



# Remote Learning Policy

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**Signed:** M. Soper

**Reviewed:** To be reviewed as and when necessary.

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## **Introduction**

In order to ensure that learning is continued, irrespective of a potential lockdown and self-isolation, Harvills Hawthorn Primary School has developed the following plan. This remote learning plan offers online learning opportunities whilst also acknowledging that some households may have barriers to online learning, such as limited access to devices, and would require hard copies of work and resources.

This plan is separated into 3 stages and our response is dependent upon the stage that we are at. It will be applied in the following instances:

1. Where individuals are self-isolating because of symptoms or a positive test within the household or having been instructed to self-isolate by NHS track and trace.
2. A bubble/bubbles are closed, meaning a group/s of children would be self-isolating.
3. Where school is closed to all but those children of key workers in a local or national lockdown.

This remote learning policy complies with the expectations and the principles outlined in the DFE document: [Guidance for Full Opening of Schools](#).

In the event of loss of face-to-face learning caused by Coronavirus, leadership will endeavour to work in partnership with parents and families so that our children actively engage in remote learning to minimise the impact on their education. However, if children themselves are too ill to work at home, they will not be expected to engage in learning remotely until they are well enough to do so.

## **Aims**

The aims of this policy are to:

- Ensure equity of learning and curriculum opportunities for pupils in school and at home.
- Ensure consistency in the approach to remote learning for pupils who are not in school.
- Set out expectations for all members of our school community with regards to remote learning.
- To provide appropriate guidelines for data protection and safeguarding.

## **Principles**

- Pupils are inspired, motivated and engaged to learn through our blended learning approach.
- Pupils are encouraged to be independent learners.
- Digital literacy is recognised as a core skill for staff and pupils.
- Flexible delivery options are offered to reflect the needs of pupils, the intended learning outcomes and the availability of resources.
- Teacher workload has been taken into account when deciding on our blended learning offer.

## **Software and online platforms**

The online platform that we will use in all year groups is Seesaw. Teachers will set work and give feedback on the work they have set, and children and parents will be encouraged to upload evidence of their learning at home via this platform. Seesaw will also be used as a communication tool, enabling children to remain in regular contact with their class teacher and peers.

Teachers will set appropriate work in-line with our current curriculum: this work will be supplemented by a range of resources provided by Oak National Academy and other online learning providers. The Oak National Academy online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher. There are also many lessons specifically aimed at children with SEND, requiring additional support.

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At least one in-school lesson a week will be taught via Seesaw to ensure children are confident when using these platforms. It is our intention that children will have practised logging onto, and using, Seesaw in school before there is a need for it to be used for remote learning.

TT Rockstars, Spelling Shed and Bug Club will continue to be encouraged to support the acquisition and retention of basic core skills. The log in details for these platforms have been shared with the children and the parents. If parents need these details again, they should email the class teacher in the first instance.

Staff will always make sure the platform they are using or directing children to use is suitable for the children's age group, stage of development and ability.

### **Stage 1: Learning for individuals who are self-isolating**

Once school is informed that a child has to isolate, parents will be asked if the child is well enough to learn and remote learning will be provided.

This learning will consist of the slides and activities delivered in school each day. They will be uploaded by the class teacher at the end of the day ready for the child to work on the following day.

### **Stage 2: Learning for groups of children in the event of a bubble closure**

Seesaw is the platform which teachers will use to set work when a bubble is required to work remotely.

The normal school timetable will be followed, which will provide the children with a broad and balanced curriculum that is tailored to their needs. The children will receive learning daily and the expectation is that they must complete what has been set for them – it is not optional. We understand that, due to households' personal circumstances, children may not be able to complete their learning during the typical school day hours and may therefore be working a day behind or completing tasks on the evenings or weekends.

The learning set will mirror the curriculum that the children would have been covering should they have been learning in school. Work for the following day will be available for parents and children by 6pm (9pm on the day of the bubble closure), allowing preparation time should they want it. All work will be uploaded and assigned to children via Seesaw but the way in which the resources are presented may vary between individual teachers. All children will receive live lessons daily for English and Maths. Teachers may also record themselves (audio or audio and screen casting only), modelling a task, addressing a misconception, giving the instructions for a task or sharing a class message this will then appear as part of the thread on the 'Journal' tab. Children, with support from their parents/carers, will be asked to upload their work which may be a photograph/scan of their work. Answers will be available for children to self-mark. If a child's teacher is ill, they will not be expected to respond to children's learning until they have recovered. Learning will still be set by their year group colleague.

Daily, there will be a message from the class teacher and a reading session where the class key texts will be read aloud by the class teacher.

All children will receive regular feedback via Seesaw. Teachers will ensure that work is tailored to meet the individual needs of learners and that once work is reviewed, common misconceptions are addressed. Further modelling/instruction may be given by class teachers, or children may be directed to alternative tasks. With this in mind, dependent upon how the child is progressing with their work, they may receive additional feedback in order to move their learning forward.

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### **Stage 3: Remote learning for all in the event of a partial/full school closure (including Tier 4 lockdown)**

When a partial or full school closure (including Tier 4 Lockdown) is in place, our aim is to offer children learning in school (critical worker and vulnerable children) the same offer as those who are learning at home. The school offer to all children will be as previously detailed for Stage 2 with the following additions:

- Year group teachers will be split with one teacher working in school with the vulnerable / key worker children and the other working from home, on a rota basis. The support staff will also be working in school on a rota basis.
- Each day, the teacher and member of support staff will host an interactive social session. Approximately six children will be invited per day. The session should allow socialising, connectivity and an opportunity to discuss learning. It is the teachers' responsibility to ensure each child has been invited to the 'social' every week.
- Weekly Awards' assembly will be uploaded

### **Accessibility for all**

Class teachers, supported by our Inclusion Manager -Mrs Barnett- will ensure that remote learning is accessible for all children, including those with a special educational need or disability. If appropriate, Seesaw will still be used as the main platform to do this, as tasks can be assigned to individuals or groups of children via the 'Activities' tab.

We recognise that there may be some children and families who are not able to access remote learning resources online via Seesaw. After the first day, if a child is not accessing Seesaw, a member of school staff will contact the parents to identify any barriers that a family may be facing. In such circumstances, alternative provision will be made to ensure that, where possible, these barriers are removed and children can, therefore, continue with their learning, e.g. electronic devices may be loaned or packs of work may be posted or collected by parents. If children have not got the physical resources they need (paper, pens, rubber, etc.), these can also be provided by school.

Children and parents have the opportunity to ask questions by adding a comment to the activity post on Seesaw. Teachers will have to approve any tasks or comments before it is uploaded onto the child's journal. Teachers will endeavour to respond to questions as soon as possible to ensure that a child can continue learning without significant delay.

If a parent has a question, they should email their child's teacher's via their school email address (e.g. [misssoper@harvillshawthorn.co.uk](mailto:misssoper@harvillshawthorn.co.uk)). Children should not be emailing from their own email addresses. In order to safeguard everyone, staff will only respond to emails sent from a parent or carer. This email account will be checked regularly throughout the day by the staff within that year group and they will respond as soon as they are able to do so.

### **SEND and Vulnerable Families not in Attendance**

A weekly phone call will be made to personally 'check in' with individual children and families. During the phone call to 'check in', members of staff will talk to both the parents and children.

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## **Additional Support**

If your child is entitled to benefit-related Free School Meals, you can order a 'Grab Bag' by phoning the office by 10am to place an order or a voucher will be provided by school. If there is a suspected case of COVID19 within your household, parents will have to arrange for a family member or friend to collect. If it is a bubble closure and nobody in the house has symptoms, then an adult can come and collect as long as there is suitable supervision of the child who has to isolate.

If you are struggling to buy food shopping due to financial issues during isolation, please contact Michelle Hellend, our Family Support Worker [michelle.hellend@harvillshawthorn.co.uk](mailto:michelle.hellend@harvillshawthorn.co.uk)

All families who are in need of meal support, including those who are not entitled to FSM, can request a food parcel or food bank vouchers by making contact with Michelle Hellend.

Further advice and support can be found at [www.sandwell.gov.uk](http://www.sandwell.gov.uk)

## **Safeguarding**

During a bubble closure or full lockdown, there will be weekly contact with vulnerable families. This may be via call, text, email, video meeting, face-to-face contact during home delivery of food parcel and/or contact via meetings.

Class teachers are responsible for contacting pupils who are not engaging with remote learning. When they are not able to make contact via telephone, they will:

1. Leave a message, stating why they are calling and asking parents to call or email them back
2. Request that a text message is sent, prompting families to make contact (if this is not possible, proceed to step 3.)
3. Send an email explaining why they are making contact and asking families to get in touch.
4. Escalate their concern to the Phase Leader and/or Safeguarding Team who will then decide on the action to take; this may involve a home visit.

If children aren't seeing trusted adults at school every day, it is even more important that staff are able to identify any Safeguarding concerns and take appropriate action. It is important that all staff who interact with children, including online or via the telephone, continue to look out for signs a child may be at risk. Any such concerns will be dealt with following Harvills Hawthorn Safeguarding & Child Protection Policy and should be discussed with the Designated Safeguarding Lead (DSL) or one of the Deputy Designated Safeguard Leads (DDSL). Where appropriate, referrals should still be made to Children's Services and, as required, the police. The Designated Safeguarding Lead (DSL) will ensure that they continue to liaise with any agencies involved or initiate involvement if necessary and will arrange for additional regular contact to be made by the DSL or DDSLs. The purpose of these phone calls, as well as those made by the child's class teacher, is to ascertain their safety, support their learning and monitor their wellbeing.

## **Maintaining professional boundaries**

Remote learning is very different to teaching face-to-face. However, adults will always maintain professional working relationships with children and adults in the household. If staff are recording anything to be shared with children (a voice recorded message/instruction or screen casting on Seesaw), they will make sure they are in a neutral area where nothing personal or inappropriate can be seen or heard in the background. Pupils, parents, carers and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers.

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### **Contacting children at home**

When staff are contacting children and families individually, they should only make contact during normal school hours, or at times agreed by the school leadership team. Any one-to-one sessions, for example TAF meetings / pastoral care meetings, should be approved by the school's leadership team. When making contact, staff will ensure they adhere to the following safeguarding measures:

- Only use parents' or carers' email addresses or phone numbers to communicate with children and their families.
- Use school accounts to communicate via email or online platforms, never teachers' personal accounts. If working from home and school telephony is not available, make sure any phone calls are made from a blocked number so a teacher's personal contact details are not visible.
- If staff members are accessing families' contact details at home through SIMS, they will ensure they comply with the [Data Protection Act 2018](#) (do not print these off / store them anywhere and log-off SIMS once they have accessed the information).
- When communicating via telephone, staff will ensure that they speak to the adult and that, when they speak to the child, the adult remains present for the duration of the conversation.

### **E-safety (online safety)**

Children and young people are likely to spend more time online while social distancing measures are in place. Staff will talk to them regularly about the benefits and risks of the online world and give them space to ask questions and talk about anything that worries them. Staff will encourage parents to do the same and will direct parents to the 'E-Safety' section of our website for more information. It is the responsibility of the child's parents to ensure that they have the appropriate levels of protection in place on the devices which belong to them and also that they safeguard their children by implementing measures such as ensuring their children only access the device in a shared space, restricting access by using parental controls, etc.

If a child is using a school device in school, the appropriate steps will have been taken by school and our associated provider to ensure children's access is restricted in order to maintain their online safety.

In accordance with our E-Safety Policy, school will deal with e-safety incidents in accordance with the procedures outlined in the policy. We will, where known, inform parents of incidents of inappropriate e-safety behaviour that take place.

### **Links with other policies**

This policy has been written in line with and having taken into consideration the following Harvills Hawthorn Primary School policies:

- Safeguarding and child Protection policy
- Staff Code of Conduct
- E-Safety policy
- SEND policy
- Behaviour policy
- Curriculum policies
- Covid-19 Risk Assessment
- IT Acceptable Use Policy

