



TIMOTHY HACKWORTH PRIMARY SCHOOL

'Respectful and resilient; being the best that we can be.'

Remote Learning Policy

CRC Article 28: All children have the right to be the best that they can be.

CRC Article 19: All children have the right to be safe.



Date policy approved/adopted	October 2020 Reviewed April 2021
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Approved by:	Governing Body
Head Teacher signature:	<i>L. Boulton</i>
Chair of Governors signature:	<i>P. Crook</i>

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Date of Policy: October 2020
Reviewed April 2021

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Our Timothy Hackworth School Vision

May our Rights Respecting School be a happy place for us all to learn; where every one of us is valued and safe in our Timothy Hackworth School Family. May we all be the best that we can be by making a positive difference to each other, our community in Shildon and the wider world in which we all live.

Mission Statement (written by children):

We would like our school, which reflects British Values, to be at the heart of the community, sharing, supporting and learning together with everyone as equals. Our children have the right to high quality learning experiences to help them to be the best that they can be.

We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

Values

Ours is a happy school with high hopes and ambitions for all our children and we welcome working in partnership with parents and carers to ensure that everything is done in the best interests of the children at all times.

All of our staff take their responsibility towards the children seriously and they strive to help each child reach their full potential as global citizens physically, emotionally,

socially and academically. We are fully committed to the [CHARTER ON THE RIGHTS OF THE CHILD \(CRC\)](#).

To us, every child is unique and precious and we endeavour to foster a high level of motivation towards learning and behaviour. We are committed to the Basic Skills of English and Maths.

At all times we aim to centre the teaching in an atmosphere of mutual respect and personal respect. A high quality education is [the right of every child](#), and at Timothy Hackworth Primary School, we embrace that responsibility and strive to achieve it for all our pupils.

Equalities Information

This policy should be read in conjunction with our school's 'Equalities Policy Statement', 'Equalities Objectives Summary' and 'Equalities Information and Objectives'.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation (LGBTQ+).

Rationale:

At Timothy Hackworth Primary School, we aim to inspire all children to reach their full potential, academically, socially and emotionally. School policy is derived from the school's Mission Statement, Vision and the shared values that underpin teaching at Timothy Hackworth Primary School. The rationale for developing whole school behaviour management procedures is to promote positive and respectful behaviour, which ultimately is self-managed and conducive to effective teaching and learning. Children are encouraged to give their best at all times, inside and outside of school. The consistent application of procedures throughout the school means that children are familiar with, and understand, the expectations placed upon them.

1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for children who aren't in school due to COVID-19 related absence;
- Set out expectations for all members of the school community with regards to remote learning;
- Provide appropriate guidelines for data protection;
- Ensure children unable to attend school due to COVID-19 related absence remain fully included within the school community;
- Continue to ensure that every child receives the best education the school

can provide for them.

Timothy Hackworth Primary School will provide remote learning, both online and offline, for children who are not able to attend school due to COVID-19 related absence. Children may be shielding or self-isolating or may have been instructed not to attend school due to localised lockdown.

Timothy Hackworth Primary School is fully aware that these are exceptional times and would like to make it clear that completion of work is not compulsory and that this document seeks to inform and guide families and not impose expectations. Each family is unique and because of this, should approach remote learning in a way which suits their individual needs.

2. Roles and responsibilities

2.1 Teachers

When providing remote learning during a lockdown or a period of self-isolation, when the staff member is not unwell, teachers must be available online and contactable during their usual contracted hours. Should teaching staff be self-isolating, and if able to do so, staff will be asked to complete tasks. These may be linked to the School Improvement Plan, Subject Leader Action Plans, and other specified tasks deemed appropriate by the Head Teacher. These tasks will be allocated on a case-by-case basis. Staff may also be asked to support with the remote learning provision across the wider school.

If staff are unable to work for any reason during this time, for example, due to being unwell or caring for a dependent, they should report this using the normal absence procedure.

Should a class have a Bubble Closure, the member of staff responsible for the class would be expected to provide the work and mark it. If the teacher is ill, this responsibility would become that of an identified member of staff.

When providing remote learning, teachers are responsible for:

Setting Work

- Make available the remote learning for the class / identified absent children / children who are sent home throughout the day due to a Covid-19 related absence, through the completion of the Remote Learning Plan, as part of the weekly planning process. Relevant links should be made to The Oak National Academy to provide children with high-quality recorded lessons. Links to other live lessons or learning opportunities could also be used, for example, NCETM. Teachers may also add into the Remote Learning Plan, any description of a task, of their own, that they would like the child to complete.

This Remote Learning Plan should then be uploaded, in the usual way, to One Drive > Planning Folder>Remote Learning>relevant year group>relevant week.

The class teacher and/or other relevant staff will be informed by a member of the Admin. Team that remote learning is required.

The remote learning plan will be shared by the class teacher or relevant member of staff, with parents and carers, through the Class Dojo learning platform.

- Paper-based tasks will be prepared to support Remote Learning. These tasks will be sent to the Office by the class teacher on the following day of the relevant child/children's absence for collection by the parent, carer or an identified person. Should there be an issue with collection, the school will endeavour to deliver the paper-based pack where appropriate. A collection date will be organised and work returned on an agreed date, identified by the teacher, for marking.
- Paper-based learning packs should include opportunities for:
 - Reading;
 - Phonics – EYFS, KS1 and identified KS2 children;
 - Calculation;
 - Other identified key resources that would match the learning in school.
- The work will be relevant to the curriculum that the children in school are receiving;
- Remote learning will follow the learning in the classroom as applicable. The quantity will be dependent on age/stage of the child.

In the event of a Bubble Closure, the Remote Learning Plan and paper-based learning opportunities would be available for the duration of the Bubble closure.

In the event of a whole school closure, Remote Learning Plans for each year group would continue to be available on the website. Paper-based learning opportunities will continue to be available and relevant communication will be made about these.

Providing feedback on work

- Feedback will be given by the class teacher following the marking of a child's work;
- Feedback will be provided through Class Dojo and a daily telephone call home during the period of absence;
- In the event of a Bubble Closure, feedback will be given via Class Dojo and via regular telephone calls throughout the period of absence;
- Where an absent child completes remote learning online, pupils or parents would be requested to take a screen shot of their learning, for example, end of lesson quizzes with their scores, from the Oak National Academy. The screen shot should be emailed to the school website so this information can be distributed to teachers.

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

- Communications received from parents will be checked by Office Staff and Senior Leaders and passed onto class teachers accordingly.
- Where vulnerable children (children who have a Social Worker) and /or EHCP children are absent, their parents and carers will be telephoned weekly - this will be done by the Pupil and Families Intervention Support Lead.
- A parent / carer survey has been carried out to find out about access to technology in the home. This has helped to inform school as to which children may need help to access technology. It has also provided information regarding parental preferences relating to remote learning.

2.2 Teaching Assistants

When providing remote learning during a lockdown or a period of self-isolation, when the staff member is not unwell, teaching assistants must be available online and contactable during their usual contracted hours. Should teaching assistants be self-isolating, and if able to do so, they will be asked to complete tasks. These may be linked to the School Improvement Plan and other specified tasks deemed appropriate by the Head Teacher. These tasks will be allocated on a case-by-case basis. Staff may also be asked to support with the remote learning provision across the wider school.

If teaching assistants 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.

2.3 Subject Leaders

Given a lockdown, alongside their teaching responsibilities, Subject Leaders are responsible for:

- Continuing the development of their subject;
- Supporting any teacher with guidance and advice about the effective delivery of their subject.

2.4 Senior Leaders

Alongside any teaching responsibilities, Senior Leaders are responsible for:

- Co-ordinating the remote learning approach across the school;
- Monitoring the effectiveness of remote learning;
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.5 Designated Safeguarding Leads

The DSLs will appropriately address any safeguarding issues that arise as a result of remote learning.

2.6 Pupils and parents

Staff can expect pupils who are learning remotely to:

- Complete remote learning to the best of their ability;
- Complete work to the deadline set by teachers.

Staff can expect parents with children who are learning remotely to:

- Make effective efforts to support their child in the completion of the remote learning required;
- Take screenshots of online learning, for example, online quizzes, and send these screenshots to the school email address, following which, feedback will be provided by teachers;
- To return paper-based tasks by the required deadlines;
- Make the school aware if their child is ill or otherwise can't complete work;
- Seek help from the school should they need it;
- Alert teachers if they're not able to complete work.

2.8 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 communicate these to the Head Teacher or Deputy Head Teacher.

4. Data Protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes:

- SLT will locate personal details of families when required to support other staff with this information;
- Teachers are able to access parent contacts via the School Office and through Class Dojo.

4.2 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);
- Making sure the device is locked if left inactive for a period of time.

5. Monitoring Arrangements

This policy will be reviewed as any new guidance is provided by the Government or the Local Authority. At every review, it will be approved by the full Governing Body of Timothy Hackworth Primary School.

6. Links with other policies and documents

This policy is linked to our:

- Respectful Relationships (Behaviour Policy);
- Safeguarding Policy;
- Online Safety Policy;
- Data Protection Policy

and also linked to:

Gov.UK – Guidance for Full Opening: Schools – routinely updated;

Education Endowment Foundation: Covid-19 Support Guide for Schools;

The EEF Guide to Supporting School Planning: A Tiered Approach to 2020-2021-
Section entitled – ‘Supporting Remote Learning’ – p.12-13;

School / LA Risk Assessment routinely updated.

Review: April 2022