

Holme Slack Community Primary School



Remote & Blended Learning Policy

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1. Aims

Holme Slack Community Primary School aims to continue to provide an ambitious and broad curriculum when learning remotely. We have extensive plans for the provision of remote education to ensure that those children who need to be educated at home, for example, due to shielding or self-isolation, are given the support they need to continue learning.

Our remote education is of a high quality and aligns as closely as possible with in-school provision.

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

2.1 Teachers

When providing remote learning, teachers must be available between 8.50am and 3.15pm (normal school day hours)

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:**

- Work needs to be set in line with the school's Teaching and Learning and Curriculum policies with a continued focus on vocabulary development. Work needs to be skills focused for individual subjects. It should reflect the objectives that are taught in class however, the outcomes may be different.
- In line with usual classroom practice, work will be differentiated to meet the needs of individuals. Work should be substantially suited to the age group of the children and their ability to access.

Work should be accessible, and the focus should be on the skill of the subject, not the skill of being able to navigate the technology needed to access.

- Staff will continue to work with each other; liaising with other members of classroom staff, Subject Leads and SLT to ensure that the curriculum remains broad and meets the needs of all learners. Working in collaboration with colleagues will ensure that activities and teaching and learning is adapted to meet the needs and demands of using technology.
- When individual children are isolating at home, it is recognised by school that children's work may be uploaded 24 hours later than taught in class.
- When there is a bubble closure, day one of isolation is 'Learning Apps' day (see online resources below). This will enable teachers sufficient time to ensure that their planning for remote learning is appropriate.
- Work will be uploaded via the school's password protected Microsoft Teams platform. All pupils have individual passwords and login details to access. Remote education through Microsoft Teams can be accessed via laptops, desktops, tablets, mobile phones and consoles (E.g. X-Box).
- Other online resources are also used to teach remotely and support children's learning. These are: Bug Club for reading, Spelling Shed for grammar, punctuation and spelling, Times Table Rockstars and White Rose Maths for Maths and Oak Learning Academy and Purple Mash for foundation subjects.
- If families experience difficulties with internet access or limited access to devices at home, all children will have access to workbooks. In maths, the workbooks are published by WhiteRose Maths to mirror our approach to the teaching and learning of this subject. They accompany the online teaching videos that will be used to deliver remote learning. Children will also receive a handwriting booklet, an individual reading comprehension booklet and a grammar, punctuation and spelling booklet published by (CPG).
- Where appropriate, staff will either: deliver their input 'live' in class (other children will not be shown) or a prepared video away from class. These videos will be uploaded onto Microsoft Teams.
- In KS1, children will receive 3 hours of learning and KS2 will receive 4 hours of remote learning as detailed below:

KS1: 3 hours

This will include:

20 mins - phonics
40 mins – English
45 mins – maths
15 mins - mindfulness
15 mins - reading
40 mins – foundation subjects
10 mins - Class read

PSHE will be included in the weekly timetable for a minimum of 45 minutes.

KS2: 4 hours

This will include:

20 mins – grammar, punctuation and spelling / times tables
45 mins – English
55 mins – maths
15 mins - mindfulness
20 mins - reading
55 mins – foundation subjects
15 mins - Class read

PSHE will be included in the weekly timetable for a minimum of 45 minutes.

In addition to this, classes have 3 'live' check-ins/registrations each day. These are: 9.00 – 9.15, 1.15 – 1.30 and 2.45 - 3.00.

All children have 30 minutes for their morning break and 1 hour 15 minutes for their lunch when they are encouraged to have time away from the screen which may involve an outdoor activity or family activity.

- On Friday afternoons, teaching staff who are delivering remote learning will receive their PPA time. Class work will not be set for children during this time. However, they will be encouraged to undertake mindfulness activities that will be set by the PLM (posted on the whole school Class Dojo page) or to undertake outdoor activities or indoor family activities such as card and board games.

➤ **Providing feedback on work:**

- Staff will use their professional judgement as to whether verbal feedback or a comment is required. Constructive feedback related to the objective, opportunities to extend children's learning and positive praise can be carried out in line with school's Marking and Feedback policy where applicable.
- Where a photograph of a child reading or working on spelling shed/TTR etc has been uploaded, a comment may not be required.
- When a child 'Hands in' their work, teachers will use codes 1-3 to inform whether a child has met the objective (3), is developing an understanding of the objective (2) or has not yet met the objective (1). This will inform the class teacher on where misconceptions are present and whether they need addressing to the whole class, small group or 1:1.
- Children who use workbooks for their remote learning, will take a photograph of their work, where possible, and use either Class Dojo or Teams to send it to their teacher.
- Staff will endeavour to provide 'live' feedback to pupils using Teams during registration to address class misconceptions or during the afternoon/morning sessions with smaller groups or 1:1.
- Feedback should be given in a timely manner, daily if appropriate and within the school working hours.

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

- In the event of full or partial closure, staff are expected to update their Class Dojo page in the first instance with the class timetable and Microsoft Teams with the daily class timetable. Adaptions and additions can be added as needed.
- Staff will keep in contact with parents and children via Class Dojo. Microsoft Teams will also be a platform in which staff can keep in contact with children regarding their learning. Through Class Dojo, in addition to contacting class teachers, parents are also able to contact the HT, DHT, AHT, PLM and SBM as appropriate and if needed. Class Dojo messages will **only** be responded to by staff within the working day (between 8.30am and 4pm).
- Any complaints, safeguarding concerns, issues should be reported to the HT/DHT (DSLS) using the usual format (CPOMS) and also verbally where appropriate.
- Weekly welfare phone calls will be made to vulnerable children from either Mrs Lenz (PLM) or a senior leader.

- Children's engagement with remote learning will be recorded daily by class teachers. If pupils are not completing work, in the first instance, the class teacher will contact the parents via Class Dojo. If it continues, the HT and DHT will contact parents to ascertain the reasons and find a reasonable solution. If school are not able to contact the family by telephone, senior leaders may visit the family home.
- We encourage families to get in touch if they are struggling to access our remote-learning offer. We may be able to support with advice or technical support, adaptations to tasks, loan of school devices and help with internet access. Please message Mrs Selby on Class Dojo or you can email office@holmeslack.lancs.sch.uk or phone the school office on 01772 795257 to discuss this further. Parents/carers can also access our whole school Class Dojo where this is a form available for families to complete should you need any support re: data or devices.

➤ **Attending virtual meetings with staff, parents and pupils:**

- Staff are expected to wear clothing in line with the staff dress code.
- Virtual Meetings should take place in appropriate, professional spaces (e.g. avoid areas with background noise, nothing inappropriate in the background, not in a bedroom). Staff are encouraged to use pre-prepared backgrounds on Microsoft Teams delivering live lessons from home.
- In order to facilitate the uploading of work for any child who is isolating, giving 'live' feedback, and streaming videos, class teachers will receive 30 minutes during the afternoon. They will be released by Classroom Support Staff who will use this time for Circle Time and Story Time in class.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.50am and 3.15pm.

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.

2.3 Subject leads and SLT

➤ **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.
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.
- Monitoring the remote work set by teachers in their subject –through regular meetings with teachers and by reviewing work set.
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

➤ **Alongside any teaching responsibilities, senior leaders are responsible for:**

- Co-ordinating the remote learning approach across the school (Miss Robinson is the Lead).
- 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, in line with the school's Monitoring and Evaluation practice.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.5 Designated safeguarding leads

➤ **The DSLs are responsible for:**

- The safe use of technology both within and out of school.
- Ensuring the implementation of the Safeguarding and Child Protection policy.
- Ensuring the Online Safety Policy is followed and shared by all stakeholders.

2.6 Pupils and parents

➤ **Staff can expect pupils learning remotely to:**

- Be contactable during the school day – although we are aware and 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.
- Follow the school's Online Safety policy and Live Lesson Code of Conduct.

➤ **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:

- Issues in setting work – talk to the relevant subject lead, SENCO or SLT
- Issues with behaviour – talk to the relevant KS Lead
- Issues with IT – talk to SBM, Computing Lead or AHT to liaise with Ed-IT Solutions staff to resolve issues – please raise a ticket (link = <https://support.ed-itsolutions.com/open.php>)
- Issues with their own workload or wellbeing – talk to HT, DHT or AHT
- Concerns about data protection – talk to the data protection officer (Mrs Leigh)/HT
- Concerns about safeguarding – talk to the DSLS (Mrs Peck/Mrs Selby)

4. Data protection

4.1 Accessing personal data

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

- Use appropriate channels that would normally be used within school, storing the details only within school.
- If staff need to access data out of school, this will be done via the school office remotely.
- Any data that is 'cloud' based will only be accessible with a password.
- Only school devices will be used to access data e.g. laptop, tablet.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses, phone 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 (BTLS).
- Keeping operating systems up to date – always install the latest updates (Ed-IT).

5. Safeguarding

Please refer to the school Safeguarding Policy regarding remote/blended learning.

6. Monitoring arrangements

This policy will be reviewed half termly by Miss J Robinson/AHT. At every review, it will be approved by the full Governing Board or Mr K Manogue (Chair of Governors).

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement EYFS & KS1 KS2
- Online safety policy
- Live Lesson Code of Conduct
- Marking and Feedback



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. Teachers 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.





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