SAPIENTIA EDUCATION TRUST

Great Hockham Primary School and

Nursery Remote Learning Policy

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Review Body	Head teacher
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Contents

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

In this document an outline of the role of school staff, parents and pupils will be given. Great Hockham Primary School and Nursery recognise that personal circumstances and family situations will vary. This document seeks to inform and give guidance tofamilies. Each family is unique, and will need to implement their home learning to meet these individual needs. Our school team will endeavour to support this, providing learning opportunitiesthat both meet their needs and are in line with DfE guidance.

The named person with overarching responsibility for the quality and delivery of remote education, including that provision meeting expectations for remote education is the Headteacher, Mrs Natasha Hall.

2.1 Teachers

Teachers will aim to be available Monday-Friday during usual working hours (8.45-4pm) but this will be primarily directed by their own personal family circumstances/situation during the current crisis. Underpinning this approach is an understanding for the need for some flexibility.

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.

2.1 Teachers

When providing remote learning, teachers are responsible for:

> Setting work

- o For their own class unless directed to cover for another class. Responsibilities may be split along usual working practice for classes with job shares.

- o Work set should be based on the school's long-term planning document and follow the progression of knowledge and skills outlined in it.

o This will include: one literacy, one maths and one foundation lesson per day, plus spellings and/or phonics, SPAG and Maths fluency work as appropriate. This will equate to 3 hours a day on average across the cohort, with less for younger children in Key Stage 1, and 4 hours a day for pupils in KS2. In the event that statutory guidance regarding appropriate lesson times is updated, school will review this policy to offer lesson opportunities in line with these expectations.

o This work should be set in as timely a manner as possible, while acknowledging that reactive planning may mean that this is on the morning that the work is assigned. Where appropriate work will be scheduled the previous evening, or up to a week in advance.

o Work should be uploaded as assignments using the class Team. Where this is not available work should be uploaded to class emails. We will provide 'hard copies' for parents who have genuine difficulties with online learning. It will be the parent's responsibility to collect this from the egg-hut. Staff should expect to prepare and print work for the duration of an isolation (if known), or for a week at a time. In the case of full school closure we will provide this service where needed.

o Work should follow the school's long-term planning as far as possible. Any adaptations should be made by class teachers using their discretion. This may include pupils with limited access (see above) and for those with SEND or additional needs who would usually expect differentiation and adaptations in the classroom. Where needed they will seek the support of the SENDCo.

o Staff should make adaptations to their planning based on work received and other remote interaction with children and their parents and carer where necessary.

> Providing feedback on work

o It is anticipated that most pupils will use Microsoft to share work online. In the event that this is not possible due to technical issues parents will be asked to share using the class@hockham.set.education email addresses.

o Feedback to pupils will mirror this - Via the Microsoft or via class email.

o In the event of complete bubble closure it is expected that all work shared with school will receive feedback. This will be within two school days. Where a pupil is isolating, or the class teacher remains responsible for teaching groups within school or is providing on-line cover for an additional bubble, pupils will still receive responses, teachers will provide this in a timeframe agreed with the head. To support workload, staff should remember that it may be possible to provide the same feedback and next steps to groups of pupils, reflecting their understanding as demonstrated through their work

o Teachers are expected to have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern. Should this concern remain, report to Natasha Hall (Headteacher) so that we can identify the best support for the pupil and their family.

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

o Vulnerable pupils will be assigned keyworkers and will be called twice weekly when isolating and weekly if the whole school is closed. Other pupils will be contacted through their school email, or parents' email where technical issues arise. Teachers will check in with their class teams daily.

o Teachers will not be expected to reply to emails outside of the hours directed above. They will be expected to check emails at regular intervals through the day, and at the beginning and end of their regular working hours

o Safeguarding concerns should always be reported via MyConcern. Urgent concerns should be reported to DSLs but a concern regarding a child deemed to be in immediate danger should be reported to the police. Parental complaints should first be dealt with by the teacher and then

referred to the headteacher if no satisfactory outcome is achieved. If the complaint is deemed to be significant, the teacher should always make the headteacher aware of the complaint, even if they are currently attempting to resolve it themselves

- Pupils who are not returning work to school will receive a telephone call within 48 hours (2 days) to discuss expectations and to provide support if needed. Our approach will be a solution focused one, attempting to support parents in order that work may be completed, this may be done via telephone conversation, email or Teams. If no work is returned for a further 48 hours, the Head should be informed. Parents will be invited to a meeting with the Head

> Attending virtual meetings with staff, parents and pupils

- Staff should adhere to our school dress code for any parental meetings (this is outlined in the staff handbook)

- School staff must ensure that where virtual meetings need to take place outside of school, that their background is appropriate

- Where virtual meeting take place within school, staff must ensure that background noise level is appropriate, and that no school pupils could enter the background unexpectedly

Where teachers are also working in school, teaching assistants or an agreed member of staff may be asked to cover class responsibilities during this time. Priorities and precise arrangements will be agreed with the head.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9am and 3.15 am on normal working days

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. This is a telephone call to the Head the evening before, or from 6:30 am.

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

> Supporting pupils who aren't in school with learning remotely

- As requested and directed by the class teacher

- Pupils to be supported will depend on need

- Through welfare check phone calls; preparation of learning materials; cover supervision of pupils in school

> Attending virtual meetings with teachers, parents and pupils

- Normal dress code for any parental meetings

- School staff must ensure that where virtual meetings need to take place outside of school, that their background is appropriate

- Where virtual meeting take place within school, staff must ensure that background noise level is appropriate, and that no school pupils could enter the background unexpectedly

2.3 Subject leads

As a small Primary school, it is expected that each class teacher will take responsibility for setting work in all subjects (other than French) for their pupils. Alongside their teaching responsibilities, subject leads are responsible for:

- Responding to requests for support from class teachers regarding any aspects of the subject curriculum that may need to change to accommodate remote learning

- Working with teachers to ensure remote learning set is appropriate and consistent

- o Alerting teachers to resources they can use to teach their subject remotely and responding to direct requests for help
- o Monitoring the remote work set by teachers in their subject is crucial. Subject leads should expect to follow our regular monitoring schedule including monitoring of lesson set, and book-look type reviews of remote learning returned on line

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

Insert details, such as:

> 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 and seeking out feedback from pupils and parents

> Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

Our practice in respect of supporting pupils during periods of closure or where pupils are self-isolating remains largely unchanged. Much of this support may, however, be conducted remotely. The DSL is responsible for:

Assigning a key worker for any vulnerable child and be monitoring support in DSL case review meetings. The

DSL will continue to provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded using MyConcern.

During periods of school closure and when pupils are working remotely a DSL and/or an ADSL will always be available (during school or college hours) for staff in the school to discuss any safeguarding concerns. If a DSL is not available on the school site in person, we will ensure that they are available via telephone and/or any other relevant media. Alternatively contact can be made with the SET via, Zoe Fisher - Director of Safeguarding or Claire Fox – Safeguarding Lead.

The DSL will regularly provide parents and carers with signposting information for reporting safeguarding concerns out of school hours and during holidays, during periods of school closure or when a pupil is self-isolating.

The DSL or ADSL at Great Hockham Primary School and Nursery will continue to represent our school at child protection conferences and core group meetings remotely during any period of school closure.

Through appropriate training, knowledge and experience our DSL or ADSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

Throughout any period of closure the DSL and ADSL will maintain records and child protection files ensuring that they are kept confidential and stored securely using MyConcern.

The DSL is responsible for ensuring that all staff members, supply staff and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, supply staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the school to the agreed standard of Children's Services.

The DSL will obtain details of the Local Authority Personal Advisor appointed to guide and support a child who is a care leaver.

2.6 Pupils and parents

Staff can expect pupils learning remotely to:

> Be contactable during the school day – although this may need to be by telephone as pupils may not always have access to an online device.

> Complete work to the deadline set by teachers and to ensure this work is made available to their teacher, either remotely using the class email, Microsoft pupil accounts, or as a physical copy delivered to the egg box.

> 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.

> Be respectful when making any complaints or concerns known to staff.

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 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:

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

> Issues in setting work – talk to the relevant subject lead or SENCO.

> Issues with behaviour – talk to Natasha Hall –head@hockham.set.education

> Issues with IT – Please contact n.hastings@set.education

> Issues with you own workload or wellbeing – Please talk to your line manager. For Teaching Assistants – this is Claire Fowler - c.fowler@hockham.set.education For all other staff, please talk to Natasha Hall - head@hockham.set.education

> Concerns about data protection – talk to the head - Natasha Hall – head@hockham.set.education

> Concerns about safeguarding – talk to the DSL – Natasha Hall – head@hockham.set.education

4. Data protection

4.1 Accessing personal data

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

> Be able to use pupil asset, and pupil emails.

> All staff who have been issued with a school laptop, should use these rather than their own personal devices.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses or telephone 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 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

Our safeguarding policy has been circulated to all staff, a copy is available via the school website and a hard copy is on display in the staff room. Covid-19 amendments to the policy have also been shared.

6. Monitoring arrangements

This policy will be reviewed as necessary but not less frequently than annually by the SLT in consultation with teachers. At every review, it will be approved by the head teacher, and shared with the full governing body.

7. 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

> ICT and internet acceptable use policy

> Online safety policy