

HOBBS HILL WOOD PRIMARY SCHOOL

Remote Learning Policy

Committee	School Improvement
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Our Vision

Aiming for excellence; creating equal opportunities for each individual to develop academic and life skills so they can make a positive contribution to their community and become lifelong learners.

Our Mission

Inspiring confident and independent learners

Our Values

We believe that children should be able to enjoy the rights and uphold the responsibilities of the school charter.

School Charter

We have the right to:	We have a responsibility to:
Be safe in school and online	Behave in a safe way
Learn	Listen and try our best
Be supported with our learning	Support and help each other
Be happy, play and have fun	Share, be kind, polite and considerate towards others
Be respected and treated fairly	Be helpful and responsible
A clean and purposeful environment	Recycle and keep the class and school environment tidy

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1. Aims

This remote learning policy for staff 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

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8.45 am and 3.30 pm. Teachers should attempt to provide at least one live teaching session per day.

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.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Providing work as planned through the remote learning timetable for that class.
 - Ensuring that there is sufficient detail in the timetable and any supporting documents to enable the child to complete the learning successfully.
 - Work should be sent to parents on the last day of the previous week together with the timings of any live lessons.
 - Work should be emailed to parents and any supporting information placed on the class page of the school website
 - Year group teachers should co-ordinate the planning for their year group to ensure everything is consistent for all the children in the year group. Work may be set for different ability groups as it would normally be sent if the children were in school.
 - Supporting documents can be sent out the day before they are required
- Providing feedback on work:
 - When the child returns to school
 - Feeding back to pupils online where work or test outcomes can be shared

- Feedback only needs to be shared where it will improve outcomes for a child. For this to be successful it needs to be immediate. If it can be shared immediately (within 24 hours excluding weekends) then it should be used as part of formative assessment to enable future planning to opportunities to support any areas of learning the pupil has found challenging.

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

- Contact with parents and pupils will be through the weekly email sent to parents and then individually via any parental emails received through the class email by the teacher.
- Staff should only respond to parental emails during working hours
- Parental complaints or concerns should be forwarded to the Deputy Head or Headteacher who will respond within 24 hours (except at weekends)
- Pupils who do not complete the work or fail to reach an acceptable standard will receive an email with support as to how to complete their learning. If this is unsuccessful the issue will be referred to the Assistant Head, Deputy Head and then the Headteacher.

➤ Attending virtual meetings with staff, parents and pupils:

- Staff should present themselves as they would in school if meeting with parents
- Staff should be alone in a confidential location when meeting with others online

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.45 am and 3.00 pm (or specified part-time 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.

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

- Supporting pupils who aren't in school with learning remotely:
 - Will need to support individuals or groups of pupils that they would normally be expected to support in school
 - Support will be via the agreed methods of communication above

➤ Attending virtual meetings with teachers, parents and pupils:

- Staff should present themselves as they would in school if meeting with parents.
- Staff should be alone in a confidential location when meeting with others online

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate 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 as part of their usual subject leader monitoring role
- Alerting teachers to resources they can use to teach their subject remotely

2.4 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

2.5 Designated safeguarding lead

The DSL is responsible for:

Ensuring all safeguarding and child protection issues are responded to according to set timescales and in line with legislation.

Responding to any safeguarding concerns with a reasonable timescale.

2.6 IT staff

IT staff 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

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff
- Be present with their child during live Zoom or other live sessions

For further information see Appendix 1 – Remote Learning Provision

2.8 Governing Body

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 your Assistant Head
- Issues with behaviour – talk to your Assistant Head
- Issues with IT – talk to IT technician
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer via the SBM
- Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

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

- Follow the school's policies regarding the accessing of personal data remotely.

4.2 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.

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

5. Safeguarding

A copy of the school's Child Protection Policy is available in the Policies Folder online and on the school website.

6. Monitoring arrangements

This policy is monitored by the school's Senior Leadership Team and Governing Body and amendments made in line with national guidance or a change in operating procedures.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy (included within privacy notices) and privacy notices
- Home-school agreement
- Online safety policy

Hobbs Hill Wood Primary School



inspiring confident and independent learners'

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers at Hobbs Hill Wood Primary School about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

You can also see our **Remote Learning Policy** on our website

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Depending on the timing of any closure, we would hope to send home our standard learning packs which include:

- Pupil exercise books
- Pupil textbooks
- Pupil reading book
- Pupil laptops – Years 3 – 6
- Pupil pencil cases
- Learning Timetable

This will enable all pupils to engage with the planned learning activities within 24 hours of being sent home/asked to stay at home.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example:
 - Some practical subjects such as Science, Design Technology, Music etc will be adapted to cover the learning content but without some of the practical activities that require specific equipment.
 - PE – we are unable to teach this but would expect parents to provide daily outdoor exercise such as going for a walk, jog, run etc. (unless your child is self-isolating)
- We will provide a remote learning timetable that sets out what and when a child should be learning.
- We will provide recorded lesson activities to watch.
- We will provide at least one daily live teaching session.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Primary school-aged pupils	(3-4 hours) depending on age
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Accessing remote education

How will my child access any online remote education you are providing?

- Remote learning will be provided in one or more of the following ways:
- Live teaching using Zoom
 - Recorded teaching sessions on the school website (class pages)
 - Use of Google Classroom (including live teaching)
 - Downloaded resources from the school website
 - Activities and resources from other websites
- All of the above content can be accessed on devices such as pcs, laptops, tablets and phones.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- All pupils in Years 3 – 6 have their own laptops provided through the school scheme which can connect to the internet (technical instructions are provided with each device or can be sent electronically).
- We can provide families without a device with one supplied to us by the DfE (subject to certain conditions).
- If a family does not have an internet connection the school may be able to provide a dongle (subject to certain conditions)
- Printed materials can be provided to pupils via a contactless collection/delivery system.
- Pupils can submit work by email or via Google Classroom.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

In this section, please list the range of approaches you use to teach pupils remotely.

Some examples of remote teaching approaches:

- live teaching (online lessons)
- recorded teaching (recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Links to live lessons embedded in the learning timetable
- Daily email that sets out the expectations for the day
- 1:1 tuition programme continues remotely

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- We expect all pupils to engage in the remote learning provided. This will be supported by regular emails for pupils.
- All pupils are expected to attend live lessons.
- We expect all parents to facilitate and, where possible, support their children's learning by:
 - Sharing and setting the learning timetable with the child
 - Agreeing set times for the work to be completed
 - Providing a quiet place for the child to work
 - Providing the materials, we have sent home for the child to use in an organised way
 - Helping the child access their learning and support them with aspects they struggle to understand

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- We will check pupils' attendance at live teaching sessions.
- We will mark work submitted by each child.
- We will provide an email facility for parents to raise any issues.
- We will telephone parents if we feel that we are not getting the required engagement and completed work from your child.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Pupil work will be regularly assessed in a variety of ways including:
 - Tests and quizzes
 - Feedback by email on work submitted
 - On screen marking via Google Classroom
- Pupils should receive weekly feedback on their learning.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- An adapted timetable will be used for pupils with SEND
- Adapted resources will be sent to pupils with SEND
- Teacher led small group sessions for pupils with SEND
- Access to teaching assistants over Zoom to help SEND pupils

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

We will provide learning packs for children who are self-isolating while their peers are in school together with a learning timetable that sets out how to undertake their learning activities.

Email support for these children will be provided outside the core teaching times.