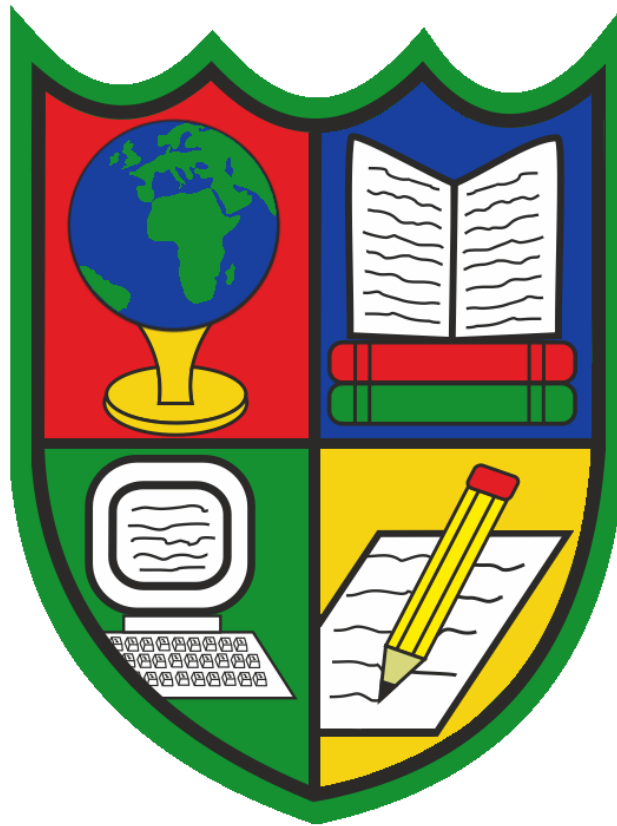


# Highfield Primary School



## Remote Learning Policy

January 2021

## **1. Rationale**

Highfield Primary School is committed to providing continuity of education for all our children in the event of a full or partial closure of the school or the short term absence of an individual child due to COVID-19 self-isolation guidance. This will be achieved primarily through the use of online learning platforms. **(See Appendix 1 - Remote learning contingency plan)**

Extensive remote learning would apply particularly in a situation in which the school is fully or partially closed for an extended period of time or a child is asked to self-isolate for an extended period of time – and assumes that the child/ren and teachers are healthy and able to work as normal from home.

This policy does not normally apply in the event of short-term school closures e.g. as a result of inclement weather or a short-term student absence due to illness. Remote learning may also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer term illness, assuming students are able to complete school work at home.

This policy does not apply during weekends or normal school holidays.

## **2. Aims**

This remote learning policy aims to:

- Ensure consistency in the school's approach to remote learning.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.

## **3. Remote learning arrangements for individual students**

Assuming the child's absence falls within the COVID-19 guidance for self-isolation, and the child in question is confirmed by the parent as healthy enough to work, the school will provide work to be completed at home. If this occurs for an individual child, the collation of work and communication with the parent will be coordinated and led by the child's class teacher. The work in this instance will be not be in the form of lessons, but work set through our online learning platforms/paper copies.

In the event of an individual child self-isolating, work must be available on the learning platform/paper copies sent home from the child's second day of absence.

Under these circumstances, home learning provision for each stage of learning is as follows:

### **3.1 Reception and Year 1 Classes for individual students**

Online learning platform: Tapestry. All parents have user accounts on Tapestry.

Volume of work on Tapestry each week:

- 1 wellbeing activity

Providing feedback on work completed:

- Teachers will access children's completed work via the online platform; Tapestry
- Feedback can be given individually through the platform. Feedback may consist of:

- an individual general comment, for example, if a child had found something particularly challenging and you had offered support with the task. “I’m pleased to see that you were able to complete the task using the clue I gave you.”
- a comment that identifies next steps for the child to extend their learning further.
- Feedback on work needs to have been given within a week of it being submitted.

### 3.2 Years 2-3 for individual students

Online learning platform: Tapestry and Microsoft Teams Live lessons. This may be linked to other websites, eg Purple Mash, Oak Academy. As far as possible, the work set will match the work being done in class for the children who are in school.

Volume of work on Teams each day:

- 1 English Lesson with follow up activities;
- 1 Maths lessons with suggested follow up activities;
- 1 foundation subject lesson
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Providing feedback on work completed:

- Teachers will access children’s completed work via the online platform, Tapestry.
- Feedback can be given individually through the platform. Feedback may consist of:
  - an individual general comment, for example, if a child had found something particularly challenging and you had offered support with the task. “I’m pleased to see that you were able to complete the task using the clue I gave you.”
  - a comment that identifies next steps for the child to extend their learning further.
  - individual feedback for a piece of longer written work or if a child has gone above and beyond to produce an exceptional piece of work. The comment may acknowledge something specific that has been achieved or completed. “I really like the way you have described the actions of your character. As a reader I could tell that they were sad at the beginning but very happy at the end of the story.” or “Wow! You must have done a lot of extra research about the Vikings to be able to complete this informative poster about them and the way you have presented it makes the information very clear. Well done”
  - if an answer sheet has been provided, there is no expectation for staff to mark or comment on this work. If there has been specific dialogue in the week regarding a particular question which the child has gone on to get correct, staff may feel they want to praise the child but this should be on a case by case basis.
- Feedback on work will be provided within a week of it being submitted.

### 3.3 Years 4-6 for individual students

Online learning platform: Tapestry and Microsoft Teams Live lessons. This may be linked to other websites, eg LBQ or TT Rockstars. As far as possible, the work set will match the work being done in class for the children who are in school.

Volume of work on Teams each day:

- 1 English Lesson with follow up activities;
- 1 Maths lessons with suggested follow up activities;
- 1 Topic or Science activity;
- 1 other subject, eg RE, Computing or PSHE

Providing feedback on work completed:

- Teachers will access children's completed work via the online platform, Tapestry.
- Feedback can be given individually through the platform. Feedback may consist of:
  - an individual general comment, for example, if a child had found something particularly challenging and you had offered support with the task. "I'm pleased to see that you were able to complete the task using the clue I gave you."
  - a comment that identifies next steps for the child to extend their learning further.
  - individual feedback for a piece of longer written work or if a child has gone above and beyond to produce an exceptional piece of work. The comment may acknowledge something specific that has been achieved or completed. "I really like the way you have described the actions of your character. As a reader I could tell that they were sad at the beginning but very happy at the end of the story." or "Wow! You must have done a lot of extra research about the Vikings to be able to complete this informative poster about them and the way you have presented it makes the information very clear. Well done"
  - if an answer sheet has been provided, there is no expectation for staff to mark or comment on this work. If there has been specific dialogue in the week regarding a particular question which the child has gone on to get correct, staff may feel they want to praise the child but this should be on a case by case basis.
- Feedback on work will be provided within a week of it being submitted.

#### **4. Remote learning arrangements in the event of extended school closure.**

In this event, we will be providing all work on Tapestry and daily live lessons on Microsoft Teams.

If the class teachers are ill and unable to set work, the children will be provided a paper based learning pack, which will need to be collected by a family member or friend, and returned to school when the child returns.

##### **4.1 Reception and Year 1 Classes for a whole bubble**

Online learning platform: Tapestry and Microsoft Teams Live Lessons.

Volume of work for a week:

Teachers will provide 3 live teaching sessions each day and completed work will be uploaded to Tapestry. Through Teams, Teaching Assistants will work with identified children to support them with their learning.

- 5 phonics activities;
- 5 Maths activities;

- 5 foundation subject activities

- Some of these lessons may be links to online learning activities such as Numbots, TT rockstars, Bug Club or purple mash.

Providing feedback on work completed:

- Teachers will access children's completed work via the online platform, Tapestry
- Feedback can be given individually through the platform. Feedback may consist of:
  - an individual general comment, for example, if a child had found something particularly challenging and you had offered support with the task. "I'm pleased to see that you were able to complete the task using the clue I gave you."
  - a comment that identifies next steps for the child to extend their learning further.
- Feedback on work needs to have been given within a week of it being submitted.

## **Years 2-6 for a whole bubble**

Online learning platform: Tapestry.

Teachers will introduce the day's learning activities at 9.00am each morning, by posting a video or voice message on Tapestry. Support for learning if needed will be available throughout the school day if requested via the online learning platform. Teaching Assistants will work with identified children to support them with their learning.

Volume of work for a week:

- 5 English lessons;
- 5 Maths lessons;
- 5 phonics / spelling and grammar lessons;
- 3 Topic, RE or Science lessons;
- 1 PSHE lesson
- Some of these lessons may be links to online learning activities such as Numbots, TT rockstars, Bug Club or purple mash.

Providing feedback on work completed:

- Children will upload or photograph completed work and share it with the teacher via Tapestry.
- Feedback can be given individually through the platform. Feedback may consist of:
  - an individual general comment, for example, if a child had found something particularly challenging and you had offered support with the task. "I'm pleased to see that you were able to complete the task using the clue I gave you."
  - a comment that identifies next steps for the child to extend their learning further.
  - individual feedback for a piece of longer written work or if a child has gone above and beyond to produce an exceptional piece of work. The comment may acknowledge something specific that has been achieved or completed. "I really like the way you have described the actions of your

character. As a reader I could tell that they were sad at the beginning but very happy at the end of the story.” or “Wow! You must have done a lot of extra research about the Vikings to be able to complete this informative poster about them and the way you have presented it makes the information very clear. Well done”

- if an answer sheet has been provided, there is no expectation for staff to mark or comment on this work. If there has been specific dialogue in the week regarding a particular question which the child has gone on to get correct, staff may feel they want to praise the child but think this should be on a case by case basis.
- Feedback on work will be provided within a week of it being submitted.

For those children (Early Years to Year 6) who have been identified as having no access to IT and internet at home, school will endeavour to provide devices. Where this is not possible, or the family are unwilling, teachers will prepare a pack of learning that can be sent home for the child. This MUST be completed by the child. School will make phone calls to any families who are not accessing any form of remote learning.

In the event of full or partial closure, teachers and support staff must be available between 9.00am and 3.15pm each day. If they 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.

## **5. Specific roles and responsibilities**

### **5.1 Keeping in touch with children and parents**

- Contact with parents or children should only be made via our agreed school communication systems:
  - School phone line
  - School email addresses
  - Teachers2Parents texting and emailing service
  - Tapestry online platform
- Any emails or messages sent by parents or children should only be responded to within normal school hours (9.00am-3.15pm). There is an expectation that any emails or messages received before 2pm will be responded to the same working day. Emails or messages received after 2pm may be responded to the same working day, or the following working day.
- Messages giving children feedback on their work can be completed at a time that is convenient to the staff member but must be completed by Monday of the following week at the latest.
- Any safeguarding complaints or concerns should be shared with the DSL or Deputy DSL..
- If children are not engaging with the learning, this should be brought to the attention of the Head teacher and actions will be agreed.

### **5.2 Teachers and Support staff**

- Teachers and support staff will continue to set work for children throughout any absence related to self isolation
- Staff will be available between the hours of 9am and 3:15pm every day
- If staff are ill and unable to set work, they will communicate this to the SLT in the usual way

- When staff are using videos to communicate with parents and/or children, they should be using Tapestry.
- Teachers should dress appropriately when making a video to share with parents and/or children.
- Teachers should consider the location used for the recording of any video (e.g. avoid areas with background noise, nothing inappropriate in the background). They may wish to use a virtual background.

### **5.3 Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Ensuring that teachers and support staff have devices to support home learning
- Ensuring that staff who have their own childcare responsibilities can work flexibly throughout the day
- Coordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning through weekly virtual staff meetings with teachers and a parental questionnaire.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Arranging for paper packs of home learning to be provided for those children who have no internet or IT access.

### **5.4 Designated safeguarding lead**

- DSL responsibilities can be found in the Child Protection Policy.

### **5.5 Children and parents**

Staff can expect children to:

- Follow the acceptable user agreement (see appendix 2)
- Be contactable during the school day
- Complete work to any deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

Staff can expect parents to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

### **5.6 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 systems are appropriately secure, for both data protection and safeguarding reasons

## **6. Who to contact**

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

- Issues in setting work – subject leads/ key stage leads/ SENCO
- Issues with IT – Computing leads, Site Manager
- Issues with their own workload or wellbeing – Key Stage leads/ Head teacher/ Deputy Head teacher
- Concerns about data protection – Head teacher/ Data Protection Officer
- Concerns about safeguarding – DSL and deputy DSL

## **7. Data protection**

### **7.1 Accessing personal data**

When accessing personal data, all staff members will:

- Only use the server in your IT network either on site or using remote access through Bolton365
- Only use devices provided by school, such as laptops. Staff should not be using personal devices to access data.

### **7.2 Sharing personal data**

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

### **7.3 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)
- Use multi-factor authentication wherever possible
- 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 update
- Using school accounts for Tapestry
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## **8. Safeguarding**

Please refer to the Child Protection Policy and COVID-19 Addendum for det



In the event of a school closure, all classes will have work provided on Tapestry.

<p><b>What will happen if my child (and their siblings if they are also attending Highfield) is absent because they are awaiting test results and our household is required to self-isolate whilst the rest of their bubble are attending school and being taught as normal?</b></p>	<p>Work will be set which follows on from/mirrors the lessons being covered in the classroom at the time. This may be a combination of on-line videos (e.g. BBC Bitesize), PowerPoints/teaching materials and the resources/worksheets being completed by the children in school. Wherever possible the answers to the tasks will also be provided for self-marking at home.</p> <p>Maths, English and topic work will be set, however the quantity will be dependent on the age/stage of your child. Work will be 'submitted' to your child's class teacher on Tapestry.</p> <p>Where lessons being taught require resources, which may not be available to children at home (such as art resources e.g. clay or pastels, or geography resources e.g. maps and atlases), then alternative learning will be provided.</p>
<p><b>What if my child's bubble is not permitted to attend because they, or another member of their bubble, have tested positive for Covid-19 or we enter another 'lockdown' with total school closure?</b></p>	<p>Children will be given up to 5 pieces of work a day through Tapestry, depending on their age.</p> <p><b>Reception &amp; Y1 – each week;</b></p> <p>1 Wellbeing focus;  1 Physical Development idea;  4 phonics activities;  4 Maths activities  and an Understanding of the World activity.</p> <p><b>Year 2 – Year 6 – each week;</b></p> <p>5 English activities;  5 Maths activities;  5 phonics/spelling and grammar activities;  3 Topic, RE or Science activities;  1 PSHE activity</p> <p>Work will be set as outlined above.</p>

If a child receives 1:1 support and they are isolating, a more bespoke programme of support will be set up. This may include communication from the child's 1:1 support worker. The child will usually be expected to still complete the learning set for them.

If a child does not have access to technology at home and are unable to access the online platforms alternative arrangements will be made by either accessing the government IT fund to secure technology for the child to use at home or by providing the child with paper based learning.

## Highfield Online Safety and Acceptable Use Policy

These are the steps that we have put in place to safeguard both the staff and the children when using Tapestry:

- School have purchased a school account and given teachers and teaching assistants access
- All parents set up their own passwords for their children to access Tapestry
- All work set and received, as well as any communication between teachers and children will be saved on the Tapestry cloud.
- The teacher or Teaching Assistant has full control over the work set

### Tapestry Acceptable Use Agreement

As a parent/carer supporting your child to use Tapestry:

- Ensure you set up your account as soon as possible if you have not already done so. The link has already been sent to you on three occasions. You need to create a unique and memorable password.
- Please do not share your profile details or password with anyone. Spouse/Partners are welcome to request their own profile to access Tapestry rather than share. We can create two profiles per child.
- Use password/PIN protected devices to access Tapestry online or on the app.
- Ensure there are adequate internet security measures when accessing Tapestry.
- Children should ideally be able to complete their work in a room where they can concentrate without distractions
- Parents/carers must ensure that children complete the work set and ensure it is returned by taking a photograph of the work and uploading it.
- Recording or taking screenshots of teacher's video messages or voices is illegal.

### Consent Form

Pupil's Name: \_\_\_\_\_ Class \_\_\_\_\_

I have read and agree to all the terms set out above.

I understand the expectations for my child's work and I will support the school by helping my child to adhere to these expectations.

Signed: \_\_\_\_\_