



HEDGEWOOD SCHOOL

# Remote Learning Policy

2022/23

## 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. Use of remote learning

All pupils should attend school, in line with our attendance policy.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is either:
  - Not possible to do safely
  - Contradictory to guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because they have an infectious illness

## 3. Remote Learning for Hedgewood Pupils

We recognise that our pupils are not yet independent, autonomous learners. Therefore, any learning that takes place at home will rely on the engagement and commitment of family members. It is our role to engage with, enthuse, enable and empower families to be able to deliver home learning wherever possible.

In order for remote learning to be meaningful and relevant for pupils, it will comprise of a dual tiered approach:

**Personal Curriculum Plans (PCPs)** (Twice a year)- learning objectives set by teachers in close liaison with parents and other professionals, linked to each child's EHCP outcomes and Steps Towards. Personalised home learning plans will accompany PCPs giving ideas for learning activities at home and links to videos and information sheets, supporting families to learn and use a range of appropriate teaching strategies at home.

**Home Learning Challenges** - weekly - each class group will have home learning challenges linked to the term's topic. All areas of the Hedgewood curriculum will be represented in the challenges so that pupils can continue to engage in a broad range learning whilst at home.

## 4. Roles and responsibilities

### 4.1 Teachers

When providing remote learning, teachers are responsible for:

- Setting work:
  - Personal Curriculum Plans must be agreed and set in liaison with parents and other professionals by the sixth week of the Autumn Term and February Half term.
  - Weekly Home Learning Challenge sheets linked to the termly topic should reflect similar (if not the same) learning activities which have been or would have been planned for if the pupils were in school. Teachers must ensure that there are Home Learning Challenges linked to each of the areas of the Hedgewood Curriculum. One Home Learning Challenges sheet per class per week.

- Weekly Home Learning Challenge sheets must be completed and emailed to the member of the senior leadership team linked to your class by 2pm on Thursday for the following week.
- Weekly Home Learning Challenge sheets should be emailed to parents by 3:30pm on Friday for the following week (once checked by SLT)
- Where teachers are providing additional learning resources (such as videos or links to online events) these can be shared via the SEESAW communication app.
- In the event of whole school self-isolation or a longer period of lockdown, teachers can work together in groups to set out and to allocate tasks (such as setting Home Learning Challenges for specific areas of the curriculum or creating videos to support learning) so that they are able to share the workload. Teachers can communicate and decide on the allocation of tasks by work email.

➤ Providing feedback on work:

- Where parents and pupils send work or report on learning undertaken at home, teachers will be expected to respond to this within 24hours (during working hours) in a format that they feel is most appropriate – this may be via a written response, a telephone call or short message on Seesaw.
- Any feedback given must comply with the expectations for professional working

➤ Keeping in touch with pupils who are not in school and their parents:

- Teachers should use class specific Seesaw accounts to send resources and respond to parents/pupils
- Where individual pupils are self-isolating or shielding, all possible attempts should be made to provide opportunities for virtual engagement in appropriate class activities – for example, class greeting, music session, singing session, story, etc. This can be arranged with parent beforehand.
- Teachers should aim to respond to Seesaw Messages from parents within 24hours, but are not expected to do so outside of working hours or at weekends.
- Complaints or concerns from parents via phone or Seesaw, should be shared as soon as possible with a member of the senior leadership team. Teachers should seek advice before responding to parents.
- Where teachers have safeguarding concerns, these must be recorded with the DSL as soon as possible.

➤ Attending virtual meetings with staff, parents and pupils:

- As with face to face meetings in school, teachers are expected to maintain all professional expectations during virtual meetings, including appropriate dress code, suitable background during virtual meetings, finding a suitably quiet area in which to join meetings virtually, etc.

## 4.2 Teaching assistants

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely through creating resources to support specific pupils,
- Source practical and online activities that may be appropriate in discussion with teachers.
- When appropriate Attend online zoom sessions alongside teachers.

When assisting with remote learning, teaching assistants must be available during the normal school day 8.40 am – 3.10pm.

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 attending virtual meetings with teachers, parents and pupils teaching assistants:

As with face to face meetings in school, teaching assistants are expected to maintain all professional expectations during virtual meetings, including appropriate dress code, suitable background during virtual meetings, finding a suitably quiet area in which to join meetings virtually, etc.

The cover of the teaching assistant's responsibilities above during this time will be coordinated by SLT.

### **4.3 Curriculum leads**

Alongside their teaching responsibilities, in the event of a longer period of lockdown, subject leads are responsible for:

- Monitoring the remote work set by teachers in their subject to ensure that work set is appropriate and consistent.
- Issues arising should be addressed in a supportive and solution-focused manner via email, phone or Zoom meeting as appropriate with the teacher
- Best practice ideas should be recognised and shared with colleagues
- Alerting teachers to resources they can use to teach their subject remotely

### **4.4 Senior leaders**

Senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the quality of Home Learning Challenges provided by teachers (in the classes allocated to each member of the SLT) prior to Home Learning Challenges sheets being uploaded to class webpages or being emailed to parents.
- Monitoring the quality and appropriateness of any additional learning resources provided by teachers prior to these being uploaded to the website
- Where the quality of remote learning needs to be addressed, this should be done with the class teacher responsible by telephone, email or Zoom meeting.
- Checking weekly Home Learning Challenge sheets

### **4.5 Designated safeguarding lead**

The DSL is responsible for:

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Responding to all concerns from staff or families that are raised as a result of home learning interventions.

### **4.6 IT staff are responsible for:**

- 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

### **4.7 Parents**

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work, by calling the school office on 0208 8456756

- Seek help from the school if they need it via Seesaw or by calling the school office and requesting a phone call from the class teacher
- Be respectful when making any complaints or concerns known to staff

## 4.8 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

## 5. Who to contact

If **parents** have any questions about remote learning set by class teachers or require any support or advice about home learning, they should, in the first instance, contact the class teacher via the Seesaw Learning app.

If **staff** have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – contact the member of senior leadership team linked to your class group (see below)
- Issues with IT – contact Ali via email and copy in SLT
- Issues with their own workload or wellbeing – contact the member of senior leadership team linked to your class group (see below)
- Concerns about data protection – contact Pearl Greenwald
- Concerns about safeguarding – contact Ayo Akinnola (DSL)
- Advice and support for families – contact Ayo Akinnola (DSL), Family Services

## 6. Data protection

### 6.1 Accessing personal data

When accessing personal data for remote learning purposes:

- Access information using secure connections on laptops provided by the school, e.g.; using email communications with the Admin Team.
- Personal data should not be stored on teachers' personal devices or written down. Any stored information should remain on password protected school devices.

### 6.2 Processing personal data

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

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

### 6.3 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
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

## 7. Safeguarding

The Safeguarding Policy is available on the school website at:

## 8. Monitoring arrangements

This policy will be reviewed at least annually. At every review, it will be approved by the Head Teacher and Governing Body.

## 9. Links with other policies

This policy is linked to our:

- Behaviour policy
  - Safeguarding and Child Protection Policy and coronavirus addendum to our Safeguarding and Child Protection Policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy

## 10. Appendices

A: Personalised Home Learning Plan template

B: Personalised Home Learning Plan exemplar

C: Home Learning Challenges template

D: Home Learning Challenges example 1

E: Home Learning Challenges example 2

<b>Approved by:</b>	<b>John Goddard Headteacher</b>	<b>Date:</b> 1/09/22
<b>Last reviewed on:</b>	<b>1<sup>st</sup> September 2022</b>	
<b>Next review due by:</b>	<b>1<sup>st</sup> September 2023</b>	

## **10. Appendices**

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C: Home Learning Challenges template

D. Home Learning Challenges example 1

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