

Remote learning policy

Hardy Mill Primary



Approved by:	Jo Briggs	Date: 21-09-20
Last reviewed on:	11-01-2021	
Next review due by:	September 2021	

1. Rationale

Hardy Mill Primary is committed to providing continuity of education for all our children in the event of a full school, partial closure or the short term absence of an individual child due to COVID-19 self-isolation guidance. This will be achieved primarily through the use of online learning platforms. **(See Appendix 1 - Remote learning contingency plan)**

Extensive remote learning would apply particularly in a situation in which the school is fully or partially closed for an extended period of time or a child is asked to self-isolate for an extended period of time assuming that the child/ren and teachers are healthy and able to work as normal from home.

Our on line learning platforms will also be the primary vehicle for sharing weekly homework to keep engagement high with the platforms in case school needs to activate the remote learning contingency plan. **(Please refer to Homework Policy)**

This policy does not normally apply in the event of short-term school closures e.g. as a result of inclement weather or a short-term student absence due to illness. Remote learning may also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer term illness, assuming students are able to complete school work at home.

2. Aims

This remote learning policy for staff 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.

3. Remote learning arrangements for individual students

Assuming the child's absence falls within the COVID-19 guidance for self-isolation, and the child in question is confirmed by the parent as healthy enough to work, the school will provide work to be completed at home. If this occurs for an individual child, the collation of work and communication with the parent will be coordinated and led by the child's class teacher.

Under these circumstances, home learning provision for each stage of learning is as follows:

3.1 Early Years – Nursery and Reception Classes

Online learning platform: Tapestry

Volume of work for a week:

- 1 wellbeing focus;
- 1 physical development idea;
- 1 **phonics lesson in the form a video** with follow up activities;
- 1 weekly maths focus with suggested follow up activities;
- 1 understanding of the world activity.

Providing feedback on work completed:

- Teachers will access children' completed work via the online platforms; Tapestry
- Feedback can be given individually through the platform. Feedback may consist of:
 - an individual general comment, for example, if a child had found something particularly challenging and you had offered support with the task. "I'm pleased to see that you were able to complete the task using the clue I gave you."
 - a comment that identifies next steps for the child to extend their learning further.
- Feedback on work needs to have been given within 2 days of it being submitted.

3.2 Key Stage 1 Classes – Kay, Kenny and Lancaster

Online learning platform: Showbie

Volume of work for a week:

- 1 wellbeing focus;
- 1 physical development idea;
- 2 phonic activities;
- 3 English/reading activities
- 3 maths activities
- 1 topic or science activity;

Providing feedback on work completed:

- Teachers will access children’s completed work via the online platform, Showbie.
- Feedback can be given individually through the platform and may consist of:
 - An individual general comment of encouragement and/or praise, for example, if a child had found something particularly challenging and you had offered support with the task. “I’m pleased to see that you were able to complete the task using the clue I gave you.”
 - a comment that identifies next steps for the child to extend their learning further.
 - individual feedback for a piece of longer written work or if a child has gone above and beyond to produce an exceptional piece of work. The comment may acknowledge something specific that has been achieved or completed. “I really like the way you have described the actions of your character. As a reader I could tell that they were sad at the beginning but very happy at the end of the story.” or “Wow! You must have done a lot of extra research about the Vikings to be able to complete this informative poster about them and the way you have presented it makes the information very clear. Well done”
- Feedback on work will be provided within 2 days of it being submitted.

3.3 Key Stage 2 Classes – Devey, Heathcote, Leverhulme, Lofthouse, Hamilton and Rostron

Online learning platform: Showbie

Volume of work for a week:

- 1 Wellbeing focus;
- 1 Physical Development idea;
- 2 spelling and grammar;
- 3 English/ Reading activities
- 3 Maths activities
- 1 Topic or Science activity;

Providing feedback on work completed:

- Teachers will access children’s completed work via the online platform, Showbie.
- Feedback can be given individually through the platform and may consist of:
 - An individual general comment of encouragement and/or praise, for example, if a child had found something particularly challenging and you had offered

support with the task. “I’m pleased to see that you were able to complete the task using the clue I gave you.”

- a comment that identifies next steps for the child to extend their learning further.
 - individual feedback for a piece of longer written work or if a child has gone above and beyond to produce an exceptional piece of work. The comment may acknowledge something specific that has been achieved or completed. “I really like the way you have described the actions of your character. As a reader I could tell that they were sad at the beginning but very happy at the end of the story.” or “Wow! You must have done a lot of extra research about the Vikings to be able to complete this informative poster about them and the way you have presented it makes the information very clear. Well done”
- Feedback on work will be provided within 2 days of it being submitted.

4. Remote learning arrangements in the event of extended school closure

4.1 Early Years – Nursery and Reception Classes

Online learning platform: Tapestry

Volume of work: A minimum of 2 hours per day

Work will be posted each day by the class teacher and support for learning if needed will be available throughout the school day if requested via the online learning platform.

In Nursery :	In Reception:
1 wellbeing focus	1 wellbeing focus
5 physical development ideas for gross motor	3 physical development ideas for gross motor
1 physical development idea for fine motor	4 physical development idea for fine motor
4 phonics video input with follow up activity	4 phonics video input with follow up activity
4 maths video input with follow up activity	4 maths video input with follow up activity
1 understanding of the world	1 understanding of the world
1 expressive arts and design	1 expressive arts and design
1 live celebration assembly on Friday each week	1 live celebration assembly on Friday each week

Providing feedback on work completed:

- Teachers will access children’s completed work via the online platform, Tapestry
- Feedback can be given individually through the platform. Feedback may consist of:
 - an individual general comment, for example, if a child had found something particularly challenging and you had offered support with the task. “I’m pleased to see that you were able to complete the task using the clue I gave you.”
 - a comment that identifies next steps for the child to extend their learning further.
- Feedback on work will be provided within 2 days of it being submitted.

4.2 Key Stage 1 Classes – Kay, Kenny and Lancaster

Online learning platform: Showbie

Volume of work: A minimum of 3 hours each day

Work will be posted daily by the class teacher and support for learning, if needed, will be available throughout the school day if requested via the online learning platform. Each day the following work will be set:

1 hour	Maths video input and follow up activity
1 hour	English video input and follow up activity
30 minutes	Phonics/spelling or reading video input where appropriate and/or follow up activity
30 minutes	Topic, science, PE or wellbeing with video input where appropriate and follow up activity.
1 live celebration assembly on Friday each week	

Providing feedback on work completed:

- Teachers will access children’s completed work via the online platform, Showbie.
- Feedback can be given individually through the platform and may consist of:
 - An individual general comment of encouragement and/or praise, for example, if a child had found something particularly challenging and you had offered support with the task. “I’m pleased to see that you were able to complete the task using the clue I gave you.”

- a comment that identifies next steps for the child to extend their learning further.
 - individual feedback for a piece of longer written work or if a child has gone above and beyond to produce an exceptional piece of work. The comment may acknowledge something specific that has been achieved or completed. “I really like the way you have described the actions of your character. As a reader I could tell that they were sad at the beginning but very happy at the end of the story.” or “Wow! You must have done a lot of extra research about the Vikings to be able to complete this informative poster about them and the way you have presented it makes the information very clear. Well done”
- Feedback on work will be provided within 2 days of it being submitted.

4.3 Key Stage 2 Classes – Devey, Heathcote, Leverhulme, Lofthouse, Hamilton and Rostron

Online learning platform: Showbie

Volume of work: A minimum of 4 hours each day

Work will be posted daily by the class teacher and support for learning, if needed, will be available throughout the school day if requested via the online learning platform. Each day the following work will be set:

1 hour	Maths video input and follow up activity.
1 hour	English video input and follow up activity.
30 minutes	Guided Reading with video input where appropriate and follow up activity.
30 minutes	SPaG video input where appropriate and/or follow up activity.
1 hour	Topic, science, PE or Wellbeing with video input where appropriate and follow up activity.
1 live celebration assembly.	

Providing feedback on work completed:

- Teachers will access children’s completed work via the online platform, Showbie.
- Feedback can be given individually through the platform. Feedback may consist of:

- an individual general comment of encouragement and/or praise, for example, if a child had found something particularly challenging and you had offered support with the task. “I’m pleased to see that you were able to complete the task using the clue I gave you.”
 - a comment that identifies next steps for the child to extend their learning further.
 - individual feedback for a piece of longer written work or if a child has gone above and beyond to produce an exceptional piece of work. The comment may acknowledge something specific that has been achieved or completed. “I really like the way you have described the actions of your character. As a reader I could tell that they were sad at the beginning but very happy at the end of the story.” or “Wow! You must have done a lot of extra research about the Vikings to be able to complete this informative poster about them and the way you have presented it makes the information very clear. Well done”
- Feedback on work will be provided within 2 days of it being submitted.

5. Roles and responsibilities

5.1 Teachers

Teachers are responsible for:

- **Setting work**
 - Early Years teachers will use Tapestry online learning platform to provide learning for most home learners.
 - Key Stage 1 and 2 teachers will use the Showbie online learning platform to provide learning for most home learners.
 - Key Stage 1 and 2 will work in phases to provide work for two classes within the Showbie platform: KS1 – Year 1 and Year 2; LKS2 – Year 3 and Year 4; UKS2 – Year 5 and 6.
 - For those children (Early Years to Year 6) who have been identified as having no access to IT and internet at home, laptops will be offered or teachers will prepare a pack of learning that can be sent home for the child.

In the event of an individual child self-isolating, work must be available on the learning platform from the child’s second day of absence.

In the event of full or partial closure, teachers must be available throughout the school day. 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.

- **Keeping in touch with children and parents**

- Contact with parents or children should only be made via our agreed school communication systems:
 - School phone line
 - School email addresses
 - Parent App
 - Tapestry online platform
 - Showbie online platform
 - Any emails or messages sent by parents or children via Tapestry and Showbie should only be responded to within normal school hours. There is an expectation that any emails or messages received before 2pm will be responded to the same working day. Emails or messages received after 2pm may be responded to the same working day, or the following working day.
 - Messages giving children feedback on their work can be completed at a time that is convenient to the staff member but must be completed by Monday of the following week at the latest.
 - Any safeguarding complaints or concerns should be shared with either the Head teacher and logged on CPOMS. **If the head teacher is not available inform the Deputy head teacher, Mrs Heaton, Miss Billington or Mrs Graham.**
 - If children are not engaging with the learning, they will initially be contacted by a member of staff to discuss why there has been no engagement and how we can help to overcome any barriers. If there is no improvement in engagement, the head teacher will be in contact to discuss further strategies.
- **Attending virtual meetings with staff**
 - Teachers should dress appropriately for a virtual meeting.
 - Teachers should consider the location used (e.g. avoid areas with background noise, nothing inappropriate in the background)
 - **Using videos with parents and children**
 - When teaching staff wish to use videos to communicate with parents and/or children, they should be made using YouTube/Zoom, follow the school's online safety guidance (See Appendix 1) and uploaded to the online learning platforms.
 - Teachers should dress appropriately when making a video to share with parents and/or children.
 - Teachers should consider the location used for the recording of any video (e.g. avoid areas with background noise, nothing inappropriate in the background)
 - Live communication for 1:1 readers and small group interventions should be done via Teams.

- **CPD**

- Completing any training as requested by school.

5.2 Teaching assistants

In the event of an individual child self-isolating, teaching assistants should support class teachers in preparing work ready for the child's second day of absence.

In the event of full or partial closure, teaching assistants must be available throughout the school day. 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.

Teaching assistants are responsible for:

- **Supporting learning**

- Supporting class teachers if asked to with activity ideas for groups or individual children.
- Providing support with online learning where appropriate.
- Using Teams to listen to 1:1 readers and conduct small group interventions as directed by teaching staff.
- Participating in key stage meetings with their phase leader.

- **CPD**

- Completing any training as requested by school.

- **Attending virtual meetings**

- Teaching assistants should dress appropriately for a virtual meeting.
- Teaching assistants should consider the location used (e.g. avoid areas with background noise, nothing inappropriate in the background).

5.3 Subject leads

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Working with teachers teaching their subject to make sure work set is appropriate and consistent.
- Alerting teachers to resources they can use to teach their subject.

5.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning through regular virtual staff meetings with teachers and a parental questionnaire.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Arranging for paper packs of home learning or laptops to be provided for those children who have no internet or IT access.

5.5 Designated safeguarding lead

- DSL responsibilities can be found in the Child Protection Policy.

5.6 Children and parents

Staff can expect children to:

- Be contactable during the school day
- Complete work set by teachers
- Seek help if they need it via their online platform as there is a teacher available from 9.00am to 3.30pm to support each day
- Alert class teachers if they're not able to complete work

Staff can expect parents to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it so that teachers can work in partnership with parents to support children's learning
- Be respectful when making any complaints or concerns known to staff
- Where requested, return completed paper pack work each week to the school office

5.7 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 systems are appropriately secure, for both data protection and safeguarding reasons

6. Who to contact

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

- Issues in setting work – subject leads/ phase leads/ SENCO
- Issues with IT – Computing lead
- Issues with their own workload or wellbeing – Phase leads/ Head teacher/ Deputy Head teacher
- Concerns about data protection – Head teacher/ Data Protection Officer
- Concerns about safeguarding – DSL and deputy DSLs

7. Data protection

7.1 Accessing personal data

When accessing personal data, all staff members will:

- Only use the server in your IT network either on site or using remote access through Bolton365
- Only use devices provided by school, such as laptops. Staff should not be using personal devices to access data.

7.2 Sharing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

7.3 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)
- Use multi-factor authentication wherever possible
- 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 update

8. Safeguarding

Please refer to the Child Protection Policy and COVID-19 Addendum for details.

9. Monitoring arrangements

This policy will be reviewed annually by the head teacher. At every review, it will be approved by the full governing board.

10. 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
- Homework Policy
- Remote learning contingency plan

APPENDIX 1

CONTINGENCY PLAN FOR REMOTE LEARNING

If your child is in Nursery or Reception, work will be uploaded to Tapestry and for children in Years 1 to 6 work will be uploaded to Showbie.

<p>What will happen if my child (<i>and their siblings if they are also attending Hardy Mill Primary</i>) is absent because they are awaiting test results and our household is required to self-isolate whilst the rest of their bubble are attending school and being taught as normal?</p>	<p>Curriculum content will remain the same as the learners in school are receiving, as far as is reasonably possible. There will be no pre-recorded videos by the class teacher and school cannot guarantee that a member of staff will be available for questions on the online learning platform throughout the school day. Maths, English and topic work will be set, however the quantity will be dependent on the age/stage of your child. Work will be 'submitted' to your child's class teacher on Tapestry or Showbie.</p> <p>The collation of work and communication with the parent will be coordinated, managed and led by the child's class teacher. Class teachers can be contacted via their school email if a parent requires any support with remote learning during a period of self-isolation for their child.</p> <p>Where lessons being taught require resources which may not be available to children at home (such as art resources e.g. clay or pastels, or geography resources e.g. maps and atlases) then alternative learning will be provided.</p>
<p>What if my child's bubble is not permitted to attend because they, or another member of their bubble, have tested positive for Covid-19 or we enter another 'lockdown' with</p>	<p>Wherever possible and appropriate, we teach the same curriculum remotely as we do in school. However, we may need to make some adaptations in some subjects. For example, where lessons being taught require resources which may not be available to children at home (such as art resources e.g. clay or pastels, or geography resources e.g. maps and atlases), then alternative learning will be</p>

total school closure?	<p>provided.</p> <p>Teaching staff will post videos to model concepts being taught, read stories or introduce a new topic.</p> <p>Work will be set as outlined in our remote learning policy.</p>
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If a child receives 1:1 support and they are isolating, a more bespoke programme of support will be set up. This may include communication from the child's 1:1 support worker. The child will usually be expected to still complete the learning set on Tapestry and/or Showbie.

If a child does not have access to technology at home and are unable to access the online platforms alternative arrangements will be made by either accessing the government IT fund to secure technology for the child to use at home or by providing the child with paper based learning.