



Hollyfield Primary School

Home Learning Policy

November 2020

1. Aims

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

For the first 24 hours of isolation, parents will be emailed the 'self-isolation' homework to get the pupils started. Teachers will then provide daily Home Learning activities related to the children's current learning topics, which will be available from 6pm the previous evening.

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

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 providing remote learning, teachers will -

Setting work -

- Ensure laptop is taken home every evening and is available to use at home for setting remote learning as needed.
- Ensure basic resources to support in the preparation of home learning are available at home as needed – this may include: a whiteboard and pen to complete demonstrations on short video clips, Numicon and other mathematical concrete resources, phonics sound cards/phoneme frames, text/resource books for current curriculum being taught etc.
- Set work for their class and in the event of absence, their year group partner.
- Ensure this work is set by 6pm the day before and uploaded onto Teams.
- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects. As well as School Curriculum Planning, resources may be sourced from -
 - ✓ Oak Academy - <https://teachers.thenational.academy>,
 - ✓ DFE <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education>
 - ✓ NCETM - <https://www.ncetm.org.uk/in-the-classroom/support-for-schools-addressing-ongoing-coronavirus-impact/primary-video-lessons/>
 - ✓ BEP - <https://bep.education/home-learning-websites-and-resources/primary-resources/>
 - ✓ White Rose Maths - <https://www.wandleenglishhub.org.uk/lettersandsounds>
 - ✓ Phonics Play <https://www.phonicsplay.co.uk/teachers>
 - ✓ Bug Club - <https://www.activelearnprimary.co.uk/login?c=0>

- Provide printed resources and workbooks for pupils who do not have suitable online access.
- Provide work that meets the needs of all pupils within the class including pupils with SEND.
- Plan a programme that is approximately three hours per day.
- 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.
- Co-ordinate with other teachers within year group bubbles, including those teaching in school, to ensure consistency across the year/subject.
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos.

Providing feedback on work -

- View completed tasks via assignments handed in Teams to gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks.
- Feedback will be given within 24 hours of receiving the work where possible.
- Share feedback with pupils via assignments individually on Microsoft Teams.
- Clearly state when a task should be finished and how the work should be returned to the class teacher.
- 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.

Keeping in touch with pupils who aren't in school and their parents -

- Make regular contact with pupils through Microsoft Teams, Tapestry and phone calls.
- Respond to questions/comments through Teams within specified working hours (8:30am – 3:45pm).
- In the first instance address any complaints or concerns regarding pupil work via phone call, if required, in line with usual school policy.
- Record safeguarding concerns via CPOMS and speak directly to DSL (see below for further advice/information).
- Inform parents/carers when the pupil has consistently failed to complete work when appropriate. Discuss reasons for this including barriers to learning. Devise plan to overcome this. Gain support from Senior Leadership Team if needed.

If an individual pupil is not in school due to a confirmed period of self-isolation, termly, staff will compose a package of work, for the duration of 10 days, to be completed which will address key performance indicators for each year group. All of this work will be saved in staffcommon/ Covid-19/ self-isolation work and the office will email it to parents. Printed resources will be provided regularly and safely if internet access is not available.

Producing videos to put on learning platform and attending virtual meetings with staff

- Dress code – in line with school policy.
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background or anything that may show any personal details/information). Consider a blurred background.

2.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available during their working, timetabled hours.

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:

Supporting pupils who aren't in school with learning remotely –

- Telephone check-ins – well-being/safeguarding, providing information about home learning etc.
- Sharing/producing resources to support the class teacher to add to the work on Teams.
- CPD – as directed by subject leaders.
- Attend virtual meetings when an invitation has been sent out from the school/Teacher.

Attending virtual meetings with staff -

- Dress code – in line with school policy.
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background or anything that may show any personal details/information). Consider a blurred background.

2.3 Subject Leads

Alongside their teaching responsibilities, subject leads are responsible for -

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent.
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set.
- Alerting teachers to resources they can use to teach their subject remotely.

2.4 Leaders

Leaders will -

- Ensure subject curriculums are broad and well-sequenced and enable pupils to make progress and build on knowledge and skills with a good level of clarity about what is intended to be taught and practised in each subject – Lead: all Subject Leaders.
- 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. Co-ordinate the remote learning approach across the school – Lead: HT and DHT.
- Provide access to high-quality online (via Microsoft Teams) and offline resources and teaching videos linked to the school's curriculum expectations – Lead: DHT.
- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access – Lead: Office Manager.
- 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 – Lead: SENDCO.
- Monitor the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents – Lead: HT and DHT.
- Monitor the security of remote learning systems, including data protection and safeguarding considerations – Lead: IT Manager and HT.
- Ensure completion of the DfE online attendance by completing "Education Setting Status Daily Return" form.

2.5 Designated Safeguarding Lead

We aim to have a trained DSL or Deputy DSL on site wherever possible. The DSLs at Hollyfield Primary School are – Mrs. C. Lewis (HT), Mr. A. Holmes (DHT), Mr. D. Cole (AHT), Mrs. J. Storer (Senior Learning Mentor), Mrs. S. Glass (Pastoral and well-being lead).

If our DSL (or Deputy) can't be on site, they can be contacted remotely by telephone or their direct emails. The DSL will -

- Identify the most vulnerable children in school.
- Update and manage access to child protection files, where necessary.
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments.

During a local/national lockdown or closure of a particular group of children the school will maintain contact with children who are at home. Staff will try to speak directly to children at home to help identify any concerns. They will use school phones and other devices to make calls home. Or, if necessary they will use personal phones but they will withhold their personal number.

Staff will look out for signs of concern such as -

- Not completing assigned work or logging on to school systems.
- No contact from children or families.
- Seeming more withdrawn during any class check-ins.

2.6 SENDCo

SENDCo is responsible for -

- Keeping all paperwork up to date.
- Liaising with outside agencies.
- Contacting parents as appropriate.
- Supporting class teachers in planning and producing work for children who require additional support.

2.7 IT Staff

IT staff are responsible for -

- Maintaining and fixing issues with systems used to set and collect work.
- Helping staff and parents 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 parents with accessing the internet or devices.

2.8 Data Protection Officer (DPO)

- Ensure relevant policies are up to date and update the school's privacy notice to include any new data processors e.g. Microsoft, Google, J2E
- Ensure all staff are trained appropriately to take account for any changes to the school systems due to remote learning.
- Get copies of data sharing agreements for the new data processor (on their web sites)

- Carry out a Data Protection Impact Assessment to identify risks and how schools will reduce the risk
- Consider pupils who need identity protection
- Check if parental consent is required to use the data platform by referring to the platform's T&Cs
- Check to see if staff already have personal Microsoft accounts and ensure staff understand and have had training on how to avoid a conflict of accounts to reduce the risk of breaches of data and personal/special category data belonging to the school being stored on personal drives.
- Identify which systems are currently being used and will continue to be used
- Identify how any 'new' technology will integrate into what is already in place

2.9 Admin Staff

Administrative staff are responsible for:

- Ensuring all parents phone numbers and emails are up-to-date.
- Tracking self-isolation periods to ensure that individuals and groups of pupils/parents know when they are expected to return to school.
- Report attendance concerns to the DSL or a member of the SLT
- Send home paper copies of work for children with no access to online learning

2.10 Pupils and Parents

Staff can expect pupils learning remotely to -

- Be contactable during the school day – although consider they may not always be in front of a device the entire time.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they're not able to complete work.
- Alert the school office if they experience technical issues.
- Make the school aware if their child is sick or otherwise can't complete work.
- Seek help from the school if they need it using Teams and school office.
- Be respectful when making any complaints or concerns known to staff.
- Ensure their child's learning device is in a public space in the home with an adult present in the room (It's important to consider where your PC/laptop/tablet is placed).

2.11 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.

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
- Issues with behaviour – talk to the Deputy Head Teacher.
- Issues with IT – talk to IT Manager or IT Technician via helpdesk email
- Issues with their own workload or wellbeing – talk to Head Teacher CL.
- Concerns about data protection – talk to the Head Teacher or data protection officer (IT Manager).
- Concerns about safeguarding – talk to DSL (AH, CL, DC, JS, SG)

4. Data Protection

4.1 Accessing Personal Data

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

- Use Teams to set work for children.
- Access data, via the school server as part of our IT network.
- Use provided devices to access data, such as laptops and iPads.

4.2 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure as detailed in the Acceptable Use Policy.

5. Safeguarding

Please see above or refer to Safeguarding & Child Protection Policy 2020, Keeping Children Safe in Education September 2020 or speak to a DSL.

The DSLs at Hollyfield Primary School are

– Mrs. C. Lewis (HT), Mr. A. Holmes (DHT), Mr. D. Cole (AHT), Mrs. J. Storer (Senior Learning Mentor), Mrs. S. Glass (Pastoral and well-being lead).

6. Monitoring Arrangements

This policy will be reviewed termly by Mr. A. Holmes (DHT). At every review, it will be approved by Mrs. C. Lewis (HT).

This policy will be agreed by Governors: Autumn Term 2020.

7. Links with other Policies

This policy is linked to our -

- Behaviour Policy
- Safeguarding & Child Protection Policy and Coronavirus addendum to our Safeguarding & Child Protection Policy
- Data Protection Policy and Privacy Notice
- Home-School Agreement
- ICT and Internet Acceptable Use Policy
- Online Safety Policy
- Online Learning Agreement