Highfield Remote Learning Policy

Aims:

This Remote Learning Policy aims to:

• Ensure consistency in the approach to remote learning for children who are not in school

• Set out expectations for all members of the school community with regards to remote learning

• Provide appropriate guidelines for data protection

Remote Learning Policy

Background:

During a period of national lockdown, schools, alternative provision, special schools, colleges and wraparound childcare and other out-of-school activities for children should allow only vulnerable children and young people and the children of critical workers to attend. All other children should not attend and should learn remotely.

Schools have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law. The remote education provided should be equivalent in length to the core teaching children would receive in school and will include both recorded or live direct teaching time, and time for children to complete tasks and assignments independently.

It is expected that schools should:

• Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations

• Give access to high quality remote education resources

• Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use.

• Provide printed resources, such as textbooks and workbooks, if required for children who do not have suitable online access

• Recognise that some children with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum which is adapted and scaffolded for all learners to access it

• As far as possible, provide technology support for those children who cannot attend school, with priority given to those who are disadvantaged or have been advised to shield because they are clinically extremely vulnerable.

When teaching children remotely, schools should:

• Set tasks so that children have meaningful and ambitious work each day for both core and foundation subjects.

• Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.

• Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos.

• Gauge how well children are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.

Remote Learning Policy

• Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure children' understanding.

Policy Scope:

In the event of a school closure, Highfield Primary School is committed to providing continuity of education to its children and will do so through a process of remote learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of children and staff are healthy, and able to work as normal from home. This policy does not apply in the event of short-term school closures, including as a result of inclement weather or a short-term student absence.

Remote Learning Expectations:

• Live learning should be delivered, via Microsoft Teams.

• Opportunities should be built in for children to ask questions 'live', either verbally through the live lesson itself or through the live chat.

• All children should continue to receive regular feedback, in line with the school Marking and Assessment Policy.

• Work expectations should be clearly communicated by teachers to children, so they understand the importance and relevance of the work they are completing remotely.

• Delivery of live learning may include teacher input, monitoring of learning, discussion through the chat function and 'pause points' built into the lesson to enable children to work independently on work set by the teacher.

Contingency Planning:

• If a teacher is unwell and unable to deliver the lesson, the lesson will be covered by another member of staff or the lesson posted on Seesaw/Tapestry wherever possible.

Key Workers and Vulnerable Children:

In the event of a full closure, vulnerable children and the children of key workers who continue to attend school, will be supervised by staff. Children will be based in small groups in an allocated zone to support social distancing and minimise crossover between different groups of children when necessary.

Remote Learning Policy

Teaching and Learning:

Live learning should be delivered to all children through Microsoft Teams by the class teacher. Additional tasks set for children as part of their learning should be set as tasks or assignments through the class page on Seesaw/Tapestry.

Teachers should pay particular focus to the following to support learners in making good progress:

• Work should be appropriately pitched for all children. To support the class teacher's SEND learners, work can be set appropriately, directly to each pupil who may need this support, rather than as a whole cohort.

• Assessment for learning strategies should be built into any 'live' learning, to check on understanding, address any misconceptions and support children in engaging with the lesson.

• Opportunities to develop memory and retrieval should be actively sought out and used in lessons, to support children in retaining key content and concepts.

Teachers should be mindful to ensure that the amount of work set remotely is appropriate. Children should have enough productive learning for the lesson timing indicated, but being aware that it may take children longer to complete tasks remotely than would be the case in school.

Feedback to Children:

Feedback should be given to children through Microsoft Teams, as would happen in normal classroom practice, and in line with the whole school Marking and Feedback Policy. Teachers should be clear which pieces of work they have given formal feedback on, and may choose to use individual feedback and whole class feedback.

Quality Assurance:

Subject Leaders may be added as a member of each Class Team for their subject to allow them to check the quality of remote learning, as well as to monitor the feedback provided for children. Leaders will be looking at the Quality of Education provided as well as the quality of pupil work produced as a result. Regular Staff, pupil and Parent Voice will monitor the effectiveness of, and engagement with, online learning, and any findings will feed into the protocols for setting remote learning for children.

Pupil Engagement and Follow-Up:

• Children are expected to attend all live learning sessions throughout the day, following their usual school timetable.

Remote Learning Policy

- Engagement of children in live learning will be monitored each lesson, and logged by the class teacher.

- If a pupil does not engage with live learning, the senior leadership teams and learning mentor will follow this up through welfare calls, and support the pupil in removing any barriers to attendance in live lessons.

- How-To guides will be shared with children and parents to minimise any IT issues or concerns with the use of Microsoft Teams, Seesaw or Tapestry. This may include 'screen-sharing' so that the teacher can model how to debug an IT issue or how to access learning at home.

- Children engaging fully with the work set should be acknowledged and rewarded in-line with the school Behaviour Policy.

- Where children are unable to attend live lessons, due to medical appointments or other commitments, this should be communicated in the usual way to the school office.

Monitoring of key learner groups:

It is extremely important that we sustain our continued focus on the key learner groups during any potential need for remote learning, to avoid any widening of existing gaps in their knowledge and understanding or any reduction in their accelerated progress. For each cohort, the school will continue to focus on the following aspects:

- Appropriateness of provision, including any scaffolding or modification of learning to enable them to access it without direct teacher input.

- Monitoring engagement in remote learning, both in live learning and in completion of tasks set by their teachers.

- Follow-up support strategies for those struggling to engage or finding the work challenging.

Teachers should monitor pupil completion of work and engagement in 'live' learning of these children and pass on any concerns swiftly. The leadership team, learning mentor and pupil premium lead should be informed if there are issues with the engagement of disadvantaged children, and the SENCO should be informed if there are any specific issues for children with SEND.

All staff should continue to log any safeguarding concerns on CPOMS in the normal way.

PSHE Provision:

PSHE will continue to be taught and resources will include an increased focus on mental health, pupil welfare and strategies to support children during the period of school closure. There will also be an increased focus on the school values, to ensure that children are

continuing to develop in these key areas whilst not in school. Where concerns about the health or wellbeing of an individual pupil are identified, these will be referred to a member of the Safeguarding Team.

Self-Isolating Individuals and Pupil Bubbles

Where individual children or bubbles of children need to self-isolate, but the majority of their peer group remains in school, the remote education provided will differ from the approach for whole groups, due to the challenges of teaching children both at home and in school. Where possible, the lesson will be shared 'live'. Alternatively, class teachers will post work to Seesaw/Tapestry or collate the work into packs and arrange for it to be given to the pupil, if necessary.

Children should complete all work set if they are well enough to do so, and if personal circumstances allow.

Roles and Responsibilities:

Teachers

When providing remote learning for a class bubble closure or national lockdown, teachers must be available during their normal working hours.

Teachers must follow the school's usual absence reporting procedures by informing school as soon as they know they will be unable to either attend work or undertake remote learning activities.

Teaching Assistants

Teaching assistants will be engaged in supporting the learning of the Key Worker and Vulnerable cohorts of children within school or the learning of those children online. Where appropriate, they may adapt resources at the point of learning for children requiring it.

Learning Mentor

The Learning Mentor should continue to provide high quality pastoral support for the children. If a pupil does not engage with remote learning, this will be identified by the class teacher and a follow-up call will be made to support the pupil in engaging and removing any potential barriers to learning.

The learning mentor will continue to be available for children and parents to contact them via Microsoft Teams or via phone calls, if they are struggling socially or emotionally. They will also be able to signpost children and parents to external agencies and websites as appropriate.

SENDCo

Alongside any teaching responsibilities, the SENDCo and class teachers are responsible for ensuring all children with an EHCP or identified additional needs has appropriate provision for remote learning, liaising with parents of SEND children to ensure they are supported in remote learning, and supporting teachers to ensure SEND children have appropriate learning opportunities whilst they are unable to attend school.

Designated Safeguarding Lead

The DSL will ensure that children are able to engage safely in remote learning, providing guidance for staff and children to follow when engaging in on-line learning using advice produced by the Leeds Safeguarding Team. Leeds Safeguarding Team produced safeguarding amended guidance for staff using remote learning such as Teams or Zoom, which includes pre-recorded lessons as well as live lessons.

The following extract is taken for the LEEDS CHILDREN'S SERVICES PRIMARY SCHOOL SAFEGUARDING & CHILD PROTECTION POLICY FOR SCHOOLS & COLLEGES, Academic Year 2023-24 (available on the Highfield primary website under policies).

11   Remote Learning and Remote Welfare

11.1   If children are being asked to learn online at home, for example because of the coronavirus pandemic, schools and colleges should follow advice from the DfE on safeguarding and remote education (DfE, 2021b). In addition to following the Guidance for Safer Working Practice (Safer Recruitment Consortium, 2022)

11.2   Where children are remote learning and the DSL has identified a child to be vulnerable, on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. The communication plans can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded. Details of this plan must be recorded, as should a record of contact made.

11.3   We recognise that school is a protective factor for children and situations such as periods of national lockdown can affect the mental health of pupils and their parents/carers. Staff will be aware of these issues and have due regard for them in setting expectations of pupils' work where they are at home.

Any safeguarding concerns arising out of remote learning should be passed to a member of the Safeguarding Team as soon as possible, following the usual school protocols. The Safeguarding Team will continue to respond to safeguarding concerns regarding children and all children and staff have contact details for the Designated Officers.

Remote Learning Policy

Senior Leaders

Alongside any teaching responsibilities, Senior Leaders are responsible for coordinating the remote learning approach across the school and ensuring that all children are able to access their live learning. They should also monitor the security of remote learning systems, including data protection and safeguarding considerations.

Data Protection:

Accessing personal data

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

• Use secure school approved systems when communicating with children or parents

• Ensure that any use of online learning tools and systems is in line with GDPR requirements.

• Ensure they seek full approval from the IT Services team before using any new software or online resources which involve sharing pupil data.

Processing personal data

Staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices and data secure

All staff members will take appropriate steps to ensure their devices and school data 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)

• Not storing any personal or sensitive school data on a personally owned device.

• Using encrypted devices wherever possible – 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 that any device is locked when not in use, or if left inactive for a period of time

• Not sharing the device among family or friends

• Installing anti-virus and anti-spyware software wherever possible

Remote Learning Policy

• Ensuring that all aspects of the Acceptable Use Policy and Online Safety Policy are followed at all times

Headteacher: Jonathan Feeley

Computing and Online Safety Lead: Linda Harrower

Chair of Governors: Oliver Thorne

Governing Body Approval: Teaching, Learning and Pupil Support Committee 30.01.23

Signed: O Thorne (Chair of Governors)

               J Feeley (Headteacher)

Review Date: April 2025