

Our vision is to develop an outstanding school for the local community where our values of resilience, respect, diversity, compassion and innovation are evident in everything we do. Through nurturing our children academically, socially and emotionally, we provide them with secure foundations for life, so that they leave Hawthorn with an excellent all-round education and a love of learning. Our school motto 'Where everybody is somebody' permeates throughout our school.

Hawthorn Tree Primary School
Remote Learning Policy

Author: Hawthorn Tree School
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Aims

In the event of school closure, this remote learning policy for staff aims to:

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

DFE Expectations

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September (2020) This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- *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, for pupils who do not have suitable online access*
- *recognise that younger pupils and some pupils 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*

When teaching pupils remotely, we expect schools to:

- *set assignments so that pupils have meaningful and ambitious work each day in a number of different 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 pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work*

- *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 pupils' understanding*
- *plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers*

We expect schools to consider these 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. We expect schools to avoid an over-reliance on long term projects or internet research activities.

- Guidance Full Opening: Schools DFE, 28 August 2020,

<https://www.gov.uk/government/publications/actions-for-schoolsduring-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Timescale

This policy will come into immediate effect in the event of:

1. a full lockdown involving the whole school
2. a partial lockdown involving either a whole bubble or part of a bubble
3. individual children being affected

Digital platforms

The following have been identified as vehicles for the delivery of remote learning;

- Microsoft Teams (live or recorded face to face delivery)
- Tapestry (EYFS learning sharing and submission)
- Seesaw (Years 1-6 learning submission and teacher feedback)
- Youtube (recorded lesson delivery and also resourcing)
- Class pages on the Hawthorn Tree Website (Learning resources posted in Word format so that documents can be edited for pupils to submit answers, learning thoughts etc)
- Email (contact between home and school)
- Telephone (contact between home and school)

Roles and responsibilities

Role	Responsibilities
Head teacher/DSL	• Monitor the effectiveness of remote learning via feedback from SLT, teachers, pupils and parents. • As Designated Safeguarding Lead, set out measures for keeping the school community safe; see Safeguarding Child Protection Policy and Addendum within policy • Monitor the security of remote learning systems, including data protection and safeguarding considerations.
Deputy Head teacher, DDSL	• Co-ordinate the remote learning approach across the school - Liaise with Key Stage leads/co-ordinators, Class Teachers to ensure provision for those affected by school closure/those individual pupils needing to isolate - Liaise with IT Office staff to publish online materials via the school website • Co-ordinate access links, monitor and provide feedback on live lessons • Monitor remote learning emails for phase and provide support and guidance for families where needed. In case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below
Key stage lead and	• Support teams with creating accessible remote learning content and ensuring deadlines for updating MT/website are met each week

coordinators	• Provide materials for those individuals who need to isolate • Promote Acceptable Use Policy with teams • Liaise with Teachers and Additional Adults: co-ordinate and monitor remote content including the attendance and record keeping of live Reading lessons. Follow up non-attendance. • Monitor registration calls home and report concerns in first instance to DHT. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding policy
SENDCo	• Ensure welfare checks are made regularly for children with EHCPs and other vulnerable children • Liaise with Learning Support Assistants to ensure that alternative work has been provided for SEND pupils where necessary • Make weekly phone calls home to targeted individual children. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding policy
Class Teachers	Teachers are responsible for: • Delivering lessons live or recorded and setting learning assignments for children in their class/year group on a weekly basis using Microsoft Teams. Teachers of children in EYFS and KS1 may use a combination of alternative online platforms to deliver lessons, eg. Tapestry, Seesaw, HTS Website, Youtube etc on their class pages on the HTS website. Maths lessons for all children will continue to be accessible using the White Rose Maths links via the school website. Teachers may also set work that incorporates online platforms and materials recommended by the DfE eg. Oak Academy. In the absence of hands-on-access to books during remote learning, children should be encouraged to access free materials such as Oxford Owl. • Ensuring that any materials that need to be uploaded to the school website are done so by the start of the weeks learning <u>Year Group expectations</u> Information below sets out the content of our remote learning approach in line with the age and stage of our children. For children in our Early Years Foundation Stage, we know that learning happens best through play, where they can pursue their own interests and where they can explore, create and think critically. During remote learning, EYFS teachers will provide, via the school website, a mixture of short, online lessons plus ideas for practical and creative activities that children and parents can engage with at home. • EYFS Daily lessons include: Reading/Phonics, Maths using WRM, Ideas for Creative Play • KS1 – Years 1&2 daily lessons include: Reading/Phonics, English, Maths using WRM, Wider curriculum, PE, Wellbeing • KS2 – daily lessons include: Reading/Phonics, Writing, GPAS, Maths using WRM, Wider curriculum, PE, Wellbeing <u>Providing Feedback</u> • Teachers in EYFS will monitor parental contributions on Tapestry and provide timely and constructive feedback where appropriate.

	- Teachers in Year 1-6 will acknowledge all children's submitted work via Tapestry (preferable)/MS Teams/email accounts. Staff will give written feedback where appropriate or offer guidance and support via the pupil contact call, email or seesaw if needed. - In Mathematics, and where quizzes have been set, children will be encouraged to self-mark using the answers provided. For younger children, parents and carers should be encouraged to support. - Teachers may also use individual children's work to provide whole class feedback via live/recorded lessons <u>Keeping in Touch with Pupils who are Not in School and their Parents/Carers</u> Teachers are responsible for: - Responding to emails/messages from pupils/parents on a daily basis during normal working hours. - Telephoning pupils (5 per day) - Prioritising vulnerable or hard-to-reach families. Phone calls should be made using school phones. Where this is not possible because staff are working from home and using personal devices, then teachers must withhold their personal numbers. Outcomes of calls must be recorded Integris. - Teachers must report concerns ie. Lack of contact/absence of children registering or submitting home learning/ dealing with complaints etc in the first instance to their Year Manager. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding policy
Teaching Assistants	- Be available for timetabled Zoom/Microsoft Team calls with allocated year group colleagues/class. - Where appropriate respond to online registration/feedback to pupils and provide live reading lessons as directed by class teacher. - Report any concerns in the first instance to class teacher/Year Manager. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding policy - Liaise with SEND leads and teachers to differentiate remote learning for any SEND pupils, or compile tailored remote learning packs.
Pastoral team	- Monitor children's engagement with online registration and learning/weekly phone calls. - Conduct regular welfare checks with families of vulnerable children and those with no recourse to public funds. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding policy - Compile and deliver remote learning packs for those families without access.
Governing body	- Monitor the school's approach to providing remote learning to ensure the education offer remains high quality. - Ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons. - Monitor the school's approach to supporting the wellbeing of all staff, whether working at school or from home. The Governing Body will be responsible for monitoring and supporting the wellbeing of the Headteacher. - Monitor the school's approach to supporting the wellbeing of all pupils but particularly the most vulnerable.

Pupils	• Read and agree to the Acceptable Use Policy terms and materials. • Register online between the hours of 8:30 and 10:00 am each day using Year Group email accounts. • Complete online learning. (Children are not expected to print out worksheets but should use Purple Home Learning books to record responses and complete assignments using Microsoft Teams/Word where applicable. In the case of extended remote learning, then the school will provide English and Maths books.) • Alert teachers if work is not submitted. • Seek help from teachers online if needed.
Parents/ carers	• Read and support children with understanding the Acceptable Use Policy terms and materials. • Support children each day to make sure that they have registered, accessed learning and submitted tasks. • Alert staff if their child is sick or unable to submit learning. • Seek help from teachers using enquiries@hawthorn-tree.lincs.sch.uk in the first instance

Virtual Meetings

During remote learning, all staff are expected to:

- Be available to attend virtual meetings
- Dress in an appropriate and professional manner
- Select areas to be recorded for virtual meetings carefully: there should be little background noise and there should be nothing inappropriate/personal visible. (Blank/neutral backgrounds are ideal to prevent sharing of personal details or information about staff.)

Who to contact

If staff have any questions or concerns they should contact the following individuals:

- Issues in setting work – Deputy Head teacher
- Issues with IT – Tony Holtham, tony.holtham@ark.me.uk, the Ark Technician assigned to HTS
- Issues with workload/wellbeing – line manager and HT if necessary
- Issues/concerns with data protection – follow school Data Protection Policy
- Dealing with concerns/complaints from families – refer to Complaints policy in the first instance, then contact DHT in second instance, finally HT
- Concerns about safeguarding – contact school DSL who is the Head teacher. If they are unavailable, then the DDSL's who are the Deputy Head and Learning Mentor

Data protection

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

- Have read, agreed and signed terms and conditions of the Acceptable Use Policy.
- In the event of remote learning, contact details of pupils are available on Integris
- Contact details of pupils should not be downloaded on to own personal devices.

Processing personal data

Staff members may need to collect and/or share personal data such as personal contact numbers 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. Personal emails of staff should never be used or shared with parents or pupils - dedicated year group admin email addresses must always be used.

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)
- Ensuring the hard drive is encrypted – 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 the device locks if left inactive for a period of time
- Ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

Safeguarding

Our Safeguarding Child Protection Policy is automatically adopted from Lincolnshire County Council when new versions are released. This has been updated to reflect the current situation, an addendum entitled: Safeguarding Policy Addendum for School Lockdown 2020 has been included.

Monitoring arrangements

This policy will be reviewed at appropriate intervals in response to the pandemic by the Head teacher and Deputy Head teacher. At every review, it will be approved by the governing body.

Hawthorn Tree School Pupil and Parent Remote Learning Acceptable Use Agreement

This acceptable use agreement specifically addresses safer practice when accessing remote learning, including live streaming and online communication such as remote meetings.

- Remote learning will take place using Microsoft Teams Google Classrooms and Tapestry, supplemented by other online learning.
- Only approved school accounts will be used.
- Use of personal staff accounts to communicate with learners and/or parents is not permitted.
- Online contact with learners will not take place outside of the school day (9.00-3.30), except where the Senior Leadership Team (SLT) has directed this, e.g. parent consultations
- Staff will not record live streaming unless it has been agreed with the SLT and parental consent has been approved.
- Parents/pupils will not record live streaming or take screen shots/photos.
- Where meetings are with parents, meetings will be set up with a waiting room facility.
- Where live streaming occurs, it will be accessed via the school provided accounts.
- The headteacher may monitor live streaming events. If this is the case, you will be made aware.
- Unless the pupils are asked to verbally contribute to the meeting, pupil microphones will be muted.
- Learners and parents should not forward or share access links
- Learners should attend online meetings in a shared/communal space or room, with an open door and/or appropriately supervised by a parent/carer.
- Remote live lessons are for pupil engagement only (although parents may be present in the room). If parents need to talk to teachers, they should ring the school.
- Where pupils do not have access to devices, the school will endeavour to loan school equipment where possible.

Behaviour Expectations

- Staff will model safe practice and behave in the same manner they would in the classroom
- Staff will remind attendees of behaviour expectations at the start of the session

Participants are required to:

- be in a suitable room
- wear appropriate clothes
- be on time for the meeting (exceptions being technical related issues)
- Use appropriate language
- ensure backgrounds are neutral
- ensure personal information and/or unsuitable personal items are not visible
- ensure that no one is around to distract you or others

Reporting Concerns

- Participants are encouraged to report any concerns
- Pupils displaying inappropriate behaviour or offensive behaviours will be removed from the meeting with no option to re-join. Parents and the SLT will be informed.
- Any safeguarding concerns will be reported to the DSL in line with our safeguarding policy

Childs name	Signature	Date
Parents names	Signature	Date