Respect Responsibility Relationships Resilience

Remote Learning Policy Hollydale School

September 2020
Review date September 2021

Remote Learning Policy

Being the best that we can be

Statement of School Philosophy

Hollydale School has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

Specific Aims

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality Online and offline resources and teaching videos
- Provide clear expectations to members of the school community with regards to delivering high-quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support
- Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher)
- Support effective communication between the school and families and support attendance

Who is the policy applicable to?

Every child is expected to attend school from September 1st 2020. In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

 o A continuous, dry cough
 o A high temperature above 37.8℃
 o A loss of, or change to, their sense of smell or taste
 o Diarrhoea and vomiting (in children)
 o Have had access to a test and this has returned a positive result for Covid-19

This policy is intended to outline expectations for class bubble or partial school closure, rather than individual cases. Individual pupils who are isolating due to health issues (based on government advice) and choose not return to school in September will be supported on a case by case basis, primarily with the use of 'paper packs' which mirror the work being taught to the rest of the class in school.

Remote learning for pupils

We will provide links to appropriate remote learning for pupils that are not able to attend school so that no-one need fall behind. In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents.

The governors and senior leadership team at Hollydale Primary School are fully aware that these are exceptional times and would like to make it clear that this document seeks to inform and guide families. Each family is unique and because of this, should approach home learning in way which suits their individual needs. We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

 • parents may be trying to work from home so access to technology as a family may be limited;

- Parents may have two or more children trying to access technology and need to prioritise the needs of young people studying;
- teachers may be trying to manage their home situation and the learning of their own children;
- systems may not always function as they should.

Content and Tools to Deliver The Remote Education Plan

Resources to deliver the Remote Education Plan include:

- Online tools for EYFS KS1 KS2 *(Google Meet/Class Dojo/), as well as for staff CPD and parents sessions.*
- Use of Recorded video (*or Live Video if used*) for Start Day registration, instructional videos and assemblies
- Phone calls home
- Printed learning packs

Use of BBC Bitesize, Oak Academy, Mathletics, Numbots, TTRS, First News, Spelling Frame, Teach Handwriting and Explorify.

Home and School Partnership

Hollydale School is committed to working in close partnership with families and recognises each family is unique.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Hollydale Primary School would recommend that each 'school day' maintains structure.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

Roles and responsibilities

Family (pupil/parent/guardian) role
- Where possible, it is beneficial for young people to maintain a regular and familiar routine. Hollydale Primary School would recommend that each 'school day' maintains structure. A suggested timetable will be put on the relevant class web page as a guide.
- If a class bubble is isolated, the children will be sent home with their home reading book and an exercise book – this is so that work that children complete at home can be kept safe, ideally in their exercise books, and can be brought back to school when safe to do so.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via Class Dojos or by email.
- We would encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include

finding an appropriate place to work and, to the best of their ability, supporting pupils with work encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions will be made available (e.g. paper copies of work).

Teacher

Teachers will plan lessons that are relevant to the curriculum focus for that year group and endeavour to supply resources to support tasks for home learners. Work for the week in English, Maths and other subjects will be posted on the class website page by 9.00am on a Monday morning:
  - A class newsletter, containing all website links needed to access home learning resources along with clear information about the learning for that week. This will include reference to daily tasks for relevant subjects
  - Parent curriculum map which details suggested home learning for subjects other than English and maths
  - Links to daily English lessons –Oak Academy and Literacy Tree
  - Links to daily Maths lessons –Oak Academy and White Rose
  - Worksheets to accompany lessons
- Any resources used, including websites and worksheets, should, where possible, be shared with home learners via the class newsletter and Google Classroom. Staff will add these resources to their class webpage electronically and it will be the responsibility of families to print/use these resources at home (or contact the school to ask for a 'paper pack')
- Teachers will respond promptly, within reason, to requests for support from families at home. This should be done via Class Dojos or email if you are having difficulties accessing Class Dojos.

Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders will ensure that support is given promptly

Teaching assistants
- Teaching assistants must be available between 8.30am and 4.00pm
- 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.
- During the school day, teaching assistant must complete tasks as directed by a member of the SLT.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:
  - Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
  - Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
  - Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

ICT Technicians
- ICT technicians are responsible for:
  - Fixing issues with systems used to set and collect work
  - Helping staff with any technical issues they're experiencing
  - Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
  - Assisting pupils and parents with accessing the internet or devices

The SENCO
- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IEPs
- Identifying the level of support

The SBM
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

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

Links with other policies and development plans
This policy is linked to our:
- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Code of Conduct for Phone calls, Video conferencing and recorded video
- End User Agreements for Google classroom, seesaw and class Dojo

Remote teaching for staff who are self-isolating
Teaching staff are required to self-isolate if they show symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this. If a member of staff is required to self-isolate, they are expected to:
- Follow normal reporting procedure for planned absence.
- Following contact with school, the school business manager (SBM), may set up a referral to Occupational Health to support that individual.
- It is expected that staff get tested. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.

- Whilst self-isolating, and if able to do so, non-teaching staff will be given an individual project to work on which is line with whole school improvement priorities or asked to support with the online learning provision for their year group. These projects will be communicated by the Senior Leadership Team and will be allocated on a case-by-case basis.
- If unwell themselves, teachers will be covered by another staff member for the sharing of activities. Communication and planning during this time will not be undertaken until the teacher is fit to work.