

Hartsfield JMI School



Remote Learning Policy

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Approved by Governing body

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Introduction

The temporary provisions in the Coronavirus Act 2020 expired on 24th March 2022. As a result the [Remote Education \(England\) Temporary Continuity \(No.2\) direction](#) no longer has effect.

As a result, the Department for Education released new non-statutory guidance to schools on maintaining their capabilities to deliver high quality remote education in cases where it is not possible or contrary to government guidance for some or all pupils to attend face-to-face education. '[Providing remote education: guidance for schools](#)'.

The priority should always be for schools to deliver high-quality face-to-face education to all pupils. Remote education should only ever be considered as a short-term measure and as a last resort where in person attendance is not possible.

This non-statutory guidance is effective from 29th March 2022.

Statement of Intent

At Hartsfield School, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed where required.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance, including, but not limited to, the following:

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- DfE (2022) 'Providing remote education: guidance for schools'
- DfE (2021) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2023) 'Keeping children safe in education'
- DfE (2015) 'SEND code of practice: 0 to 25 years'
- DfE (2022) 'School attendance: guidance for schools'

This policy operates in conjunction with the following school policies:

- Data Protection Policy
- Child Protection and Safeguarding Policies
- Health and Safety Policy
- Accessibility Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance and Absence Policy and Practice
- Online Safety Policy

- Staff Code of Conduct
- Pupil Code of Conduct
- Acceptable Use Agreement for Pupils
- Acceptable Use Agreement for Staff

Scenarios where remote education should be provided

Attendance is mandatory for all pupils of compulsory school age. At Hartsfield School, we will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

At Hartsfield School, we continue to prioritise the health and wellbeing of our children and families whilst also minimising the impact on children's education.

Teachers will provide remote learning for:

- occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government.
- occasions when individual pupils, for a limited duration, are unable to physically attend their school but are still able to continue learning, for example pupils with a broken leg or recovering from minor surgery (*pupil must be deemed well enough to be able to complete the work)
- other exceptional circumstances (to be agreed on case-by-case scenario by Headteacher)

Teachers will not provide remote learning for:

- children who are absent from school due to illness as their health and recovery must be prioritised
- children who are absent from school for a holiday (this is unauthorised absence)

On occasions where face to face learning impacts a large group of pupils, such as a whole class, year group, a phase or the whole school, specific details of what remote learning will be provided will be communicated to parents.

The Headteacher will consider all requests for remote learning linked to individual absences on a case-by-case scenario. Where individual cases of remote learning are agreed, there will be a personalised approach, linked to the individual case circumstances, in agreement with parents. The class teacher and parents will consider what is appropriate and manageable giving regard to the expectation that learning provided is equivalent in length to the core teaching pupils would receive in schools. *“Remote education will be provided for three hours a day on average across the cohort for Key Stage 1, with less for younger children, and four hours for Key Stage 2.”*

Remote Learning – What can I expect from Hartsfield School?

The initial response to any class / phase or school closure and individual absence, will be to provide children with home learning materials matched to the learning taking place in school from the **second day of closure / absence**.

IMPORTANT: Remote Learning will not be provided for children who are absent from school due to normal genuine illness (e.g. colds, sickness or stomach aches etc.)

We understand that everyone's circumstances at home will be different. Some families have one child to support while others could potentially have several. Some families have one device to share while others may have more – and some things may work differently on different devices. Some parents will have plenty of time to help their children learn, while others will be working from home and may have much less time and some children will be able to work more independently than others or need greater challenge.

Software and online platforms

Teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided by Oak Academy, White Rose Maths and BBC resources.

Children in KS2 will have work set via Google Classroom and remain in contact with their class teacher through Google Meet video sessions (to share successes and communications).

In EYFS and KS1 teachers will share resources via email, 'phone or video call depending on the duration of absence.

The Oak Academy- lessons are in-line with our teaching ethos – they encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also numerous lessons specifically aimed at children with SEND needs and requiring additional support. Class teachers will match these video lessons to our carefully planned school curriculum.

White Rose Maths resources will be used as they are very similar to our current maths curriculum model.

TT Rockstars will all be utilised to support the acquisition and retention of basic core skills.

Google Classroom will remain in use as the communication element has already proved to be invaluable. Pupils will be able to message one another to share information and offer support. The Class feed will offer the chance for teachers to celebrate children's work and maintain our school community.

Remote learning for Individual Pupils

e.g. Occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with a broken leg or recovering from minor surgery (*pupil must be deemed well enough to be able to complete the work) Other exceptional circumstances (to be agreed on case by case scenario by Headteacher)

If remote learning is deemed appropriate, the class teacher will contact parents to discuss and agree expectations. The class teacher and parents will consider what is appropriate and manageable, with appropriate tasks set, for example for a child with SEND needs, if the main class task is not accessible, giving regard to the expectation that learning provided is equivalent in length to the core teaching pupils would receive in schools. *“Remote education will be provided for three hours a day on average across the cohort for Key Stage 1, with less for younger children, and four hours for Key Stage 2.”*

Example of a Remote Learning Programme

English & Maths Lessons and Non-core lessons (Topic tasks)

Learning activities and instructions to the pupil supplied that match the curriculum content that has been or will be covered in class during the period of absence. The teacher will decide what materials are most appropriate for the individual child.

If teaching input is required for core lessons, the teacher will direct the parent to a relevant BBC, Oak National Academy or White Rose taught session.

The quantity will be dependent on age/stage of your child. Some/all of these will be ‘handed in’ to your child’s class teacher on turn or in KS2, via Google Classroom for marking.

Class / Phase / Whole School Closures

Occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government.

EYFS: optional as below statutory school attendance

3 hours a day of learning will be offered including independent activities. Although the order of work is flexible, some of it may be sequential.

Maths and literacy activities will take up 2 hours a day with suggested activities linked to other areas of learning for example physical development, PSED, EAD/UTW, taking up another hour. Work completed may also be shared via email to the relevant class email address which will be checked regularly by the class teacher with feedback given on identified work submitted.

Teachers will have conversations via telephone with each family over the period of closure or fortnightly as a minimum.

KS1:

Children will be offered 3 hours per day of directed learning- 1 hour of English- based activities per day with an emphasis on phonics and reading alongside writing, 1 hour of maths per day plus 1 hour of science per week and additional time spent on foundation subjects including PE, RE, art and DT and PSHE.

Children will be provided with a home learning book to record completed work to share with teachers on their return to the classroom. Work completed will also be shared via email to the relevant class email address which will be checked regularly with feedback given on a specific piece of work submitted.

Teachers will have conversations via telephone with each family over the period of closure or fortnightly as a minimum.

KS2:

Daily directed learning activities with resources set and shared weekly. A total of 2 hours of essential daily activities of phonics/spelling, maths and English will be provided plus 1 hour of an additional subject linked to the current daily timetable and the curriculum plan. Suggestions of other additional activities will also be shared with any relevant links or resources.

Activities will include:

- Online access to KS2 Times table Rockstars
- Activities set via Google Classroom with opportunities for children to submit identified work online.
- Work completed may also be shared via email to the relevant class email address, which will be checked throughout the day by the class teacher, with feedback given on work submitted with teachers available throughout the school day.
- Teachers will have conversations via telephone or via Google Meet with each child over the period of closure or fortnightly as a minimum. These could be in small groups or individually with an adult confirming their attendance and agreement at the beginning of each call and two members of school staff attending each Google Meet session or with a parent present if a phone call between pupil and teacher.
- For families who do not have access to technology, we encourage families to contact us individually. We are able to loan chrome books in support of pupils or paper copies if preferred. Staff monitor the access to learning for PPG pupils.

Guidance for online face to face meetings:

- An appropriate adult must remain in the same room as the child during video or conference calls to monitor and ensure they are safe and using it appropriately.
- Children must take part in the meet up in a suitable communal environment (not a bedroom) and be appropriately dressed (uniform is not necessary, but they should be fully dressed in clothing that covers top and bottom half of the body).
- All members of the household must be aware that the meeting is taking place and make sure they are also suitable dressed and use appropriate language and behaviour when nearby or in the background.
- A teacher and one other staff member will be present throughout the video call to help safeguard all participants and monitor appropriate use.
- Meetings will be recorded for internal school safeguarding monitoring only and kept securely for a month.
- Teachers will stay in the meeting until everyone has 'logged off'.
- Teachers and any other adults on the call (or in the background) will use appropriate language / behaviour throughout the call.
- Parents/carers must make sure their child have 'logged off' the call correctly once it is finished - before turning off any devices.
- No staff member will contact a parent/carer or child via Google Meet outside of any pre-arranged meetings and if they do need to make contact that will be via telephone or email (from the class email address)
- Teachers will ensure appropriate security settings are in place for the meeting. They will ensure that access is only granted to the expected registered users

If a parent or carer has concerns or complaints these must be shared with the appropriate Phase Leader, Assistant Heads or Headteacher. Safeguarding concerns must be shared by staff via CPOMS with DSP and DDSP.

Any children repeatedly unable or unwilling to complete work, should be discussed with the appropriate Key Stage Phase Leaders, Assistant Heads or Head teacher.

Designated Safeguarding Person (DSP)

The DSP is responsible for ensuring staff understand and comply with the Child Protection Policy.

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, Phase Leader or INCO
- Issues with IT – talk to Head Teacher/ Intermit
- Issues with their own workload or wellbeing – talk to their Key Stage Phase Leader or the Headteacher
- Concerns about data protection – talk to the Headteacher/ DPO
- Concerns about safeguarding – talk to the DSL or Deputy DSL

Data protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will access the data via remote access to the school cloud IT network

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

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)
- Sensitive information is stored on the school cloud not the device
- 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 and keeping operating systems up to date – always install the latest updates