personal data

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

- Continue to use Arbor to get pupils details and ensure they log off when they have obtained the information they need
- Use Dojo as the main means of communication with pupils and their parents
- Only use laptops provided to access any personal data
- Ideally use school phones to make contact with parents. If class teachers are isolating, then a discussion between the Headteacher and individual class teacher will take place to agree the best means for any phone calls that may need to take place.

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not 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:



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- 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

Safeguarding

All staff should be familiar with the updated Safeguarding policy (September 2020) which can be found on SharePoint and follow all procedures as if they were in school.

Monitoring and Review

The Headteacher and Assistant Headteachers will monitor the effectiveness of this policy throughout the academic year **and it will be reviewed every month due to the rapid changes in the global pandemic**. The Headteacher and assigned Link Governor will report to the governing body on the effectiveness of the policy **every two months** and, if necessary, makes recommendations for further improvements.