Home and Remote Learning Policy

1. Title Page

Revision	Revision Date	Description
1A	December 2020	First Issue
2A	September 2023	Reviewed to include Home Learning and include reference to Home School Procedure
2B	June 2024	Re-numbered

Prepared.	E Wright – Governance Professional	20/09/23
Reviewed.	Board of Governors	20/09/23
Authorised and issued.	C Grattan – Head Teacher	20/09/23
Date for next review.	Five years from issue date	

2. Contents

1. Title Page 1
2. Contents 2
3. Statement of Intent 3
4. Definitions 4
5. References 5
6. Responsibilities 5
7. Processes 11

3. Statement of Intent

At Higham Primary School, we understand the need to continually deliver high-quality education, including during periods of remote education – whether for an individual pupil or for many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring all pupils have access to online lessons where required.
Through the implementation of this policy, we aim to address the key concerns associated with live online lessons, such as: systems and technology, safeguarding, conduct, and accessibility.
This policy aims to:

- Minimise the disruption to pupils' education and delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high-quality lesson content.
- Protect pupils from the risks associated with using an online lesson platform through the internet.
- Ensure staff, parent and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures are in place during live online lessons.
- Ensure all pupils have the provisions required to take part in live online lessons and complete their work to the best of their ability, and to remain happy, healthy and supported during periods of remote learning.

The issuing of this Policy co-exists with the Home and Remote Learning Procedure (HPS/PRO/EXT/NS-002). Issue of this Policy enacts that procedure.
Pupils who attend HPS, Parents of those Pupils, Staff and Governors at HPS are bound by the responsibilities in the Policy and Procedures referenced.

As such, attendance at HPS is deemed as acceptance of this Policy by all parties named with responsibilities.
Commitment to the responsibilities and guidance contained in Home and Remote Learning Procedure is similarly agreed to by pupils' attendance at Higham Primary School.

4. Definitions

HPS	Higham Primary School
DfE	Department for Education
DPO	Data Protection Officer
DSL	Designated Safeguard Lead
ICT	Information and Communication Technology
Governance Professional	A person responsible for management of Governor meetings and document control.
KCC	Kent County Council.
SLT	Senior Leadership Team
Website	The external website of Higham Primary School for communication of external policies, procedures and other relevant information.

5. References

This policy has due regard to all relevant legislation, guidance, including, but not limited to, the following:

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- The Education (Pupil Registration) (England) Regulations 2006
- DfE (2023) 'Providing remote education'
- DfE (2022) 'Safeguarding and remote education'
- DfE (2022) 'Keeping children safe in education'
- DfE (2015) 'SEND code of practice: 0 to 25 years'
- DfE (2022) 'Working together to improve school attendance'
- DfE (2022) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2021) 'Get help with remote education'

Links with other policies

This policy is linked to our:

- Behaviour policy and the coronavirus addendum
- Child protection policy and coronavirus addendum to our children protection policy
- Data protection policy and privacy notices
- Home and Remote Learning Procedure
- Acceptable Use of Technology policy
- Attendance policy
- Mobile Technology and Social Media Policy
- Computing Policy
- Code of Conduct for Staff and Volunteers

6. Responsibilities

6.1 Headteacher:

- Ensuring staff, parents and pupils always adhere to the relevant policies.
- Ensuring that there are arrangements in place for identifying, evaluating and managing the risks associated with remote education, including live online lessons.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote education provision.
- Ensuring that the school has the resources necessary to carry out the procedures in this policy.

- Ensuring that pupils have access to remote education as soon as reasonably practicable, where appropriate.
- Reviewing the effectiveness of this policy on a regular basis in conjunction with the governing board and communicating any changes to staff, parents and pupils.
- Arranging any additional training staff may require to support pupils with live online lessons.
- Ensuring that the remote education provision expected from staff is accessible to staff with additional needs which may be impacted by the online format, e.g. staff who are visually impaired.
- Conducting termly reviews of the live online lesson arrangements to ensure pupils' education does not suffer.
- Considering the assignment of overarching responsibility for the quality and delivery of remote education to a member of the SLT.

6.2 Teachers:

- Must be available between 08.30 – 15.30 on their working days. If 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.
- Placing significant emphasis on pastoral development within the class.
- Setting work for all children in their own class, including those with children with SEND who may not be able to access remote education.
- Teachers will provide an English, Maths and one afternoon subject each day (Humanities, Science, Art, DT, RE, PE, Music, Computing) In addition, pupils are expected to read daily for between 15 and 30 minutes. In Foundation Stage and Key Stage 1, daily phonics lessons will be planned for, and in Key Stage 2 daily basic skills lessons will be planned for including SPAG activities, basic number skills and times tables.
- Teachers will provide work in line with current, extensive planning that is already in place throughout the school, so that progression of skills and knowledge continue to be built upon.
- Teachers will use resources provided by White Rose Maths, Times Table Rockstars and Numbots, Accelerated Reader, RWI Spellings, BBC Bitesize, Oak National Academy and other resources as identified by curriculum leaders.
- Teaching and learning activities will be shared with pupils using Microsoft Teams (Years 1 to 6) and through tapestry (Year R)
- Teachers will be aware of the fact that learning remotely will be more difficult, so tasks will be shortened and may be supported in smaller steps to allow for this.
- In Years 1 to 6, work will be uploaded to Microsoft Teams via 'assignments'. Teachers will outline the work daily using the posts tab in Teams. The title will include the subject and the long date for the date the work is set. Deadline dates will be set (a minimum of 36

hours) and assignments can be scheduled for a release day. Tasks may also be differentiated using the assign tab. Pupils will 'hand-in' their work using the 'turn in' tab.

- Teachers may provide a variety of methods for children to record their learning (For example, typing into a document, taking a photograph of learning, videos etc.) The teacher will choose which method is appropriate for the assignment and will provide clear instruction on the tab in Teams.
- If video clips are used, teachers must check that the video is able to be accessed by pupils at home.
- Lessons may be pre-recorded, however due to safeguarding concerns there is no expectation for teachers to deliver 'live lessons'. Where lessons are pre-recorded teachers need to ensure that the dress code is followed, an appropriate area is used, there is an appropriate background and no other adults should appear in the video.
- Teachers are expected to reply to messages during working hours, within 24 hours from the message being sent.
- Teachers are expected to respond to work 'turned in' through the 'feedback tab' and 'return tab' during working hours and within 48 hours after the set deadline. Work turned in late and after the set deadline, may still be responded to, but this is at the teacher's discretion. The Marking and Feedback policy should be read in conjunction with this.
- Teachers will adjust the pace or difficulty of what is being taught in response to questions and assessments, including, where necessary, revising material or simplifying explanations to ensure pupil's understanding.
- Prepare weekly resources (hard copy) to meet the needs of each child where they are unable to access Microsoft Teams or Tapestry.
- Part-take in weekly live catch-up sessions along with a member of the Senior Leadership Team.

6.3 Teaching assistants:

- Must be available between their normal working hours on their working days. If they're unable to work for any reason during this time, they should report this using the normal absence procedure.
- Support class teacher in preparation of support packs / activities.
- Liaising with class teachers to support planning and resourcing differentiated learning for either individuals or small groups.
- Having access through Microsoft Teams / Tapestry apps to support remote learning
- Ensure their communications have been shared with the class teachers and/or SENCO
- Communicating with parents and supporting work as appropriate for SEND/EHCP and Higher Needs Funding pupils.

6.4 Parents:

- Support their child's learning to the best of their ability.
- Ensure their child completes all the home assignments (either hard copy or digital) and submits them to the class teacher within 48 hours.
- Ensure their child engages with Microsoft Teams/Tapestry activities, set by their teacher.
- Not screenshot or copy any information, messages or posts to share on social media or any other platform outside of Microsoft Teams.
- Know they can continue to contact their class teacher either via email, using the Microsoft Teams app or by contacting the school office, if they require support of any kind. School staff will respond within two working days. (Please note teachers are not expected to respond before 08:30 and after 17.30 on school working days and on weekends).
- Check their child has completed work each day and encourage the progress that is being made.
- Be mindful of mental well-being of themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax when working at home.
- Make the school aware if their child is sick or otherwise can't complete the work.
- Be respectful when making complaints or concerns known to staff.

6.5 Pupils:

- Always adhering to this policy during periods of remote learning.
- Ensuring they are available to learn remotely and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues and any safeguarding concerns or incidents to their teachers as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Always adhering to the Behaviour Policy.

6.6 **The Designated Safeguard Lead:**

- Attending and arranging, where necessary, any safeguarding meetings regarding remote education.
- Liaising with the ICT manager to ensure that all technology used for remote education is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they take part in remote education.
- Ensuring that child protection plans are enforced if vulnerable pupils take part in remote education.
- Identifying the level of support or intervention required while pupils take part in remote education and ensuring appropriate measures are in place.
- Assisting teachers with all remote education lesson planning to ensure the correct safeguarding measures are in place.

6.5 **Governing body:**

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.
- Ensuring staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons
- Ensuring they receive regular updates from the Headteacher or Senior Leadership Team.

6.6 **The SENCO**:

- Liaising with the ICT manager to ensure that the technology used for remote education is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met during periods of remote education, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND receive remote education.
- Ensuring that the remote education provision put in place for pupils with SEND is monitored for its effectiveness.
- Liaising with the headteacher and LA in circumstances where delivering remote education to pupils with EHC plans proves to be challenging or impossible in order to find other ways to provide education.

6.7 **The Data Protection Officer:**

- Oversee all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the UK GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the UK GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

6.8 The ICT manager:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

6.9 Health and Safety officer:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

6.9 The School Based Management:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

7. Processes

7.1 Resources

7.1.1 Learning materials

The school will utilise a range of different teaching methods when delivering remote education. To provide remote learning, the school may make use of the following:

- Printed resources, e.g. workbooks and textbooks
- Email
- Past and mock exam papers
- Current online learning portals
- Educational websites
- Reading tasks
- Live webinars
- Pre-recorded video or audio lessons

The school will review the DfE's guidance on where schools can source educational resources to assist with the delivery of remote education, and utilise these as appropriate. Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning. Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.

The arrangements for any 'live' classes, e.g. webinars, will be communicated via **email** no later than **one day** before the allotted time and kept to a reasonable length of no more than **one hour** per session.

Where remote education is needed, the school will ensure that it is equivalent in length to the core teaching pupils would receive in schools and includes recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently.

Remote education will be provided for **three** hours a day on average across the cohort for KS1, with less for younger children, and **four** hours for KS2.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning. The school will review the resources pupils have access to and adapt learning to account for this.

Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from the school office.

Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period. The SENCO will arrange additional support for pupils with SEND in line with the individual's needs.

Teaching staff will implement more individualised planning, in liaison with the SENCO, for pupils with SEND where appropriate – the SENCO will also contact the pupil's parents to see how the pupil can be supported by adults while learning remotely.
Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.

For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA.

Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

The ICT manager is not responsible for providing technical support for equipment that is not owned by the school.

7.1.2 Costs and expenses

The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
The school will not reimburse any costs for travel between pupils' homes and the school premises, or childcare costs.
If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

7.2 Data Protection

7.2.1 Accessing personal data

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

- Need to ensure that all documents required for home learning are stored / backed up in their school OneDrive account
- Teachers are able to access parents contact details via the school office using a secure password. Do not share with any third parties.
- School laptops and teacher iPads are the only devices to be used when accessing any personal information on pupils

7.2.2 Processing personal data

Staff members will not need to collect any further data from parents other than that stored on programmes already used.

7.2.3 **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
- 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
- Taking all reasonable steps to protect equipment from theft or damage

7.2.4 Safeguarding

Refer to the Child Protection and Safeguarding Policy

7.3 Attendance and absence

7.3.1 The school will not view remote education as an equal alternative to on-site attendance, and will only consider remote education as a last resort when the alternative would be no education.

7.3.2 Circumstances where remote education will be considered will fit into the following two categories:

- School closures or restrictions on attendance, where school access for pupils is restricted
- Individual cases where a pupil is unable to attend school but is able to learn.

7.3.3 The school will continue to record pupil attendance and absence in the register in line with the education regulations and attendance guidance, using the most appropriate code, and in line with the school's Attendance and Absence Policy.
Pupils will be present for remote learning by 09:00 and cease their remote learning at 15:30 from Monday to Friday, except for breaks and lunchtimes.

7.3.4 Breaks and lunchtimes will take place at the following times each day:

- Morning break will take place at 10:20 until 10:30.
- Lunchtime will take place between 12:00 and 13:00.

Additionally, pupils in Years R, 1 & 2, may have an afternoon break.
Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

Pupils who are unwell are not expected to be present for remote learning until they are well enough to do so. Parents will inform their child's teacher no later than 08:30 if their child is unwell.
The school will monitor absence and lateness in line with the Attendance and Absence Policy.

7.3.5 For individual cases where a pupil is unable to attend school but is able to partake in remote education, the school will consider providing remote education on a case-by-case basis as part of a plan to reintegrate the pupil back to school. Remote education will only be provided when it is judged that its provision will not adversely affect the pupil's return to school.

7.3.6 School closures and attendance restrictions

The school will ensure that every effort is made to ensure pupils can be taught in person where possible.
The school will explore all options to ensure the school can remain open to all pupils; however, in circumstances where it is not possible to safely remain open or where remaining open would contradict local or central government guidance, the school will consider providing remote education.
The school will ensure that it has a plan in place outlining remote education procedures for teachers, parents and pupils. The DfE's emergency planning guidance will be consulted in the event of school closures or attendance restrictions.

7.4 Communication

The school will ensure adequate channels of communication are arranged in the event of an emergency. The school will communicate with parents via email and the school website about remote learning arrangements as soon as possible.

All communication that takes place via email between staff and pupils will be done via school email addresses.

The headteacher will communicate with staff as soon as possible via email about any remote learning arrangements. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

Members of staff will have contact with their line manager once per week.

As much as possible, all communication with pupils and their parents will take place within the school hours outlined in the 'Attendance and absence' section.
Pupils will have verbal contact with a member of teaching staff at least once per week via group phone call.

Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.

The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

The headteacher will review the effectiveness of communication on a termly basis and ensure measures are put in place to address gaps or weaknesses in communication.