



Remote Learning Policy for Holywell Village First School

1. Statement of School Philosophy

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

2. Aims

This Remote Learning Policy aims to:

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

Provide clear expectations for members of the school community with regards to delivery of high quality, interactive remote learning

Include continuous delivery of the school curriculum, as well as support of motivation, health and well-being and parent/carer support

Consider continued education for staff and parent/carers (e.g. CPD, Supervision and Parental contact)

Support effective communication between the school and families and support attendance

3 .Who is this policy applicable to?

- Pupils not attending school during periods of partial closure when only certain pupils are permitted to attend e.g. vulnerable and children of key workers.
- Pupils (and their siblings if they are also attending Holywell Village First School) who are absent because they are awaiting test results and the household is required to self-isolate, where the rest of their school bubble are attending school and being taught as normal.
- A pupil's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

4. Content and Tools to Deliver This Remote Learning Policy:

From DfE guidance 7.1.2021 : *'The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:*

- *Key Stage 1: 3 hours a day on average across the cohort, with less for younger children*
- *Key Stage 2: 4 hours a day*

In developing their remote education, we expect schools to:

- *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 so that pupils can progress through the school's curriculum.'*

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS, KS1 & KS2 are Tapestry/Google Classroom, Numberbots/Timetables Rockstars/ Northumberland CC padlets, as well as for staff CPD and parent/carer sessions.
- Phone calls home
- Printed learning packs
- Physical materials
- Use of [BBC Bitesize](#), [Oak Academy](#), [Number Bots](#), [Timetables Rockstars](#)
- School360 to access [Google Classroom](#):
- [Northumberland Learning Padlet](#): Resources for learning at home during school closures in Northumberland. For teachers and parents. We've put together some of the sites, apps and resources you might find helpful while schools are closed.
- [EYFS Padlet](#):
- Timetable and structure for remote learning [Appendix 1](#)
- Teacher Code of Conduct for Phone calls [Appendix 2](#)
- Acceptable Use Agreements (including accessing the Virtual Learning Platform Schol360 incorporating Google Classroom) copy in [Appendix 3](#).

Teachers will plan lessons so that they closely match the intended curriculum for their year group's curriculum plans (accessible [here](#)). Teachers will set daily tasks via Tapestry/Google Classroom with all resources and online links made explicit in that post. These tasks may be posted on a weekly or daily basis.

5. Home and School Partnership

Holywell Village First School is committed to working in close partnership with families. We recognise each family is unique and because of this remote learning will look different for different families in order to suit their individual needs. Holywell Village First School will provide a refresher online training session and induction for parent/carers on how to use Google Classroom or Tapestry as appropriate and where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Holywell Village First School would recommend that each 'school day' maintains structure. We would encourage parent/carers 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, parent/carers should contact school promptly and alternative solutions may be available. These will be discussed on case-by-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.

6. Roles and responsibilities

Teachers

Holywell Village First School will provide a refresher training session and induction for new staff on how to use Tapestry/ Google Classroom. When providing remote learning, teachers must be available between 9 am and 3:30 pm.

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.

When providing remote learning, teachers are responsible for:

Setting work:

Teachers will set work for the pupils in their classes. This work will be meaningful, build on previous learning and matched as closely as possible to the school's published curriculum for that year group.

The work set should follow the usual timetable for the class had they been in school, wherever possible

Weekly/daily work will be shared by 9am each day

Teachers in Nursery and Reception will set work on Tapestry (in the event of issues with this platform, Nursery or Reception work may also be accessed on Google Classroom).

Teachers in Year 1,2,3 and 4 will set work on Google Classroom

Providing feedback on work:

If teachers are teaching in school and providing online learning, they will provide feedback on any uploaded/submitted work when they have their next period of directed time; this will be within 5 school days.

Please note some parents/carers may choose to upload all work towards the end of a week. The teacher will check that work as and when they have release time to do so.

If a child is absent as they are self-isolating, the teacher will provide feedback within 24 hours.

If possible, reading, writing and maths work, all completed work submitted by 5pm

All curriculum tasks should be submitted by 5pm.

Keeping in touch with pupils who aren't in school and their parent/carers:

If there is a concern around the level of engagement of a pupil in remote learning, parent/carers should be contacted via phone to access whether school intervention can assist engagement

All parent/carer emails should be sent via this account:

emma-marie.reed@hollywell.northumberland.sch.uk

Any concerns shared by parent/carers or pupils should be reported to the Designated Safeguarding Lead.

Any complaints should follow the school's complaint procedure. Complaints from parent/carers should be reported to the teacher in the first instance. If, after contacting the teacher, further discussion is required, please contact Mrs Emma Reed (School Manager) via email or telephone the school office; following this either Mrs Endacott (deputy) or Mrs Brett (head) will seek to find a resolution.

Teaching Assistants

If not timetabled to be in school, Learning Support Assistants (also known as Teaching Assistants) must be available between 9am and 3pm

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, Learning Support Assistants must complete tasks as directed by the HLTA – Mrs Hogarth or Mrs Brett, the head teacher.

Head Teacher and Deputy Head teacher (SLT)

Alongside any teaching responsibilities, senior leaders are responsible for:

Co-ordinating the remote learning approach across the school including the daily monitoring of engagement

Monitoring the effectiveness of remote learning

Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated Safeguarding Lead (DSL)

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

IT Coordinator assisted by School Manager and IT Consultant

IT coordinator is 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 parent/carers with accessing the internet or devices.

The SENCO

Liaising with the ICT technician 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 if learning remotely, and liaising with other organisations to make any alternate arrangements for pupils with EHC plans

Identifying the level of support and modification required, liaising with class teachers to ensure tasks set are appropriate for pupils' needs.

The School Manager

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

Assisting with IT issues

Ensure effective and timely communications into the admin box and sent to appropriate members of staff

Ensure teachers are informed of any issues within their cohort

Advise parent/carers/carers about illness/isolation

Ensure parent/carer/carers are well informed via email, Facebook and website. Use Texts Service for immediate and urgent messages.

Pupils and parent/carers

Staff can expect pupils learning remotely to:

Complete work to the deadline set by teachers

Seek help if they need it, from teachers

Alert teachers if they're not able to complete work

Staff can expect parent/carers with children learning remotely 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

Be respectful when making any complaints or concerns known to staff

Governing Body

The governing body 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

7. 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

End User Agreements for Google classroom

Date Adopted: 13th January 2021

Signed pp



Chair of Governors

Dat3 13.1.21

Appendix 1

	Session 9-9:30	Session 9:30-10 am	BREAK	10:30-11 am	11-11:30	11:30-12	LUNCH	1.00-2.00	Break	2-3 pm
Monday-Friday	Phonics/Spelling work (Google Classroom)	Written task (English) (Google Classroom)		Read a book	Basic number practise Numberbots /Timestables Rockstars	Maths written task (Google Classroom)		Choose from Curriculum grid (Google Classroom)		Choose from Curriculum Grid (Google Classroom)

If you have any difficulties logging into Google Classroom, Number Bots and / or Times tables Rockstars, please contact admin@holywell.nortumberland.sch.uk and Sandra Hogarth (Sandra.hogarth@school360.co.uk).

If you have queries about the work once logged on, please contact the teacher via Google Classroom.

Appendix 2 –

Teacher Code of Conduct for making telephone calls:

All calls should be made from the school landline. Where this is not possible, please use your own mobile/home number but preface the number called with 141 to ensure your personal phone number is not disclosed to parent/carers/carers

Any costs incurred should be itemised and sent to E Reed. School will not reimburse 'free minutes'.

The head's school mobile is available if a teacher is unable to use their own mobile/home number.

Any concerns regarding IT should be logged and sent to S Hogarth; copy S Brett and E Reed into this email.

Any concerns regarding safeguarding must be report immediately to the DSL – Sarah Brett and /or Samantha Endacott.

If physical resources are requested please explore all on-line options first as sharing physical resources increases the risk of infection spreading.

Children with SEND who cannot access their EHCP targets without resources will have these provided.

Where a bubble is closed, parent/carers/carers can expect one call every two weeks. If a call is missed, parent/carers should attempt to contact the school and arrange a suitable time for a call back; an email is preferable. This will reduce the time required for teachers to make calls as they should focus on delivering the curriculum and assessing children's work.

Appendix 3

Acceptable Use Policy Agreement

I understand that I must use school systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the systems and other users.

For my own personal safety:

- I understand that Holywell Village First School will monitor my use of the systems, devices and digital communications.
- I will keep my username and password safe and secure – I will not share it, nor will I try to use any other person's username and password.
- I will be aware of "stranger danger", when I am communicating on-line.
- I will not disclose or share personal information about myself or others when on-line (this could include names, addresses, email addresses, telephone numbers, age, gender, educational details, financial details etc)

- I will immediately report any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable when I see it on-line.

I understand that everyone has equal rights to use technology as a resource and:

- I understand that the school systems and devices are primarily intended for educational use and that I will not use them for personal or recreational use unless I have permission.
- I will not try (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- I will not use the school systems or devices for on-line gaming, on-line gambling, internet shopping, file sharing, or video broadcasting (eg YouTube)
- I will act as I expect others to act toward me
- I will respect others' work and property and will not access, copy, remove or otherwise alter any other user's files without the owner's knowledge and permission
- I will be polite and responsible when I communicate with others, I will not use strong, aggressive or inappropriate language and I appreciate that others may have different opinions
- I will not take or distribute images of anyone without their permission.

I recognise that the school has a responsibility to maintain the security and integrity of the technology it offers me and to ensure the smooth running of the school :

- I understand the risks and will not try to upload, download or access any materials which are illegal or inappropriate or may cause harm or distress to others, nor will I try to use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials
- I will immediately report any damage or faults involving equipment or software, however this may have happened
- I will not open any hyperlinks in emails or any attachments to emails if:
 1. I do not know and trust the person / organisation who sent the email
 2. I have any concerns about the validity of the email (due to the risk of the attachment containing viruses or other harmful programmes)
- I will not install or attempt to install or store programmes of any type on any school device, nor will I try to alter computer settings unless directed by a teacher.

When using the internet for research or recreation, I recognise that:

- I should ensure that I have permission to use the original work of others in my own work
- Where work is protected by copyright, I will not try to download copies (including music and videos)

- When I am using the internet to find information, I should take care to check that the information that I access is accurate, as I understand that the work of others may not be truthful and may be a deliberate attempt to mislead me.

I understand that I am responsible for my actions, both in and out of school:

- I understand that school also has the right to take action against me if I am involved in incidents of inappropriate behaviour (that are covered in this agreement) when I am out of school and where they involve my membership of the school community (examples would be cyberbullying, use of images or personal information)
- (PUPILS WILL HAVE ALREADY SIGNED THIS IN SCHOOL) I understand that if I fail to comply with this Acceptable Use Policy Agreement, I will be subject to action which would be loss of access to the school network / internet, contact with parent/carers and in the event of illegal activities involvement of the police. Please complete the sections on the next page to show that you have read, understood and agree to the rules included in the Acceptable Use Policy Agreement. If you do not sign and return this agreement, access will not be granted to school systems and devices