Diocese of Gloucester Academies Trust

Remote Home Learning Policy for use during COVID-19

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Approved by:	Local Governing Board	**Date:** October 2020
Last reviewed on:	October 2020	
Next review due by:	October 2021	

1. Aims

This is an adaptable remote learning policy for staff which aims to clarify expectations and safeguards for staff working remotely currently. DGAT does not expect its staff to be leading new learning at this time via online platforms, especially not from their homes. This does not mean online platform cannot be used to share work with pupils at home as long as the all schools are following the latest safeguarding guidance.

In line with advice and guidance from the DFE, a range of work will be planned that can be completed both online and offline and takes into account the class teachers knowledge of the children's ability as well as taking into account our knowledge that not every child will have access to technology at this time. We also, recognise that parents cannot be expected to become teachers, particularly when many have their own work to undertake.

At Hardwicke Parochial Primary Academy work for pupils during this exceptional time will be set via the school website https://hardwicke-parochial.eschools.co.uk/web .

The key aims are :

- 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 data protection

2. Roles and responsibilities

2.1 Teachers

Teachers are responsible for:

Setting work:

- Setting work that is meaningful and ambitious each day in a range of subjects using Microsoft Teams, and the school website. Teachers will plan lessons that link directly to the curriculum focus for that year group and will provide resources to support tasks for home learners.
- Staff will add these resources to the Remote Learning webpage electronically at the beginning of each week and it will be the responsibility of families to print/use these resources at home (or contact the school to ask for a 'paper pack').
- Should remote learning need to be set for a class or bubble, the work will be set for the week in English, Maths and other subjects and will be posted on the class's 'School Closure' website page, within the 'Learning' section by 3pm the next working day.

  The information for school or class closure will contain:

  - A timetable for Online Learning via Microsoft Teams (Live teaching) and pre-recorded teaching
  - Website links needed to access home learning resources along with clear information about the learning for that week. This will include reference to daily tasks for relevant subjects
  - Curriculum map which details home learning for subjects other than English and maths
  - Links to daily English lessons – a mixture of Oak Academy and the school's own curriculum plans.
  - Links to daily Maths lessons – these will predominately be linked to the CanDo Maths curriculum and teachers will provide further resources and guidance.
  - Worksheets to accompany lessons will be available to download or for parents to collect from the school office in a socially distant way.

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- Teacher will provide frequent clear expectations of new content delivered by the teacher in school or through high quality curriculum resources and videos. Videos to be posted via Microsoft Teams to support children's learning of concepts, ideas and new knowledge. Some of these may include teacher-led videos where teachers explain they key concepts of a lesson, as they would in class.
- Work will be set in advance by the Friday of the previous week. However, this might not always be given that teachers might have to change at short notice. Therefore, learning will aim to be online by 3pm the previous day or as soon as practical to do so.
- Teachers will plan work from their medium term plans in reading, writing and mathematics, as well as their medium term plans for the wider curriculum subjects. There should be little or no break in the planned sequence of work. However, texts and resources may change as a results of remote learning.
- Teachers will ensure that support and activities will be tailored to individual needs to prevent children falling further behind,
- In the event of individual pupils needing to remain at home, teachers will provide adapted learning resources for children with additional learning needs, i.e. SEND or where English is an additional language.

Providing feedback on work

- The school expects pupils and staff to maintain a good work ethic during the period of remote learning. the school uses as part of its formative assessment and feedback methods a variety of tools such as quizzes and pther digital tools. This will continue in the event of the remote education policy being put into place.
- Finished work can be uploaded to Microsoft Teams for comment or recorded in their workbooks which will be handed in at the end of the closure. To get same day feedback, this will need to be uploaded by 3.30pm each day. Weekly phone calls to children working remotely on paper will support those working remotely who do not have access to Microsoft Teams.
- Teachers will use their normal formative assessment strategies to gauge how well pupils are progressing through the curriculum and adjust accordingly the place or complexity of task for the pupils to ensure a good level of understanding.
- Necessary formative feedback on work will be provided before the start of the next lesson where possible.
- Pupils are accountable for the completion of their own schoolwork-teaching staff will contact parents via Microsoft Teams and by phone if their child is not completing their school work or their standard of work has noticeably decreased.
- If children are required to self-isolate due to a family lockdown, teachers will add plans to the School Website and offer feedback to individual children as above.

Keeping in touch with pupils and parents

- This should only be undertaken in school unless the member of staff has a school phone. Where possible phone calls etc with parents should be in school with another member of staff present to ensure staff are protected from allegations from parents and pupils.
- Teachers will make contact with pupils not in school each day via Microsoft Teams. Each week, they will hold a PSHCE/nurture lesson to the whole class via Microsoft Teams if they whole class is in lockdown. Children can contact teachers each day via MS Teams and can expect a response during school hours: 9am-33pm. Those working with limited online support will get a weekly phone call and can be contacted via MS teams during school hours.
- Vulnerable pupils, such as Looked After and pupils with an Education Health Care may benefit from daily contact, either MS Teams or School Phones. This will be arranged with the parents/carers on an individual basis.

Attending virtual meetings with staff and external agencies, parents and pupils:

- Staff are expected to dress as they would in school for formal external meetings
- When attending a remote meeting, choose a location that is quiet, tidy and where it is unlikely to be disturbed.

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- If Teachers are working in school part-time, or are required to work from home during lockdown, duties will be shared out amongst all the other staff who are on site. Supervision at lunch and break-times will be predominantly shared between TAs and Office staff.

2.2 Teaching assistants

Teaching assistants are responsible for:

- Supporting pupils with learning remotely if they are 1:1 With a specific child
    - Pupils with an EHCP are to be specifically supported by the TA allocated to them and their class
    - Work is to be adapted from the lessons planned by the teacher. The TA will use MS Teams and email/phone to further support pupils with SEND printed copies of work is to be adapted and printed by the TA and delivered to the pupil's home if they are unable to collect.
- Implementing additional group interventions as directed by the class teacher via MS Teams
- Attending virtual meetings with teachers, parents and pupils, such as:
    - Staff are expected to dress as they would in school for formal external meetings
    - When attending a remote meeting, choose a location that is quiet, tidy and where it is unlikely to be disturbed.
- If TAs are working in school part-time, or are required to work from home during lockdown, duties will be shared out amongst all the other staff who are on site. Supervision at lunch and break-times will be predominantly shared between TAs and Office staff.

2.3 Subject leaders, including the SENDCO

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Ensuring that work set matches the curriculum plans in place, including any adaptations for catch up.
- Working with teachers teaching their subject to make sure work set is appropriate and consistent with schools plans and expectations.
- Working with other subject leads, the SENDCo, Deputy Headteacher and Headteacher to make sure that work set across subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.
- Monitoring the work set by teachers in their subject via a Deep Dive. However, for reading, writing and maths, this will be conducted by the Senior Leadership Team while the lockdown is in place via regular remote meetings and monitoring planning each week.
- Alerting teachers to resources they can use to teach their subject.
- Liaising with leaders to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made when required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school

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- Ensuring that all pupils including PP and SEND pupils can access learning set and that arrangements are in place to oversee and monitor equality of opportunity.
- 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 that all withing the school follow the Trust safeguarding policy including the latest amendment's and communicate any changes to this guidance. Especially if an online presence is delivered. Please see the link below for latest guidance and advice.

https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19

2.6 Pupils and parents

Staff can expect pupils to:

- Adhere to this policy and at all times during periods of remote learning
- Upload work to MS Teams when work is completed by 330pm on the same day if they want same day feedback
- Seek help if they need it, from teachers or teaching assistants through MS Teams
- Seek help and alert teachers if they are not able to complete the work through MS Teams
- Report any technical issues to teachers and teaching assistants as soon as possible
- Ensuring they use any equipment and technology for remote learning as intended

Adhering to the behaviour policy at all times

Staff can expect parents to:

- Adhere to this policy at all times during periods of remote learning
- 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 are struggling, include those here
- Be respectful when making any complaints or concerns known to staff
- Ensuring their child is available to learn remotely at the agreed times and that the schoolwork set is completed on time and to the best of their child's ability
- Report any technical issues to the school as soon as possible
- Ensure their child uses the equipment and technology used for remote learning is used as intended

School will ensure that parents are kept updated with the DFE guidance and advice for supporting pupils at home through https://www.gov.uk/guidance/help-primary-school-children-continue-their-education-during-coronavirus-covid-19 for Primary pupils,

https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19 for SEND pupils and

https://www.gov.uk/guidance/help-children-aged-2-to-4-to-learn-at-home-during-coronavirus-covid-19 for Pre-school pupils.

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2.7 Governing board

The governing board 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 systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

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

- Issues in setting work – talk to the relevant subject lead or SENCO or Deputy Head teacher
- Issues with behaviour – talk to the SENCO
- Issues with their own workload or wellbeing – talk to Deputy Head teacher
- Concerns about data protection – talk to the HT
- Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

When accessing personal data, all staff members will:

- Access the data through a secure cloud service: One Drive
- Staff should use School Laptops and Ipads use to access the data, Staff are not to use their own personal devices to access personal data

4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as such as email addresses as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions.

While this may be necessary, 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
- 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

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5. Safeguarding

All staff should be following the current Trust safeguarding policy and amendments. DSL's will communicate all updates to the school community. It remains the responsibility of every staff member during this time to take responsibility to stay updated with the latest advice and guidance for safeguarding. Safeguarding policy and the COVID 19 appendix are to be found on the School Website.

5.1 Online Safety

This section of the policy will be enacted in conjunction with the school's online safety policy. Where possible, all interactions will be textual and public.

All staff and pupils using video communication must:

- Communicate in groups –one-to-one sessions are not permitted unless parents are also in the room.
- Wear suitable clothing – this includes others in their household
- Be situated in a suitable 'public' living area within the home with an appropriate background-'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language –this includes others in their household.
- Maintain the standard of behaviour expected in school
- Use the necessary equipment and computer programmes as intended.
- Not record, store or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household
- Maintain the standard of behaviour expected in school
- Use the necessary equipment and computer programs as intended
- Not record, stor or distribute audio material without permission
- Ensure they have a stable connection to advice disruption to lessons
- Always remain aware that they can be heard

The school will consider whether 1:1 sessions are appropriate in some circumstances, e.g. to provide additional support for pupils with SEND. This will be approved by the HT and in collaboration with the SENDCo.

Pupils not using devices or software as intended will be disciplined in line with the behaviour policy.

The school will risk assess the technology used for remote learning prior to use and ensure that they are no privacy issues or scope for inappropriate use.

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

The school will communicate to parents via newsletters and the website about any precautionary measures that need to be put into place if their child is learning remotely using their own/family-owne equipment and

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technology, e.g. ensuring that their internet connection is secure. This will be at regular intervals throughout the year.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filers to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software,e.g. anti-virus software, on devices not owned by the school.

6. Monitoring arrangements

This policy will be reviewed regularly throughout this period. At every review, it will be approved by the full governing board.

7. Links with other policies

This policy is linked to our:

- Safeguarding Policy and coronavirus addendum to this policy
- Behaviour Policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy
- DGAT code of conduct
- DGAT working at home guidance
- Acceptable use of ICT policy

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