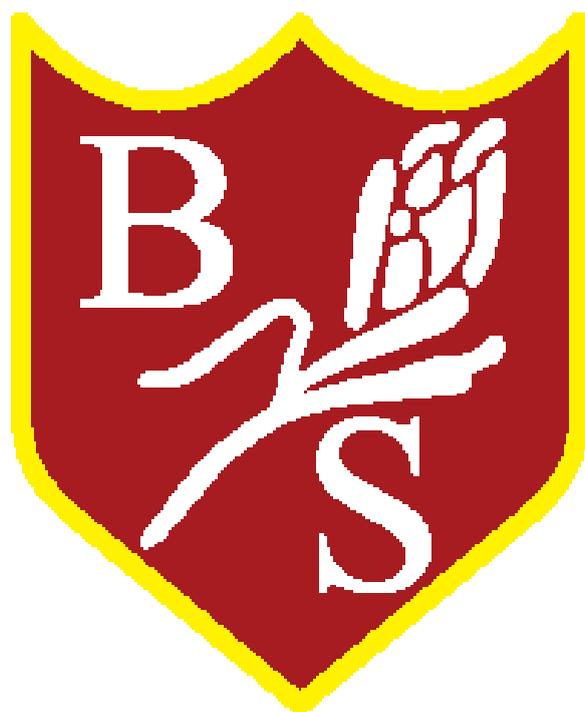


Brandhall Primary School



Remote Learning Policy

Written by Liz Hart September 2021

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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

In order to ensure that learning is continued, irrespective of lockdown and self-isolation or other school closure, Brandhall Primary School has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and/or difficulties offering support at set times and would require hard-copies of work and resources.

This plan will be applied in the following instances:

1. An individual is self-isolating because of a positive test within the household;
2. A group of children are self-isolating because of a case of coronavirus in the bubble;
3. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus
4. School closure due to inclement weather.

At Brandhall Primary School, we feel that there are three aims for our home learning

- To consolidate and reinforce children's skills and understanding, particularly in numeracy and literacy.
- To encourage pupils to develop the confidence and self-discipline to study on their own and help children develop good work habits for the future.
- To provide opportunity for parents to become involved in their children's education.

Types of Home learning

We set a variety of home learning activities. We encourage the children to read by giving them books to take home to read with their parents. We also ask children to extend vocabulary 'Word Warriors' and learn spelling patterns and/or times tables as part of their home learning.

Not all home learning will necessarily be written; it may involve playing number or word games. Sometimes we ask children to find information about a topic at home, prior to studying it in school which may involve a trip to the local library or research from reliable online sources.

Roles and responsibilities

Teachers

When providing remote learning, teachers must be available between 8.45am and 3.30pm.

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 providing remote learning, teachers are responsible for:

› Setting work:

- For their year group in collaboration with their parallel teacher
- 5 maths and 5 English lessons each week; 1 Science, 1 Humanities, 1 Arts
- Work should be set by 3.30pm the day before
- KS1 will be set a minimum of 3 hours (2 hours for Year 1) of work per day.
- KS2 will be set a minimum of 4 hours of work per day
- Work should be uploaded on to the school website class pages and sent via email with attachments as required
- Planning should be collaborative and shared as it would be working in school - this should ensure consistency across the year groups, phases and whole school and give equal workload
- Forwarding set work to the school office for hard copies as early as possible to enable weekly packs to be compiled

› Providing feedback on work:

- Pupils will be directed to email completed work OR meet on Teams for a collaborative feedback session in groups
- If completed work is emailed to staff, this should be acknowledged and feedback given via email within 24 hours

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

- Daily contact is expected with children whether that is via email or in groups on Teams. If there has been no contact with a child for longer than 48 hours this must be passed on to DSL who will carry out a safe and well check.
- All emails and contact/communication between parents, pupils and staff should be acknowledged and answered as soon as possible. The expectation is within 24 hours however staff are not expected to respond outside of the core working hours 8.45am to 3.30pm.
- Complaints should be handled as per the school policy. In the first instance the teacher should try and sort out any issues. If this does not work the issue should be escalated to their line manager.
- All safeguarding concerns should be passed to the DSL without delay.
- Any behavioural issues such as failure to complete work should be handled initially by the class teacher and if necessary forwarded to their line manager for further action.

› Attending virtual meetings with staff, parents and pupils:

- Professional dress code at all times, school identification should be worn
- Location should be quiet and without interruptions. Backgrounds should be plain.

If school is open to staff the above points remain policy and must be followed however this can be done whilst in the school setting. Collaborative working within year groups and phases is paramount.

Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.45am and 3.30pm.

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:
 - The class teacher, in conjunction with SENCo, will allocate pupils for you to contact and support daily
 - Support should be given online via Teams or via email or telephone. Contact should be offered daily to support with intervention targets.
- Attending virtual meetings with staff, parents and pupils:
 - Professional dress code at all times, school identification should be worn
 - Location should be quiet and without interruptions. Backgrounds should be plain.

If school is open to staff the above points remain policy and must be followed however this can be done whilst in the school setting. Collaborative working within year groups and phases is paramount.

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 with planning and schemes of work
- Supporting staff with resources and ensuring they are familiar with Oak Academy lessons and other resources available
- Monitoring the remote work set by teachers in their subject by reviewing work set and monitoring standards

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – **Liz Hart**
- Monitoring the effectiveness of remote learning –through regular meetings with teachers and subject leaders, reviewing work set and feedback from pupils and parents – **Rebecca Summers, Jenny Owens, Jane Brewer**
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations – **David Abbiss, Keion Taylor, RM**

Designated safeguarding lead

The DSL is responsible for:

Safeguarding pupils, families and staff. See safeguarding policy and amendments.

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

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

If parents/carers have any problems or questions about home learning, they should, in the first instance, contact the child's class teacher via email or a phone call to the school office.

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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- › Be respectful when making any complaints or concerns known to staff

Yearly expectations

Reception

- Daily phonics/sound of the day
- Key words to learn related to the phonics programme
- Reading books to share with parents – Bug club
- Small activities 'as and when' in order to develop a specific concept at home – for example 'Can you play Eye-Spy with your child with words beginning with the 'a' sound.

Year 1

- Daily English and Maths practice
- Spellings related to the phonics phase being taught in school that week
- Reading books to share with parents, via Bug Club if hard copies not available
- A maths activity linked to learning in class that week.

Year 2

- Daily maths and English practice

- Spelling, Grammar and Punctuation work, Word Warriors – word of the week
- Reading books to share with parents, accompanied by a reading record for parents to sign and make any comments they feel necessary
- A maths activity linked to learning in class that week or times tables/number facts.

Years 3-6

- Daily reading; the children should read daily and record this in their planners.
- Daily maths and English lessons
- A variety of maths questions linked to the mathematics curriculum they are currently working.
- At least twice a week the children will have a piece of work to complete from another area of the curriculum e.g. Science, History, and Art
- Occasionally Years 3, 4 and 5 may have personal topics/project work linked to topics covered in school

Staff contacts

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

- › Issues in setting work – Phase Leaders, SLT or SENCO
- › Issues with behaviour – Phase Leaders, DSL – Tom Moore
- › Issues with IT – Keion Taylor, Dan O'Connor, David Abbiss, RM
- › Issues with their own workload or wellbeing – Phase Leader, SLT
- › Concerns about data protection – SLT
- › Concerns about safeguarding – DSL – Tom Moore, HT – Liz Hart

Data protection

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

Explain:

- › How they can access the data, such as on a secure cloud service or a server in your IT network
- › Which devices they should use to access the data – school devices only

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses, contact details etc 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 and not to keep physical lists of personal data.

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 – school action
- › Keeping operating systems up to date – school action
- › ICT and internet acceptable use policy
- › Online safety policy

Pupils with Special Educational Needs

We set home learning for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way.

Where children have an Education Health Care Plan (EHCP) that includes an educational need, we refer to these when setting home learning. Parents are encouraged to work on targets from their child's EHCP at home.

Monitoring and Review

The home learning policy will be formally reviewed every two years. However, parents complete a questionnaire every year and the school will pay careful consideration to any concern that is raised at that time regarding home learning.

Equal Opportunities

This policy adheres to all the principles, aims and objectives set out in the school's Equal Opportunities and Race Relations policy and the Inclusion policy.

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

Safeguarding

Child Protection Policy has been updated and can be found on the school website.

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