Remote Education Policy

Hadley Learning Community (Primary Phase)

Approved by:	Paul Roberts	Date: 06.09.21
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Contents

1. Aims

This remote education policy aims to:

> Ensure consistency in the approach to remote education for pupils who are unable to attend school

> Set out expectations for all members of the school community with regards to remote education

> Provide appropriate guidelines for data protection

2. Roles and responsibilities

It is the responsibly of all staff to support remote education through a variety of different roles.

Teachers will ensure a full and equal education to all pupils whether they are learning remotely or in school.

The admin staff will continue to record absences and record reasons for the absences if they differ from COVID-19.

The family support worker and pastoral staff will make regular calls to the most vulnerable pupils.

The SENDCo will keep in weekly contact with the children with an EHCP and ensure teacher are able to support pupils on the SEN register learning remotely.

DSL's will continue to work with agencies involved with families, e.g. social workers and strengthening families.

2.1 Teachers

When providing remote learning, teachers must be available Monday to Friday between 8:20am and 3pm (up to 4pm to respond to emails or phone calls). All emails should be responded to within 24 hours.

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.

When providing remote learning, teachers are responsible for:

Planning and resourcing lessons for the children in their class or year group. All children will be given the same education in school as at home, with minor adaptations to cater for the difference in resources and delivery. All subjects will be taught and there is a clear expectation that all children, whether they are at home or at school, will complete the work set. If a child cannot complete work for a specific reason, this must be communicated and staff will offer further personalised support.

These will be a PowerPoint with a teacher voice over which will be sent to students daily through the Seesaw Class app. These lessons will be progressive and follow the MTP for each year group and be differentiated where needed.

Daily

- Reading / phonics

- Maths

- Writing

Weekly

- Science x 2 per week

- PE x 1 per week

- Foundation subjects set out as shown on the Medium Term Plan

- Assembly x 1 per week.

- Accessing Bug Club, Spelling Frame and TT Rockstars weekly (Year 6 SATs Boot Camp, CGP and Bedrock)

The work will be sent directly to the child via the Seesaw Class app during Lockdown, or via email address (sent by either the class teacher or the administration team) to individuals who are isolating. This will be sent within 24 hours of the closure of a bubble or the isolation of a child.

All lessons link to our Medium Term Plans which are on the school website. Parents are also emailed a copy of the Medium Term Plan at the beginning of each half term. They are also located on the school's website.
https://hadleylearningcommunity.org.uk/primary

Feedback will be given privately and individually to pupils over Seesaw Class. During the Study Group call teachers will gain general feedback about the work completed at home and address any issues which may have arisen. A follow up phone call or Teams call may be required to support the child further.

For a whole bubble closure during lockdown, children will be given a resource pack and parents/carers can also contact the teacher via email and or phone call, resulting in a further, personalised PowerPoint or video to support their learning if needed.

Keeping in touch with pupils who are not in school and their parents

All class teachers will track pupil engagement on a spreadsheet and conduct 'study group' calls (face to face via Teams in small groups of 4-6 children) for the children twice every week e.g. a Monday and a Thursday so calls are split across the week. We will also ensure that sibling calls are not at the same time.

Any correspondence with parents will be completed within the school day 8:30am – 4pm.

Any complaints from parents will be handled by a member of the SLT.

Safeguarding concerns must be logged on CPOMS and a DSL alerted, following the procedures in the Child Protection and Safeguarding Policy.

If there has been no response from phone calls, emails, or a child is failing to complete the work, the class teacher or LSM will make a direct video call to the child. If there continues to be no response, then a home visit will be made by a member of the pastoral team or SLT.

Year group teachers will usually be on a rota which means that members of staff will be teaching children of critical workers and vulnerable children, while the other member of staff delivers online learning or supporting learning from home. Children may receive work from any staff member within the year group team.

2.2 Learning Support Mentors

If in the event of a full school closure, LSM's will be on a rota to support a class teacher with the Key worker group or to support remote education.

When assisting with remote education, Learning Support Mentors (LSMs) will be available Monday to Friday between 8:20am and 2:50pm. They will deliver interventions either via Teams, for children learning remotely or face-to-face for those children in school

When assisting with remote learning, learning support mentors are responsible for:

> Supporting pupils who are not in school with learning remotely, specifically targeting SEND and vulnerable pupils. LSMs will also aide learning, pastoral needs and SEMH support, under the direction of the class teacher. School will provide a work device to enable LSMs to make calls.

2.3 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

> 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

> 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

> Co-ordinating pupils who require devices and internet connection to access remote learning

> Monitoring the effectiveness of remote learning. This will be done by monitoring the engagement logs and emails or phone calls to parents.

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

> SLT will support remote learning where a class teacher is unwell and there is no cover teacher available.

2.5 Designated safeguarding lead

- At least one Designated Safeguarding lead will be available at all times.
- The DSL's are Maddie Griffin, Samantha Armstrong, Jane Wenlock and Charmaine Townsend.
- The DSL's will continue to support staff and pupils and work with other agencies.

Safeguarding supervision is led by Maddie Griffin and Samantha Armstrong for any staff who require additional support.

2.6 IT staff

IT staff are responsible for:

> Fixing issues with systems used to set and collect work

> Allocating devices and supporting families access internet

> Helping staff and parents with any technical issues they are experiencing

> Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

> Supporting pupils and parents with accessing the internet or devices

2.7 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 learning support mentors

> Alert teachers if they are 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 cannot complete work

> Seek help from the school if they need it

> Be respectful when making any complaints or addressing concerns

2.8 Governing board

The Governing Board is responsible for:

> Monitoring the school's approach to providing remote education to ensure education remains as high quality as possible

> Ensuring that staff are certain that remote education systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

Area of concern	contact	
Setting progressive lessons	Ben Evans (EYFS and KS1) Rachael Harris (KS2)	Ben.evans@lct.education Rachael.harris@lct.education
Lack of engagement	Maddie Griffin & Samantha Armstrong	Maddie.griffin@lct.education Samantha.armstrong@lct.education
Online Safety	Joanne Antenbring	Joanne.antenbring@lct.education
IT issues	Jo Antenbring / IT team	Joanne.antenbring@lct.education
Data protection	Maddie Griffin	Maddie.griffin@lct.education
SEND and Vulnerable pupils	Jane Wenlock, Charmaine Townsend	Jane.wenlock1@lct.education Charmaine.townsend@lct.education
Safeguarding concerns	Maddie Griffin, Samantha Armstrong, Charmaine Townsend	Maddie.griffin@lct.education Samantha.armstrong@lct.education Jane.wenlock1@lct.education Charmaine.townsend@lct.education
Attendance	Emma Petford, Julia Fay & Samantha Armstrong	Emma.petford@lct.education Julia.fay@lct.education

		Samantha.armstrong@lct.education
Personal workload and well being	Maddie Griffin & Samantha Armstrong	Maddie.griffin@lct.education Samantha.armstrong@lct.education

4. Data protection

4.1 Accessing and processing personal data

When accessing personal data for remote learning purposes, the following points will be remembered and considered:

> Children will send their work to their teacher through Seesaw Class. Children will not be able to see or comment on work made by other children

> Seesaw Class is accessed by invitation only through a QR code, directly relating to the child registered. No new children can be added unless by the class teacher and SLT

> Staff will contact parents from their work email or call from a school phone.

> All pupil information is stored on Bromcom (Schools MIS system). Class Engagement Logs (Excel) will be updated to keep track of communication.

> Individual emails must be sent to protect other parent email addresses.

> Staff members will not share personal details at any time.

4.2 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)

> Hard drives are not to be used unless they are 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 is locked when not being used.

> Not sharing the device among family or friends

> Keeping operating systems up to date – always install the latest updates

5. Safeguarding

We remain committed to protecting children from harm or abuse. Our safeguarding principles are as follows:
- the best interests of children must always continue to come first
- if anyone in school has a safeguarding concern about any child they should continue to act and act immediately
- a DSL or deputy should be available
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- children should continue to be protected when they are online.

It is important that all staff who interact with children and their families, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection & Safeguarding policy and where appropriate referrals should still be made to children's social care and as required, the police.

Refer to the following policies
HLC Primary Safeguarding and Child Protection Policy
Addendum: COVID-19 school arrangements for Safeguarding and Child Protection

Wellbeing call criteria
The following criteria is to be used alongside professional judgement to define the RAG ratings of our students. If moving red students by criteria down to green there must be Headteacher agreement.

Student focus group	Definition	Frequency of call
RED ** *** **T&W – Complex/Acute**	CLA CSE, CCE, Social Workers, CP Plan, S47 Investigation, child has mental health linked to suicide risk	Daily face to face e.g. video or home visit Contact linked agencies to work together to make calls daily.
AMBER** **T&W - Vulnerable**	Persistent absentees, working with external agency, family concern, EWO/AST involvement, Police investigation	Daily verbal contact with learner Face to face every 3 days
GREEN T&W - Universal	Remit of School staff	Face to face a minimum of once every 5 days of absence School systems and strategies to be used and impact monitored

The Academy follows the RAG protocol contact of pupils if they are absent from school:

The GREEN and AMBER process is as follows:

- If no contact is received from the parent/carer a call will be made to the parent by telephone
- Details of communication will be logged on BROMCOM and if appropriate CPOMs
- No contact will result in a home visit by pastoral, attendance team or SLT.

The RED process is as follows:
- No contact will result in a home visit by pastoral, attendance team or SLT.
** Use LA threshold guidance and ensure all associated professionals are aware.
*** All students identified as RAG RED will have a full risk assessment

Children and online safety away from school

Online teaching should follow the same principles as set out in the school's code of conduct.

HLC will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Children's work will be celebrated through the school's main Twitter account (@HLC_Primary). Staff have a professional Twitter account; their personal ones will not be used. They are only to be used to share professional posts, such as links to learning opportunities or for sharing children's work. Children's work must only be shared using generic terms such as 'this young man/lady' and no names are to be used. Only photographs of children with parental consent will be used. All posts from individual Twitter accounts must also tag the main HLC Primary Twitter account and use the hashtag #HLCHomeLearning to enable senior leaders to monitor posts.

Direct feedback will be given on Seesaw Class. During 'Study Group' calls, staff may also use this time to talk about online safety as well as pastoral, well-being issues. Any issues or concerns, staff will contact a DSL for advice and log the concern using CPOMS.

If preparing videos for children to access at home, staff must be mindful of the following:

- Videos must be recorded beforehand and uploaded

- All recordings must be made in appropriate areas.

- Language used in videos must be professional.

- Staff must wear suitable clothing.

- Only share videos on platforms approved by HLC Primary Phase.

6. Links with other policies

This policy is relevant to our:

> Behaviour policy

> HLC Primary Child Protection and Safeguarding policy

> Addendum: COVID-19 school arrangements for Safeguarding and Child Protection

> Data protection policy and privacy notices

> ICT and internet acceptable use policy

> Online safety policy

> SEND policy

> Early Years policy

> Teaching and Learning policy