

Hipsburn Primary School

Remote Learning Policy

February 2022



Hipsburn Mission Statement

"The most valuable gift we can give a learner is to enable them to think for themselves, to care for others and thereby acquire a sense of self-worth and confidence which can be used to benefit both society and the individual."

Hipsburn Primary School Remote Learning Policy 2022

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1. Aims

This Remote Learning Policy aims to:

- 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

Please note that this policy has been created with regard to advice and guidance received from Department for Education (DfE) and from Joint Unions (see links in Appendix). The policy covers scenarios where the whole school or bubbles within it are required to move to a remote learning environment. Children not affected will be in school and will follow the planned curriculum. With the support of unions and governors, staff will either teach their class in school or set work if their bubble is isolating. They will not do both.

If a child has health needs and cannot attend school, the school will work with parents, carers and other agencies as appropriate to enable learning to continue. As each child is unique, each approach in this situation will be unique.

2. Roles and responsibilities

2.1 Teachers

Depending on their working pattern, teachers ideally are available Monday-Friday during usual working hours but this will be primarily directed by their own personal family circumstances/situation during the current crisis. Underpinning this approach is an understanding for flexibility as to when teachers can be available. If they 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.

Teachers are responsible for:

➤ Setting work:

- Class teachers will provide approximately three activities per day for their pupils plus Reading; these are a pre-planned suite of 'grab and go' resources. This allows for the illness of the teacher.
- Activities should include one English (either Writing or Spelling); one Maths; and one other Curriculum subject;
- Instructions should contain enough detail for the pupil to be relatively independent (age dependent) but should try not to rely on use of a computer or device as it is acknowledged that this may be needed by siblings and/or parent(s) working from home. Teachers should not assume that a home has access to a printer to print anything;
- An overview summary of work to be set during isolation must be submitted to the Headteacher for checking one week in advance of the date of publication and then published fortnightly and ideally should be uploaded by close of the day on the Friday before the new fortnight's remote learning is due to commence;
- Work will be uploaded to Google Classroom through School360, Tapestry for EYFS or the school's website.
- The Headteacher will coordinate with other teachers to ensure consistency of approach and to try and ensure that pupils with limited access to computers/devices can still complete the work.
- If a child has health needs who cannot attend school,

➤ Responding as appropriate to parents:

- No regular contact with parents is expected;
- Teachers should never use a personal device that shares their personal contact details (e.g. phone number or private email address);
- Parents who send a pupil's work and/or photographs/videos should receive an acknowledgement and praise from a teacher or other school staff. This will not aim to replicate feedback on strengths and development in learning that parents might expect when the school is open and working normally.
- Parents should note that the government does not expect them to perform as teachers nor expect a school's lockdown offer of remote learning activities to be 'education as normal but from home'. While it is ideal for children to remain engaged with their learning and particularly rewarding if they can share this with a parent(s)/carer(s), it is recognised that families are all coping in different ways with different challenges and there is therefore no expectation that work will be completed and may not be to the standard that teachers would normally expect in class;
- If a teacher receives an email from a parent with regards to a query or concern that, as a professional, they think they are not in a position to answer, then that

email is sent to the Headteacher. Teachers may be asked to provide a response or comment on a response to a parental query after it has been discussed with the Headteacher. On most occasions the Headteacher will respond directly to the parent.

- Attending virtual meetings with colleagues (Teachers needing support should request it from the Headteacher):
 - Teachers will not however take part in any virtual or online meetings or lessons with pupils or parents.
- Making contact with parents or pupils (usually by phone) as part of the school's existing planned programme of contact (Teachers needing support should request it from the Headteacher):
 - Is as detailed within the school's Child Protection Policy and remains compliant with the Staff Code of Conduct as stated in the Teachers Standards.
- Teachers are not responsible for marking or providing individualised feedback to pupils on the outcome of learning activities subject to acknowledging work etc. submitted (see above).

2.2 Teaching Assistants

Teaching assistants should be available during their normal working hours on the days they are normally required in school. If they 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.

Teaching assistants may:

- Work in school for specific tasks as required by the Headteacher;
- Undertake remote and/or online CPD training;
- Attend virtual meetings with colleagues.

2.3 Subject Leads

Alongside their teaching responsibilities, as outlined above, Subject Leads may:

- Consider whether any aspects of the subject curriculum need to change to accommodate remote learning;
- Work with teachers setting the curriculum subject to make sure work set is appropriate and consistent;
- Work with other subject leads and senior leaders to make sure work set across subjects is appropriate and consistent;
- Monitor the work set by teachers in their subject - explain how they will do this, such as through regular meetings with teachers or by reviewing work set;
- Alert teachers to resources they can use to teach their subject.

2.4 Special Education Needs Coordinator (SENCO)

The SENCO is responsible for coordinating provision for pupils with SEND across the school as set out within the schools Special Educational Needs Policy. During a period of enforced school closure, the SENCO will continue to:

- Lead on liaison with SEND pupils at home and their families;
- Ensure completion of necessary SEND paperwork and/or applications;

2.5 Senior Leadership Team (SLT)

Alongside any teaching responsibilities, senior leaders are responsible for:

- Monitoring the effectiveness of the remote learning activities for example through contact with teachers and subject leaders and reviewing the work set;
- Identifying which families may have no access to the internet and ensuring that hard copies
- of learning activities planned by teachers are made available to the parent for collection or delivery;
- Oversee the ongoing wellbeing and CPD of teaching assistants.

2.6 Designated Safeguarding Lead (DSL)

The DSL's responsibilities are identified within the school's Child Protection Policy.

2.7 Pupils and parents

Staff can expect pupils to:

- Try their best to complete at least some of the activities provided on a daily (weekday) basis;
- Do some reading (or listen to some reading) every day;
- Seek help if they need it from adult(s) at home;
- Have fun.

Staff can expect parents to:

- Support their child(ren) as best they are able given their own home circumstances, health and work commitments etc.;
- Seek help from the school if they need it;
- Be respectful when making any complaints or concerns known to staff;
- Confirm that they are happy for their child's work to be uploaded to the school website.

2.8 Governing Body

The Governing Body is responsible, including as advised by the DfE, for:

- Supporting staff and pupil wellbeing;

- Being pragmatic about what is covered in virtual meetings by prioritising urgent, time bound decisions only;
- Keeping monitoring to a minimum by focussing on safeguarding, health and safety, Headteacher and staff wellbeing and (to a lesser extent) the school's approach to providing remote learning for pupils;
- Directing any approaches by parents made to them directly or indirectly to the school via email to admin@hipsburn.northumberland.sch.uk;
- Determining how to handle statutory procedures during a period of enforced closure such as grievance and disciplinary panels, exclusions, complaints and admission appeals, noting that: Exclusions - the DfE has clarified that the statutory timeframes for considering exclusions are still in effect but that the regulations already anticipate that these timeframes cannot always be met.
- Complaints - the DfE has updated their guidance for school's complaints policies to provide that new or existing complaints should not be handled whilst schools are closed. If a school is closed during the enforced closure period, the Headteacher should write a response to outline the school's position and explain that the school is unable to follow its usual complaints process until school has reopened.

3. Who to contact

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

- Issues in setting work - contact the Subject Lead, SENCO/ Headteacher
- Issues with behaviour - contact the SENCO/ Headteacher
- Issues accessing work set - inform admin@hipsburn.northumberland.sch.uk;
- Issues with their own workload or wellbeing - contact their line manager or Headteacher
- Concerns about data protection - contact the Headteacher who will liaise with our county Data Protection Officer, Susan Mitchell
- Concerns about safeguarding - contact the DSL as set out within the school's Child Protection Policy, including the recent addendum reflecting Covid 19 guidance. This can be found on the school website.
- If parents have any concerns above and beyond the acknowledgement of work by the class teacher, then they should contact the Headteacher via admin@hipsburn.northumberland.sch.uk;

4. Data protection

4.1 Accessing personal data

When accessing personal data, all staff members will:

- Only use their official school email account and never use personal messaging systems.

4.2 Sharing personal data

Staff members are unlikely to need to collect and/or share personal data. However, if it does become 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 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

The school's Child Protection Policy has been updated to reflect the current situation.

6. Monitoring arrangements

This policy will be reviewed annually by the Headteacher. At every review, it will be approved by the Governing Body.

7. Links with other policies

This policy is linked to the school's following policies:

- Behaviour Policy
- Child Protection Policy, including the recent addendum reflecting Covid 19 guidance
- Data protection policy and privacy notices
- ICT and Acceptable Use Policy
- Teachers' Standards

L.Haswell 14.02.22

Approved by: Hipsburn Governing Body

Last reviewed: October 2020

Next review due by: February 2023

APPENDIX: links to professional guidance, advice and support

Safeguarding and remote education during coronavirus (UK Government)

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

'There is no expectation that teachers should live stream or provide pre-recorded videos. Schools should consider the approaches that best suit the needs of their pupils and staff'

Joint Union advice on COVID-19 (ASCL, NAHT, NEU)

Distance teaching and learning for primary teachers

<https://neu.org.uk/advice/coronavirus-distance-teaching-and-learning-primary-teachers>

'Teachers should not live stream lessons from their homes, nor engage in any video calling unless in exceptional circumstances, with the parent. Online lessons are not desirable for primary children as the teacher-pupil interaction is not easily replicated'

<https://neu.org.uk/media/9826/view>

'We cannot home school the nation's children'

Coronavirus advice (NEU) Distance teaching and learning for school leaders

<https://neu.org.uk/advice/coronavirus-distance-teaching-and-learning-school-leaders>

'A maximum of two to three hours of 'work' per day is plenty'

Undertaking remote teaching safely (NSPCC)

<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely>

Safe Remote Learning advice from the PHSE Association

<https://learning.naht.org.uk/news-and-opinion/news/curriculum-and-assessment-news/safe-remote-learningin-pshe-education-advice-from-the-pshe-association>

Coronavirus: How do I home school my children (BBC)

<https://www.bbc.co.uk/news/education-52314856>

Becky Francis, professor at the UCL Institute of Education: "What is more important, say educationalists, is maintaining a degree of normality, rather than worrying about a child's progress in English or Maths. Home schooling for now is about encouraging parents to help their children create regular routines and study habits.'