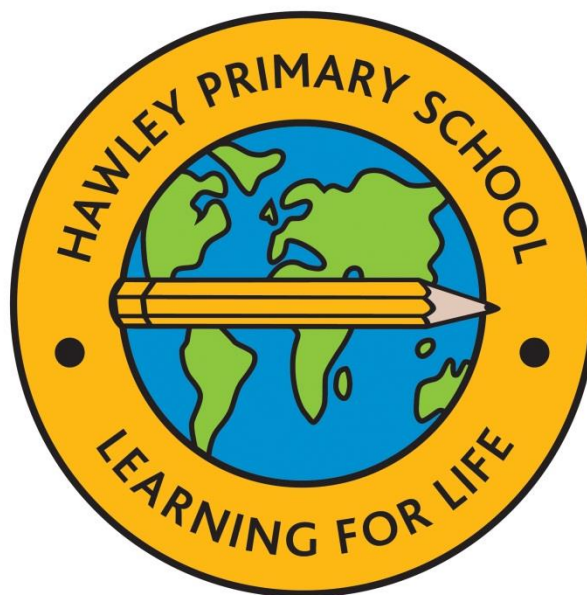


HAWLEY PRIMARY SCHOOL



REMOTE & HOME LEARNING POLICY

APPROVED BY: JANE BAKER (HEADTEACHER)

LATEST REVIEW: AUTUMN 2023

NEXT REVIEW: AUTUMN 2024

1. Aims

This Home & Remote Learning Policy is an important source of guidance and information for both teachers and parents. Its aim is to ensure that Home Learning arrangements are manageable for everyone, including teachers, as well as being educationally beneficial for the children in the school.

This 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

1a. "Home Learning" versus "Remote Learning"

"Home Learning" refers to activities routinely set on specific days, usually for all children in a class to do at home (commonly known as "Homework").

"Remote Learning" refers to our provision for children who are at home because they are awaiting results from a PCR test for Covid, but lessons continue in school for other children. Remote Learning activities will be the same as those done in school that day.

"Remote Learning" also refers to our provision during National Lockdowns or local school closures for Covid 19. Please refer to our "Remote Learning" policy for more information.

2. Use of remote learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

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
 - They are preparing for or recovering from some types of operation
 - They are recovering from injury and attendance in school may inhibit such recovery
 - Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

Assessment/Marking

At Hawley Primary we believe that it is important, where appropriate, to give feedback to the children regarding Home Learning. This may be done orally or in a written format. This gives status to the work and enables children to see it as part of a continuing programme of planned work.

Activities returned only on Seesaw will be acknowledged by the teacher or commented on in more detail. Evidence of KS1 home learning returned on both Seesaw and in the homework book will be marked in one place only.

Special Educational Needs

Where possible, children will be provided with similar tasks to other pupils in their class, although at times teachers may feel children with special educational needs would benefit from a different task. Setting appropriate Home Learning, which does not demand too much or too little of children and their parents, requires co-ordination between home and school. Tasks should:

- Have a very clear focus and time guideline;
- Give plenty of opportunities for children to succeed;
- Be varied and interesting;
- Be manageable for parents, carers and teachers.

3. Online Resources

Seesaw, Year R

This is the online learning and reporting platform used in Year R. Phonics work is uploaded weekly so parents/carers can support at home.

Seesaw, Years 1-6

This is the online learning platform that we started to use at Hawley Primary in 2020 for children in Years 1-6. Children each have a personal log-in for Seesaw. One parent/carer per child also has a separate log-in for Seesaw, but more than one per child can be offered.

Home learning activities will be uploaded to Seesaw. Activities on Seesaw can be completed in different ways:

- Often it will be possible for the child to complete the activity directly on the screen.
- Children can video themselves doing an activity and upload it, but this must be done with a parent's permission and we ask that a home adult has first viewed the video to check they are happy with what is in the background of the video;
- Children can upload a recording of themselves speaking and completing the activity orally – again, a home adult should check this recording before it is uploaded;
- Families may choose to print off relevant slides if this better suits their child's learning style or concentration;
- Or they may choose to do any written task on paper and upload photos of this. These photos can be very small onscreen and very difficult for teachers to see, however, so less detailed marking should be expected.
- KS1 children have their own Home Learning exercise book to write in. This keeps their home learning in one place and will help families establish a smoother routine at home, with younger children that cannot yet be independent with their home learning. But parents can choose to let children complete the tasks on Seesaw instead.

TT Rockstars

From part-way through Year 2, children are given a personal log-in to TT Rockstars. This involves timed “games” or “matches” of times table questions. Children earn coins which they use to accessorise their onscreen avatar.

Children will either be asked questions from all times tables 1-12, or their teacher may limit the questions asked to specific times tables, based on their current position on Table Mountain (our in-school Times Table testing system). Times Table Rockstars can be accessed from any device connected to the internet.

Purple Mash

We will be using Purple Mash in school within a variety of subjects. Teachers may begin to use Purple Mash for some home learning activities. Each child has their own log-in.

Other online games

Specific online learning games may be referenced for children to “play” as a home learning task.

Children/families may choose to comment on a child’s success or enjoyment with a game with a direct message through Seesaw.

4. Roles and responsibilities

- The implementation of this policy is the responsibility of all members of staff.

4.1 Teachers

When providing remote learning, teachers must be available between 8am and 5pm.

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 should:

- Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
- Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely

Teachers are responsible for:

- Setting work:
 - Scheduling activities to show on Seesaw for their class, or other classes in their phase:
 - 3 hours a day on average across the cohort for Key Stage 1, with less for younger children
 - 4 hours a day for KS2
 - Teachers co-ordinate with others in their phase to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work
- Providing feedback on work:
 - All work will be viewed and future learning adjusted accordingly.
 - It can be marked with an audio comment, ticks on the work itself or written feedback.
- Keeping in touch with pupils who aren’t in school and their parents:
 - Teachers will use Seesaw and phone calls to keep in touch with home learners and their parents. This communication will take place within working hours.
 - Teachers may also set-up TEAMS calls where students can keep in touch with their class.

4.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal contracted 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 as directed by their class teacher or member of SLT.
- Attending virtual meetings with teachers, parents and pupils as directed by their class teacher or member of SLT.

4.3 SENDCo

Alongside their teaching responsibilities, the SENDCo is 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, and deadlines are being set an appropriate distance away from each other
- 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

4.4 Senior leaders

The Senior Leadership Team have overarching responsibility for the quality and delivery of remote education. Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and confident in its use.

They should continue to overcome barriers to digital access where possible for pupils by, for example:

- Distributing school-owned laptops accompanied by a user agreement or contract (if possible)
- Securing appropriate internet connectivity solutions where possible
- Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

They are also responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

4.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

- Monitoring registers to check attendance of pupils
- Ensuring that all children are following the home learning policy and appropriateness of online working
- Completing regular check-ins with families to ensure that all are safe and well
- Liaising with other professionals if there are concerns, following procedures detailed in the child protection policy

4.6 IT Technician

IT Technician (Mrs. K Thomson) is responsible for:

- Fixing issues with systems used to set and collect work, if able to do so

- 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 (headteacher)
- Assisting pupils and parents with accessing the internet or devices
- Liaise with School Care where appropriate

4.7 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
- Act in accordance with normal behaviour rules/conduct rules of the school detailed in the e-learning policy

Staff can expect parents with children learning remotely to:

- Engage with the school and support their children's learning and to establish a routine that reflects the normal school day as far as reasonably possible
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

However, the success of this policy will be directly dependent upon engaging the support and the involvement of parents/carers. It is our belief that Home Learning does not only mean formal exercises carried out by children without help from adults. Particularly in the case of younger children, it is the involvement of parents/carers in joint activities, sometimes brief, which can be most valuable in promoting children's learning.

4.8 Governing Body

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains of as high a quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

4.9 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 class teacher or SENDCO
- Issues with behaviour – talk to the class teacher in the first instance, then Assistant Headteachers Mrs Smith (EYFS/KS1) or Miss Wall (KS2)
- Issues with IT – talk to Mrs Thomson
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer (Miss Baker)
- Concerns about safeguarding – talk to the DSL (Miss Baker)

5. Data protection

5.1 Accessing personal data

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

- How they can access the data, such as on a secure cloud service or a server in your IT network
- Which devices they should use to access the data – if you've provided devices, such as laptops, make staff use these rather than their own personal devices

5.2 Processing personal data

Staff members may need to collect and/or share personal data [such as email addresses] 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. The school will follow its data protection policy / privacy notice in terms of handling data, which can be found in the Data Protection Policy.

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

5.3 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

6. Safeguarding

See the Child Protection Policy, which can be found on our school website and save on our school based shared drive.

7. Monitoring arrangements

This policy will be reviewed by the Headteacher in accordance with the school's Policy Review Cycle.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

Appendix A – Home Learning Programme

Year R Home Learning Programme

Frequency	Subject	EYFS, Years 1 and 2: Practice time at home
2 reading books come home once a week – a scheme book based on the Phonics taught in school and a “sharing” book	Reading	10 minutes 5x a week

Key Stage 1 Home Learning Programme (Years 1 & 2):

Frequency	Subject	EYFS, Years 1 and 2: Practice time at home
Monday-Friday	Reading **	10 minutes each school day
Fortnightly	Maths	20 minutes
Weekly	Phonics/Spelling	20 minutes for task set Then any additional practice with the weekly spellings as required.
In the Spring Term of Year 2, children will begin to be tested weekly on specific times table knowledge. Parents will be told when this starts and which times table to begin practising.	Times Tables	As much as possible
Half-termly	Holiday Home Learning	60 – 90 minutes This will usually be a creative task that may also involve research for the upcoming Topic.

*KS1 Maths may involve:

- A specific task with specific questions to answer that consolidates Maths learning already practised in class
- Children playing games to consolidate key instant recall facts
- Practical practice e.g. counting forwards and backwards in different steps

**Reading may involve:

- Children reading books taken home in their book bags
- Children listening to stories read to them by adults
- Children reading alternative books/magazines that are at home

The school will provide 2 reading books each week. One of these will be a “sharing” book and may include phonic patterns that a child has not yet been taught in class. It is expected that many families will also use books from home and/or the local library. A brief overview of the questions you may wish to ask when listening to your child read is listed at the front of the Reading Log.

Key Stage 2 Home Learning Programme (Years 3-6):

Day Issued	Subject	Practice Time
Monday – Friday	Reading*	5 reads a week
Teachers will alternate Maths/Literacy/ Topic	Maths**/ Literacy/ Topic	Recommended 20/30 minutes

Home Learning each week.		
Weekly	Spelling investigation and practice time	As required
Please ask your child which times table they are being tested on for Table Mountain. This will vary per child.	Times Tables	Children are tested weekly on specific times table knowledge. They progress through a series of tests which we call Table Mountain. They will need to practice at home to learn their multiplication and division facts. They need to be able to answer 20 questions in 60 seconds.
End of half-term	Holiday Home Learning	90 - 120 minutes This will usually be a creative task that may also involve research for the upcoming Topic.

* KS2 Reading may involve:

- Children reading books either from their book band, the library or home. This could include fiction or non-fiction material;
- Research into a current topic using the internet or books from home or the local library;
- Listening to story podcasts;
- Listening to a family member read.

The school will provide some reading material, although it is expected that families will also use books from home and/or the local library.

** Maths may involve:

- Consolidation of activities undertaken in class – worksheet, games;
- Practical investigations involving weighing, measuring etc;
- Activities which help to establish number bonds and multiplication patterns;
- Research of data collection to support class work.