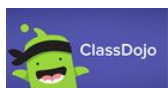




HEXHAM FIRST SCHOOL

REMOTE LEARNING

POLICY



Contents

| | |
|-------------------------------|---|
| 1. Aims | 3 |
| 2. Roles and responsibilities | 3 |
| 3. Who to contact | 6 |
| 4. Data protection | 6 |
| 5. Safeguarding | 7 |
| 6. Links with other policies | 7 |

1. Aims

At Hexham First School our primary aim is the safety and well-being of our staff and children. We recognise that a school closure will impact differently on all of us and we acknowledge that children and families will face a variety of situations and challenges. With this in mind we take all steps possible to keep school open, but have robust contingency plans should school ever need to close.

The vast majority of this learning will be online therefore If any child is unable to access a computer, tablet or phone, resources and activities can be collected from school or posted home. We will make sure every child knows their school 360 login so they can access the online learning.

Our aim is to keep our core purpose of teaching and learning continuing as effectively as possible. During a school closure each child will be provided with learning to do at home and we have high expectations that all children will complete the work set. Activities and tasks will be shared on Class Dojo and School 360. However, we do recognise that health and wellbeing are paramount and we appreciate that the level of work that might be undertaken by a child will reflect the situation and circumstances at home. We will consider the expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.

The following government guidelines have been referred to when writing this policy

<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice> published October 1st 2020

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools> updated October 1st 2020

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8:45am and 3:30 pm

If they're 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. [HFS absence management policy](#)

When providing remote learning, teachers are responsible for:

1. Setting work

Setting work for their individual classes and supporting colleagues in their absence. The minimum amount of work set is detailed in the table below. The work will need to be set weekly and in advance to provide parents with enough time to resource, research and

prepare. The work should be uploaded onto the Class Dojo page with links to School 360 provided. Early Years will also use Tapestry.

2. Continuing the learning process

Continuing to teach all or most of the normal planned curriculum in the remote environment is important so teachers should follow their medium term plans /National curriculum and ensure that the curriculum encompasses all subjects within the National Curriculum for their year group. Pupils with limited access to IT must be provided with paper based learning so they can still complete the work.

Subjects where this is more challenging are those that would normally include significant elements of practical work in the live classroom, for example sciences, music or technology. However, in these and other cases, video demonstrations (and there are many ready-to-use examples linked to the curriculum available on platforms such as YouTube) can substitute well for practical work, particularly if accompanied by teacher explanation, commentary and a text book or electronic resource.

The following characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded) or a paper based task

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

We will avoid an over-reliance on long-term projects or internet research activities. Evidence shows that lengthy or open-ended projects or research activities are in most cases less likely to lead to strong progress or outcomes. Such approaches should generally be avoided in favour of the more interactive, teacher-led approaches to delivering the school's planned curriculum described above.

| | Platform / software | Suggested learning time | Learning | Feedback mechanism |
|------------------|---|-------------------------|--|---|
| <i>Nursery</i> | Weekly Tapsetsy postings (PArnts and staff to feedback using Tapestry) (Tapestry sharing from home to school promoted through > Class looking at home photos in school. > Any home photo or comment 'liked' or commented on by staff. | 1 + | <i>Weekly phonics plan with activities matched to school.</i> <i>Weekly maths plan with activities matched to school.</i> <i>Fine motor skills activity matched to school.</i> <i>One other EYFS DM area suggestion e.g.</i> <i>> Physical Development, Health and Self Care</i> <i>> helping with self dressing.</i> <i>If an individual child is in isolation and not local lock down, teacher will provide information and ideas of what the children are particularly interested in at the moment.</i> | <i>Tapestry</i> |
| <i>Reception</i> | Class Dojo daily postings and online learning - Busy things (accessed through 360) | 3 hours | Daily RWI phonics session & writing activity White Rose Early Years maths | <i>Class Dojo - portfolio School 360 Tapestry</i> |

| | | | | |
|---------------|---|-------------|---|--|
| | Tapestry Daily RWI phonics videos | | | |
| <i>Year 1</i> | Class Dojo and School 360 (Busy things) White Rose Maths, Oxford Owl Reading Daily RWI phonics videos School website - class page | 3 hours | 1 x Daily RWI phonics session & writing activity 1 x White Rose Maths 1 x geography/ history, science, art, design and technology, ICT, music, RE and PHSE activity. | <i>Class Dojo - portfolio School 360</i> |
| <i>Year 2</i> | Class Dojo and School 360 (RWI, Busy things, JIT) , Times Table Rockstars (from the end of Autumn term), White Rose Maths, Oxford Owl Reading School website - class page | 3 hours | 1 x Daily RWI phonics session & writing activity 1 x White Rose Maths 1 x geography/ history, science, art, design and technology, ICT, music, RE and PHSE activity. | <i>Class Dojo - portfolio School 360</i> |
| <i>Year 3</i> | Class Dojo and School 360 (J2E, Busy things) Times Table Rockstars White Rose Maths Oxford Owl Reading School website - class page | 3 - 4 hours | 1 X Daily WR maths lesson 1 xOxford Owl Reading book & activity 1 x Writing Activity 1 x Science - STEM home learning activity / or geography / history /RE / PSHE / MFL Daily RWI videos for targeted pupils Mindfulness activities Spelling practice Times tables practise TT rock Starz | <i>Class Dojo - portfolio School 360</i> |
| <i>Year 4</i> | Class Dojo School 360 (J2E, Busy things) Times Table Rockstars White Rose Maths online Oxford Owl Reading School website - class page | 3 - 4 hours | 1 X Daily WR maths lesson 1 xOxford Owl Reading book & activity 1 x Writing Activity 1 x Science - STEM home learning activity / or geography / history /RE / PSHE / MFL Daily RWI videos for targeted pupils Mindfulness activities Spelling practice Times tables practise TT rock Starz | <i>Class Dojo - portfolio School 360</i> |

Providing feedback on work

Pupils will be asked to upload work to their portfolio on Class Dojo as well as submitting work via School 360. Parents will be asked to drop off completed work in the school entrance if their child is using a paper based system and will be quarantined for 48 hours before being given to the class teacher. Teachers will share feedback with pupils via Class Dojo.

Regular contact with parents via Dojo Messenger in the event of a local lockdown - daily shared message. Information about children not engaged with learning shared with HT.

Teachers will not be expected to answer Dojo messages outside of their normal working hours (8:30 to 5:30).

Any safeguarding concerns that arise through Class Dojo to be passed onto DSL (J.O / Z.J) asap. Teachers may be expected to attend virtual meetings with parents and pupils, please make sure that the normal school code of conduct is followed e.g: personal appearance, personal behaviour)

2.2 Learning Support Assistants

When assisting with remote learning, teaching assistants must be available between (8:45 to 3:15)

If they're 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 assisting with remote learning, teaching assistants are responsible for helping to identify which pupils will need extra support and providing extra support for them through additional resourcing of work.

Support staff may be expected to attend virtual meetings with parents and pupils, please make sure that the normal school code of conduct is followed e.g: personal appearance, personal behaviour, appropriate background

It is likely that school will remain open to adults in the event of a local lockdown so all staff may be required to come into work during their normal working hours unless needed for child care at home - see absence management policy for further details on absence due to childcare.

2.3 Subject leads

Subject leaders will be asked to continue their role from home should school close. consider the following:'. You may also want to cover the role of your SENCO here, for example if you've given them responsibility for co-ordinating remote learning for children with SEND across your school.

Alongside their teaching responsibilities, subject leads are responsible for:

Insert details, such as:

- Subject leaders will need to consider whether any aspects of the subject curriculum need to change to accommodate remote learning
- Subject leaders will work with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Subject leaders will make sure work set remotely across all subjects is appropriate and consistent
- Subject leaders will monitor the remote work set by teachers in their subject via reviewing the work set.
- Subject leaders will alert teachers to resources they can use to teach their subject remotely

2.5 Designated safeguarding lead

The DSL's (Justine Overton and Zoe Jones are responsible for safeguarding and promoting the welfare of all pupils. They must ensure that the procedures contained in the child protection policy apply to all staff volunteers, visitors and governors and are consistent with those of the local safeguarding children board (NSCB). The e-safety lead (Bernie Noon) is responsible for ensuring that current safety updates are shared with parents and staff via Dojo and email.

2.7 Pupils and parents

Staff can expect pupils learning remotely to complete the work set to the deadlines set by the teachers. Parents and pupils seek help if they need it, from teachers or learning support assistants. Parents will make the school aware if their child is sick or otherwise can't complete work.

2.8 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

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 or SENCO (Clare Crow)
- Issues with IT – talk to Martin Nieurzyla and Bernie Noon
- Issues with their own workload or wellbeing – talk to the HT Justine Overton
- Concerns about safeguarding – talk to the DSL's Justine Overton / Zoe Jones

4. Data protection

4.1 Accessing personal data

When accessing personal data (e.g: email / phone numbers) for remote learning purposes, all teaching staff where possible will use their school laptop rather than their own personal devices. If making phone calls, staff will ensure that their own phone number is hidden from the parent.

5. Safeguarding

The schools procedures for safeguarding will be adhered to - see updated [Child Protection Policy](#)

6. Links with other policies

This policy is linked to our:

- Behaviour policy -[HFS Behaviour Policy](#)
- Child protection policy [child Protection Policy](#)
- Staff Code of Conduct [Code of Conduct](#)
- Absence Management [Absence Management](#)
- Acceptable Use policy [Acceptable Use Policy](#)
- E safety policy [HFS E- safety policy](#)
- Data protection policy and privacy notices [GDPR Policy 2020](#)