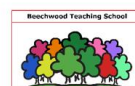# HAMWIC TRUST
EDUCATION

Remote Learning Policy

For the purpose of school closure and non-attendance due to isolation or medical restrictions

Approved by:	|Mr S. France / Mr L. Long	Date: 25.01.21
Last reviewed on:	25.01.21	
Next review due by:	24.01.22	

Aims

- To ensure there is a planned approach to remote learning during full and partial school closures
- To ensure there is a planned approach for any 1:1 remote learning
- To set out expectations of staff providing remote learning
- To set out expectations of children receiving remote learning
- To provide appropriate safeguarding and data protection guidelines

Context

The most recent government expectation of online learning can be found in the document *Restricting Attendance During the National Lockdown: Schools* (7th Jan 2021). The key expectations in this document are:

- The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include **both** recorded or live direct teaching time, **and** time for pupils to complete tasks and assignments independently
- The amount of remote education provided should be, as a minimum:
    - Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
    - Key Stage 2: 4 hours a day
- When planning and delivering remote education:
    - teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum
    - select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use.
- Overcome barriers to digital access for pupils by:
    - distributing school-owned laptops accompanied by a user agreement or contract
    - providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
- 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
- Identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education
- Publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an optional template is available

Hamwic Trust Expectations

In addition to the above guidelines, the Hamwic Trust Executive have set the expectation that:

- Where recorded lessons are being used from externals sources, such as the Hamwic Online YouTube site, Oak Academy or the BBC teaching programme, schools will ensure there is at least one recorded or live input from a teacher in the child's year group daily. For example:
    - a welcome at the beginning of the day to set out what the learning will be
    - a class/year group assembly
    - a class/year group story

- Vulnerable children receiving remote learning will be contacted at least twice a week to check on their progress and wellbeing
- All children will receive a personal contact from a member of the school staff at least once a fortnight.

Roles and responsibilities within the remote learning

Task	Expectation	Responsibility
Planning and setting remote learning	Lessons to be provided each day • English 1 hour • Maths 1 hour • Foundation (1 hour KS1 and 2 hours KS2)	Allocated year group teacher
Recording and uploading remote learning	• Lessons for the next day will be on the learning platform by 6pm the evening before. Turn in times for work set will be 5pm on the day it is due but late turn in will be possible • Learning will be uploaded onto the year group section of the Microsoft Teams platform	Allocated teacher
Live lessons and 1:1 lessons	• Adults will deliver lessons in a setting with a neutral background • Teacher will ask children to join with cameras on and unmuted • For primary children, an adult at home will be asked to be present while the child joins lessons and until the teacher acknowledges the parent • 1:1 lessons will require a parent present at the beginning and end of a session. Parents are welcome to remain present for the whole 1:1 session • TAs will also be on lessons where possible to monitor behaviour and offer support. • Chat functions will be set so the child can only chat with a teacher • Adults will be dressed professionally • Teachers will ensure that children are dressed appropriately for lessons (uniform is not required)	Teacher TA
Providing and supervising learning for those in school	• Ensure the children receive the same learning as those remotely and support learning in the tasks set. • Supervise break times and ensure the children have a session of exercise each day.	Allocated teacher/ TA/ HLTA
Check remote learning is being accessed, completed and checked for accuracy	• Check the work submitted and who has been online to attempt work. • Respond to any emailed/chat function questions from children. Provide summary feedback to pupils about how they are getting on with their work at least weekly. • Ensure some lessons give children immediate feedback through teacher checking or self-marking answer sheets	Class teacher, or teacher uploading remote learning
Contact vulnerable children working at home	• A video or telephone call should be made to the child twice each week. Wherever possible speak to the child and not just the parent.	TA/Pastoral/SEN/ office

Contact other children working at home	• An online reading appointment should be held with the child each week. Where a reading appointment is not kept a telephone contact should be made each week. Wherever possible speak to the child and not just the parent	TA/Pastoral/SEN/ office
Ensure the learning platform is robust	• Check the network connection is school is working well each day • Ensure children have the necessary IT equipment and stationary to work remotely.	Business manager/IT manager
Ensure safeguarding concerns are being monitored and addressed as per the CP policy	• Ensure staff are clear of how to report any safeguarding concerns they become aware of when children are learning from home. • Ensure children are aware of how to report any concerns they have about online content. • Ensure all children carry out an online safety update/assembly at least fortnightly • Ensure children with CP concerns are taught in school. If this is not possible, ensure that there are regular sightings of the child.	DSL/DDSL/pastoral lead
Monitor the quality of remote learning	• Ensure learning is consistently high quality for all children • Ensure the remote learning offer is on the website • Ensure parent know the channels for in-school communication should they wish to feedback about the remote learning offer	HT/DHT

Staff expectations

If staff are given permission to carry out remote learning activity from home, they are expected to:

- Dress professionally for any live lessons
- Be available to respond to children and carry out other work duties required from 10 minutes before the school day begins to 10 minutes after the school day ends
- Respond to messages received from children and parents within the working day about the remote learning on that same day
- Alert the DSL and senior leaders on the second day a child does not attend or access the work set
- Ensure children understand the behaviour expectations within a live lesson
- Only respond to a child or parent using a work email or platform account

Expectations in live lessons

- Both staff and pupils should work in areas of a neutral background when in the home
- Where possible, pupils should work in an open area rather than within their bedroom
- Pupils must be fully dressed for live lessons
- Staff cameras will be on but pupils' cameras will set to off during all lessons
- In primary school, parents must be present at the start of the lesson for brief acknowledgement
- The school may record lessons for the purpose of safeguarding staff and pupils. If this is the case, lessons will be stored on the school rather than personal networks or equipment. Teachers do not have permission to circulate lessons or place them on social media

- The behaviour policy will be used in remote live lessons as it would be in school. Parents will be informed of any disruptive or inappropriate behaviour
- Pupils and parents do not have permission from teachers to record live lessons or redistribute them in any way. Any recordings that are made and circulated to others, including via social media, will be reported and managed under GPDR law.

Attendance

- Parents will be asked to notify the school if their child is unwell and is unable to access remote learning. In this case, the attendance code will remain X. However, teachers will make a note not to expect the child to attend/submit learning on this day
- Where a staff member leading remote learning becomes unwell, parents will be notified if this means learning will be sent or delivered by a different school contact.

Safeguarding

- Staff are required to alert the Designated Safeguarding Lead (DSL) if they have any concerns about a child's welfare during a period of remote learning
- The school will continue to engage with social services and attend meetings where necessary
- Any parent who wishes to raise a safeguarding concern should do this in the usual way via the school office who will put them in contact with the DSL or Headteacher
- The school will ensure that online safety is referenced regularly within a period of remote learning. Parents will be reminded of the need to ensure their child is only accessing appropriate content while away from school and that personal data is being protected. https://www.bbc.co.uk/newsround/44074704
- Pupils are encouraged to communicate through the remote platform/school email system rather than by personal email. Where a child uses a personal email the teacher will ensure that any response also copies in the parent (or line manager if the parent email isn't available)

Health and wellbeing for staff while working remotely

- In addition to the many resources available on the HET Health and Wellbeing intranet pages, there is a specific section on COVID-19: https://intranet.hamwic.org/health-wellbeing-for-staff/

- Staff can access our confidential Employee Assistance Programme, via Health Assured, offering 24-hour assistance and support, 7 days a week. The number is 0800 0305 182.

- Able Futures offer an access to work mental health support service and can be contacted on 0800 321137.

- The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available.

- The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.

National Online Safety®

#WakeUpWednesday

10 TOP TIPS
REMOTE LEARNING FOR PARENTS

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For parents and carers, the idea of remote learning isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote learning experience.

1) Take an active interest in your child's learning

As a parent or carer, remote learning will be a new concept for your child and there are bound to be a few teething problems to start with. Take an active interest in their learning and help support them whenever they need a helping hand.

2) Monitor your child's communication and online activity

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.

3) Establish a daily schedule and routine

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.

4) Encourage screen breaks away from devices

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teacher's will invariably advise on screen breaks however it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.

5) Ensure your learning device is in a public space in the home

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.

6) Implement safety controls and privacy restrictions on apps and software

Dependant on how your school implements remote learning, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.

7) Ensure your child only uses official school communication channels

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.

8) Familiarise yourself with relevant school policies

Schools should have a policy on remote learning and direction that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.

9) Maintain feedback with teachers

Engage in communication with teachers where possible and try to feed back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.

10) Monitor your child's wellbeing and mental health

Remote learning will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as you can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends everyday might take its toll.