



Remote Learning Policy

January 2021

1. Aims

- Ensure that all members of the school community are clear about what we do and do not expect in terms of remote learning;
- Allow teachers to use their professional judgement to determine appropriate approaches and pedagogical methods for their classes;
- Recognise the very considerable pressure that school staff are under during the Covid-19 pandemic and ensure that working practices are manageable and allow for an acceptable work-life balance
- Promote the online safety of everyone in the school community
- Set out expectations for the conduct of all members of the school community during periods of remote learning

2. Roles and responsibilities

2.1 All Staff

- Continue to follow all policies and practices relating to online safety and Child Protection and maintain the school's culture of safeguarding at all times
- Adhere to the Staff Code of Conduct and all related policies (eg. Staff Bullying and Harassment Policy) at all times
- Act as an ambassador for the school at all times, maintaining professional standards of dress, language and conduct in all communication whether face to face, in writing or verbally (eg. telephone).
- Let the class teacher know, via their Yr*homelearning@ email address, if any parent makes contact to explain that their child will not be participating in remote learning due to illness or other circumstances.
- Tell a member of SLT if your workload is unmanageable. We can only help if we know.

2.2 Teachers (and those working in the role of teacher, eg. due to absence)

2.2a Remote Learning Offer

- Teachers are responsible for setting work for their own classes. The DfE stipulate the following:
 - Key Stage 2: 4 hours a day
 - Key Stage 1: 3 hours a day on average across the cohort, with less for younger children



Remote Learning Policy

January 2021

At Hollybush, we will implement this daily as follows:

Nursery:

- At least one activity per day to be uploaded to Google Classroom
- One Zoom session where children at home listen to a live story. The children who are in school may be included in the Zoom session but this will be at the discretion of staff who are with them at the time and should not interfere with their learning in school

Reception:

- At least one activity to be uploaded to Google Classroom
- One Read Write Inc session per day (live or recorded eg. on Youtube)
- One Zoom session for children to interact with their teacher and peers

Year 1:

- Two Zoom sessions per morning, one for a Maths task; one for an English task or for children in school and at home to listen to a live story together
- English/Phonics, Maths lessons daily plus other curriculum areas across the week as per the curriculum jigsaw, uploaded onto Google Classroom.

Year 2:

- Two Zoom sessions (am and pm) for children to interact with their teacher and peers
- Spelling, English and Maths lessons daily plus other curriculum areas across the week as per the curriculum jigsaw, uploaded onto Google Classroom

Year 3 to Year 6:

- Two Zoom sessions (am and pm) for children to interact with their teacher and peers
- English, Maths and reading comprehension lessons daily, times table and spelling tests plus other curriculum areas across the week as per the curriculum jigsaw, uploaded onto Google Classroom

Teachers are free to add additional learning if they want to, but should be mindful of their workload and the need for sustainability. No one should feel under pressure to do something because a colleague is doing it. All classes are different and will require different approaches.

2.2b Remote Learning Materials and Resources



Remote Learning Policy

January 2021

- We recognise that children learn in different ways and that approaches need to be varied from time to time so that children don't become bored and disengaged. Therefore, teachers are encouraged to use their professional judgement to decide how to present learning. Options include:
 - Pre-prepared resources from organisations such as Oak Academy, White Rose Maths and BBC Bitesize;
 - Pre-recorded lessons (eg. using Loom or Google Meet);
 - Live teaching via Zoom or Google Meet
- Teachers will ensure work is differentiated as appropriate to meet the needs of all the children in the class and specific work will be set where applicable.
- Teachers will need to invite other staff to their Google Classrooms as required, eg; Headteacher and Deputy Headteacher, SENDCo, Key Stage Leaders and Subject Leaders. Any member of staff who needs access to a teacher's Google Classroom should ask the teacher to arrange this.

2.2c Teachers' Contact Time

- Teachers must be available to children and their parents between normal school hours of 8.30 – 15.10 with the exception of those times that they are working in class. If the volume of contact from parents is so much that teachers can't manage it all during school hours, the teacher must inform SLT so that they can take steps to safeguard the teacher's work life balance. Teachers are still expected to work on non-contact aspects of their jobs outside school hours, as they would during any other time.
- Teachers are not expected to be available to parents outside of normal school hours (8.30 – 15.10)
- All teachers will take their PPA on Friday afternoon. Alex Libutti will upload computing work for children to complete at this time. Teachers will not be available for contact with children or parents after 12.30pm on Fridays. Teachers will need to ensure that they can be contacted by SLT at this time in case of emergency (eg. the need to self-isolate if a member of their bubble is confirmed to have Covid-19.)



Remote Learning Policy

January 2021

2.2d Contact for children who are not engaging in remote learning

- Teachers will usually spend half of every day in school working with Key Worker and Vulnerable children, and half a day at home working on their remote learning¹. Whilst working at home, teachers should attempt to contact children who have not engaged in home learning for five consecutive days to ask if they need any help. If children (or their parents) do not engage with teachers' attempts to stay in contact with them and they have not spoken to the Learning Mentor about why this is (See 2.6), teachers must report this to a DSP who will take steps to make sure that children are safe at home. Teachers may delegate this contact to support staff but must be mindful of their workload especially if they are delivering interventions (See 2.3)
- By 12pm each Friday, all teachers must send a list of children who are not engaging with home learning to Valerie and Hannah (please send all lists to both of us so that we can coordinate contact for siblings). Valerie (KS2) and Hannah (EYFS and KS1) will cross reference these with CPOMs and will attempt to contact the parents of any children who have not already been picked up by Katie (Learning Mentor). If there are no children who are not engaging, the teacher should send a brief email to say this so that we know they have not forgotten to send their list.
- Teachers will compile a list of children who have not attended a Zoom meeting for 2 consecutive days and whose parents have not contacted us. This list will be passed to the Learning Mentor at the end of every working day. The list will include: The name of the child, the number of Zoom sessions that they have missed and any other information that will be useful to the Learning Mentor when she makes contact. See 2.6.

2.2e Support for Parents

- Teachers should work with parents to encourage them to support their children with remote learning. However, we will never put pressure on parents or children to complete work and there will be no sanctions for children who do not complete work (See Behaviour Policy: p6). We will remember that families are experiencing a wide range of challenges during the Covid-19 pandemic and we will do our very best not to add to this.

We can support parents by:

- Offering individual phone or Zoom calls with them or their children;

¹ This pattern of working may change at short notice due to staff absence, changes to DfE guidance or for any operational reason determined by the Headteacher (who may delegate operational responsibility to the Senior Leadership Team).



Remote Learning Policy

January 2021

- Suggesting activities they may like to do with their children; eg. baking, going for a walk, junk modelling etc. to encourage a break from home learning;
- Telling them that we know they are doing their best and that we understand how hard remote learning is;
- Asking if they need any material help, such as food, clothes or learning resources;
- Explaining that we know not all children will be able to complete all the home learning and that children learn at different rates and in different ways.
- Tactfully and sensitively signposting them to sources of support, eg:
<https://www.familylives.org.uk> (parenting and family relationships support),
<https://www.nationaldahelpline.org.uk> (Refuge: support for Domestic Abuse),
<https://www.mind.org.uk> (Mental Health support),
<https://capuk.org> (Christians Against Poverty: Debt Counselling)
<https://alcoholchange.org.uk>

2.2f Feedback and Marking

- Children need to receive feedback on their work (See Feedback and Marking Policy). Teachers should use their professional judgement to decide how this should be given. Examples include:
- General feedback given to the whole class during a Zoom session: 'Well done for writing your stories yesterday. I loved the way that lots of you used effective adjectives to describe your settings'
 - Marvellous Me! feedback
 - General feedback via Google Classroom Streaming: 'Thank you to everyone who turned in their art yesterday. I really enjoyed seeing your sketches.'
 - Individual feedback given via Google Classroom: 'I love the way that you have used bar modelling to solve this problem.'
 - Individual verbal feedback via Mote on Google Classroom²
 - Acknowledgement comments via Google Classroom: 'Thank you', 'Great work,' etc.
 - Phone, or Zoom calls home to acknowledge work that is well above and beyond what would be expected for an individual child, or to support with a significant misconception that can't be addressed on line.

Our Feedback and Marking Policy states that:

This Policy does not require:

- a set amount of work to be marked for each child;
- the use of a marking code for alerting children to errors, although teachers may choose to use one if they and the children find it useful;

² Mote is an 18 age rated app. Teachers may download it to their Google Classroom but must make it clear that it is not appropriate for children to download.



Remote Learning Policy

January 2021

- *a specific number of positive versus developmental comments;*
- *written proof of verbal feedback or*
- *every teacher to assess in the same way*

These principles continue to apply during periods of remote learning.

The Policy also states that:

This Policy does not require:

- *a specific frequency with which work should be marked;*

During periods of remote learning, each child must receive individual feedback, which goes beyond acknowledgment, at least once a week. This is because they are not being seen daily in school. Feedback could be verbal during a Zoom session, eg 'X used the word 'arid' to describe his landscape. Great choice of adjective X', or in writing. If it is verbal, there is no requirement to record this in writing as evidence because we trust teachers to follow this policy, although they will need to keep a check list to ensure that each child has received feedback across the week.

2.2g Bubble closures and self-isolation

- Teachers must ensure that there are two weeks' worth of standalone work available for their class to complete in the event that the teacher is too unwell to work. Teachers will need time to complete this and can ask their TA to cover them in class for this purpose. If TAs are not able to provide cover, teachers should tell a member of SLT who will arrange an alternative. It is likely that this work will need to be renewed each term to keep it relevant to ongoing learning. It will need to be replaced as soon as it has been used. *Also see Section 5.*

2.3 Teaching Assistants

- Teaching assistants may be asked to call parents to check whether they need any support with home learning. This work will be directed by teachers.
- Teaching assistants may be asked to run interventions with individuals and/or small groups via Zoom. Hannah Cracknell and Grace Borgeat will coordinate this work including providing any training needed.
- Most teaching assistants will be needed in school every afternoon to work with Key Worker and vulnerable children. They will support the children in school to complete the work that has been set for the rest of the class on Google classroom.
- Teaching assistants may be asked to oversee remote learning in the event that teachers are unwell and unable to work from home (See Section 5).



Remote Learning Policy

January 2021

2.4 Nursery Nurses

For the most part, Nursery Nurses will be expected to work with children in school. They may be asked to support teachers with the delivery of remote learning from time to time and will adhere to the relevant sections of this policy when asked to do so.

2.5 Subject Leads

- Monitor the quality, quantity and skills progression of remote learning in their subject as they would with live learning in school
- Support teachers by alerting them to resources they can use to teach their subject remotely

2.6 SENDCo

- Coordinate provision for children who are involved in 1:1 or small group teaching, including training for those delivering the provision
- Keep in regular (rag rated for frequency –daily/weekly/fortnightly) Zoom, email or telephone contact with SEND children and their parents, where the children are not attending school regularly. Monitor work on Google Classroom to ensure that it meets the needs of SEND children.

2.7 Learning Mentor

Every morning (unless she is required to be in school) between 9.00 and 12.00, the Learning Mentor will make phone calls to the parents of children we have not seen in a Zoom meeting for at least two consecutive days. This will be a welfare call to check that everything is OK with the family and to see if there is any support that they need. The Learning Mentor will log these calls on CPOMs and will alert the class teacher. The Learning Mentor will take any action that is necessary to support the family including, but not limited to those listed under sections 2.2e and 3.

2.8 Headteacher and Deputy Headteacher

- Monitor remote learning across the school to ensure appropriate quantity, quality and progression across the curriculum
- Liaise with parents where queries or concerns relate to the contents of this policy rather than to specific pieces of learning
- Provide ongoing support and training to teachers and other members of staff through weekly staff Zoom meetings
- Provide at least weekly feedback to whole classes via their Google Classroom stream
- Monitor staff workload and ensure that it is manageable and sustainable as far as is possible within Government Guidance



Remote Learning Policy

January 2021

- Monitor staff absence and organise cover for remote learning where staff members are unable to work due to illness.
- Monitor engagement with remote learning and ensure that practice is reviewed and updated if levels of engagement fall

2.9 Designated Safeguarding Lead

- Fulfil all responsibilities required by: Covid -19 Contingency Planning Safeguarding Emergency Guidance: Updated January 2021
- Provide regular E-Safety updates for parents and children (at least half termly)
- Respond to any issues around online safety in line with the school's Child Protection Policy and Keeping Children Safe in Education, 2020 (Annex C, p102)

2.10 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

2.11 Children

- We will expect children to follow our school values, and behave pro-socially at home as they would at school.
- During Zoom meetings, all children must have their cameras on so that we know we are talking to who we think we're talking to. If children don't feel comfortable with their camera on all the time, they can turn it off once we have verified their identity.
- Children must be polite and respectful on Zoom chat and Google Classroom Streams. If they are not, the consequence will be that they are not allowed to comment until they have proved that they can do so sensibly during 1:1 dialogue with an adult.
- Any anti-social behaviour will be dealt with in line with our Behaviour Policy. If staff are unsure how to apply it to any given situation, they should contact SLT for advice.

2.12 Parents /carers

- We ask parents and carers to respect staff members' rights to a home life and do their very best to contact us only during school hours. **If the contact is urgent, for example a positive Covid-19 test result or a Child Protection issue, parents should contact us immediately and not wait until the following school day.**
- Our Visitor Code of Conduct continues to apply online as it would in person. All parents and carers should abide by this and treat all members of the school community with respect at all times.
- We would like parents to contact us if their child is having any problems with remote learning. This will enable us offer appropriate help and support.



Remote Learning Policy

January 2021

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, SENDCo or Key Stage Lead (Ian and Hannah)
- Issues with behaviour – make sure you are following the School's Behaviour Policy and individual children's Risk Management/Predict and Prevent Plans. Speak to Valerie or Hannah if issues persist
- Issues with IT – for software issues speak to Alex. For hardware issues, or software issues that Alex can't help with, contact Charley Tilbury who will refer the issue to HfL
- Issues with their own workload or wellbeing – talk to their line manager in the first instance (whoever does your Performance Management). If the issue persists, speak to SLT. You can also raise any concerns in the weekly staff Zoom if you feel comfortable to do so
- Concerns about data protection – email the data protection officer (Tony Tarrega – Governor): tarrega@hollybush.herts.sch.uk
- Concerns about safeguarding – talk to the DSPs (Valerie, Hannah, Grace)

5. Bubble Closure and Staff Self-Isolation

- If a staff member tests positive for Covid-19, we will follow our established protocol (See Covid-19 Early Outbreak Management). We will close bubbles and ask staff to self-isolate, if necessary, in line with advice from Public Health England.
- If isolating staff continue to be well, they can work from home to manage remote learning.
- If the teacher is too unwell to continue to work, SLT will upload two weeks' work (see 2.2g) onto Google Classroom and the Teaching Assistant/Nursery Nurse will manage the learning, eg. by providing support and feedback (2.2f).
- Support staff may be asked to lead class Zoom sessions but this will be at the discretion of the school and will be dependent on the level of experience and training of individual staff members. No member of staff, with the exception of qualified teachers, will be expected to lead whole class Zoom sessions unless they feel comfortable doing so.
- If support staff do not have access to technology to allow them to oversee remote learning, they will be provided with a school laptop.
- If support staff are not able to oversee remote learning for any other reason (for example they are also unwell), this will be done by Hannah (EYFS/KS1) and Valerie (KS2).
- In the event of significant bubble closures and staff isolation, we may reduce our remote learning offer to the minimum required by the DfE, in order to keep workloads



Remote Learning Policy

January 2021

manageable and to ensure that we are able to maintain our provision for as long as possible.

6. Data protection

4.1 Accessing personal data

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

- Access school drives through LARA
- Staff must use school laptops to access personal data. Some staff use their own devices to work from home but cannot access personal data via these due to security settings on the school network.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses, Zoom logins and Google Classroom access codes 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 (school laptops are already encrypted; staff do not need to encrypt their own laptops)
- 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 (this is already installed on school laptops)
- Keeping operating systems up to date – always install the latest updates

7. Monitoring arrangements

This policy will be reviewed annually (or more frequently if external factors, such as DfE guidance necessitate this).

8. Links with other policies

This policy is linked to our:



Remote Learning Policy

January 2021

Behaviour policy

Child protection policy and coronavirus addendum to our child protection policy

Data protection policy and privacy notices

Home-school agreement

Staff Code of Conduct

Visitor Code of Conduct