**Sir Edmund Hillary**

**Primary School**

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*Inspiring Minds and Nurturing All*

**Remote Learning Policy and Practice**

Adopted: Jan 2021 Review date: July 20

**Remote Learning Policy & Practice**

The provision of Remote Learning is a new expectation within the toolkit teachers use to maintain progress in Learning and is probably going to be specific to the management of Learning during the Covid 19 outbreak. There are many links to the principles found within other school policies which in practice need defining elsewhere and the purpose of this policy is to keep those policy areas live within this new context. Working from home can be very isolating and this policy has been developed to help frame support for staff’s well-being as well as the development of good practice.

A Remote Learning Plan was created back in September 20 and this supports that practical document with policy intent.

**Contents**

1. Aims

2. Roles and responsibilities

3. Support for Staff

4. Data protection

5. Safeguarding

6. Monitoring arrangements

7. Links with other policies

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. Roles & Responsibilities**

**2.1 Teachers**

When providing remote learning, teachers must be available between 8:30am and 3.45pm.  
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 by calling Mr Guest.

When providing remote learning, teachers are responsible for:

* ***Setting work:***
* Class teachers will set activities for children in their class and detail these within a weekly timetable published to the website.
* Links to the CGP books should be made where ever possible to support children who have limited access to online learning.
* Each day, children should be set an English, mathematics and other subject learning activity sufficient to cover three hours of work at home.
* Learning resources should be available on the website by 9am on the morning of the learning.
* Learning should be outlined on the website, but links to other resources such as Purple Mash, BBC, White Rose, CGP is suitable and appropriate rather than having lots of repeats of learning objectives and instructions.
* Remote learning will focus on English, Maths in the main with the Foundation Subjects being balanced within the third hour.
* Set some ongoing projects that can help develop the class identity online (In first lockdown Superhero video seemed to be the most successful of these)
* Teachers are advised to consider and deliver an appropriate PSHE curriculum driven by the current lives of the children as well as maintaining some of the other important learning within the scheme of work
* Learning opportunities presented must be mindful of the audience receiving them and tasks should be appropriate to individuals- either differentiated or supported for Lower Ability Learners. Be mindful of providing a degree of challenge for Higher Attainers.
* Assessment opportunities should be made to help children and teachers know how well they are progressing through the curriculum as far as is possible.
* ***Providing feedback on work:***
* Staff will connect with students via Teams for a Check-in and live sessions can start with feedback according to the school timetable.
* Written feedback can be provided through Purple Mash.
* Refer to the Teaching & Learning Policy around the nature of feedback as it is the single most important aspect that will move planned learning forward.
* ***Keeping in touch with pupils who aren’t in school and their*** ***parents***
* Contact should be maintained with pupils via Teams and Purple Mash where possible but different parents have different access and content capabilities so continue to use Marvellous Me, Website and Phone Call where necessary.
* E-mail communication should continue to go through the YearGroup@ e-mail addresses.
* If pupils are failing to attend Teams sessions regularly, make an initial phone call to parents to see what help can be provided. Record on the Open year Group OneDrive Documents if necessary.
* If no contact can be made, please refer on to the headteacher who will call parents as this is an absence and child protection issue.
* All Phone Calls made to homes from personal phones must be made Caller Withheld
* ***Attending virtual meetings with staff, parents and pupils:***
* Teachers should continue to dress is a professional manner for meetings and live sessions with pupils.
* Teachers should be in a quiet location for lessons and meetings and consider the background of the room.
* **Monitoring and sharing any safeguarding concerns:**
* Staff must Report any safeguarding concerns directly to DSL
* Concerns that begin to meet threshold for Social Care will be recorded on an App 3 and sent to the DSL via Email. Staff must delete the App 3 from their own hard drive.
* Interaction with those deemed Vulnerable needs recording in an open format so that SLT can monitor what is happening around the child, problem solve, trouble shoot and escalate easily if necessary .

**2.2 Teaching assistants**

When assisting with remote learning, teaching assistants should be available between 9.00am and 3.15pm 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 by calling Mrs Eccles.

In the case of Teacher Absence we may draw on HLTA’s to provide continued presentation of learning for children if this cannot be sourced within the Year Group or Phase Team.

* ***Supporting pupils who aren’t in school with learning remotely:***
* Helping teachers to prepare resources
* Attending live lessons as required by the class teacher.
* Being available online or by phone for pupils who require additional support with learning shared with class teachers.
* Operating planned interventions virtually.
* Teaching Assistants can support with additional resources or responding to questions or providing feedback with students.
* **Attending virtual meetings with teachers, parents and pupils:**
* Teaching Assistants should continue to dress in a professional manner.
* Areas should be quiet and backgrounds to video streams should be considered.
* Phone Calls made to homes from personal phones must be made Caller Withheld

**2.3 Subject co-ordinators**

Alongside their teaching responsibilities, Curriculum Co-ordinators and Champions are responsible for

* Alerting teachers to resources they can use to teach their subject remotely
* Supporting teachers in meeting the curriculum requirements remotely.  
  Collaborate to ensure that work set remotely is consistent.
* In time, opportunities to review the taught curriculum being set remotely will be planned support colleagues in maintaining effective learning. In the main this is currently held by Phase Leaders and SLT.

**2.4 Senior leaders and SENCO**

Alongside any teaching responsibilities, senior leaders are responsible for:

* Co-ordinating the remote learning approach across the school.
* Ensuring Statutory duties are met with regard to SEN
* Monitoring the effectiveness of remote learning by engaging with teachers, having reflected on the details presented on the website.
* Monitoring the security of remote learning systems, including data protection and safeguarding considerations
* Set expectations to parents and support them in their role as teachers of their children (HomeWork Guides)
* Ensure disadvantaged children and those struggling to access online support have either devices, data or there is a strategy for supplying paper copy work packs to enable distanced learning.

**2.5 Designated Safeguarding lead**

The DSL is responsible for:

* Ensuring that the safeguarding policy is complied with.
* Following up on safeguarding concerns approaching them with professional curiosity to discover more. Where necessary visiting the families at their home to follow up in an appropriately safe way.
* Ensuring ongoing monitoring of vulnerable children is maintained and their needs met.

**2.6 Pupils and parents**

* ***Staff can expect pupils learning remotely to:***
* Join sessions on time as timetabled with parents.
* 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
* ***Staff can expect parents with children learning remotely 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

There is an Annex to the Behaviour Policy also Annex A to this document for expectations of children’s behaviour when in video conference environments.

**2.8 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 remote learning systems are appropriately secure, for both data protection and safeguarding reasons
* Ensuring that staff welfare and wellbeing are appropriately considered.

**3. Support for Staff**

* ***How we can support each other***
* As a two-form entry school partner class teachers and TA’s are often a teachers first port of call for advice and support followed by the Phase Leader.
* There are open networks like the Staff WhatsApp group and Year Group and Phase groups on email and Teams.
* Phases may wish to meet via Teams but we are expecting most of these conversations necessary to be done outside of a formal meeting- for instance via group email, so that staff can be in as much control as possible for how they manage their time.
* There will be a regular SLT meeting to spot patterns and address strengths and areas for development arisng from the Year Group and Phase and Staff Chats.
* A weekly staff briefing will be held to round up any issues, provide advice and maintain some practical health and well-being contact with a more personal focus.
* ***Expectations and Health and Well-being when working remotely***
* Staff need to regulate the hours in which they work and should not be available to parents outside of what might be considered the working day- (8.30-5.00)
* Staff need to ensure they have sufficient breaks in their homes, including a sustained lunch break of at least 40 minutes and incorporate fresh air and exercise into those breaks, ensuring they are away from screens.
* Staff need to ensure their working environment is conducive to sustaining good posture and concentration.
* Because the day is so different and not regulated by the routines of lesson and break times, staff need to be attentive to how they set out their day and ensure they have sufficient ‘non-contact’ time in the stead of PPA (10%). The structure of PPA is that it should be given in minimum of 1 hr stretches. It is Ok to inform parents of times when you won’t be available, if it helps with your communication with them.
* ***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 colleagues or Phase Leader
* Issues with behaviour – talk to Phase Leader then DE/ CG if children are becoming vulnerable
* Issues with IT – Talk to colleagues, or AOO, who may contact Jasmine directly
* Issues with their own workload or wellbeing – talk to Phase Leader, DE/CG
* Concerns about data protection – talk to CT/ AOO
* Concerns about safeguarding – talk to CG/DE

Teachers need to be mindful when requesting resources and facilitation from Office Staff and Teaching Assistants in school that they may be thinly resourced and have other duties to fulfil

**4. Data protection**

* ***4.1 Accessing personal data***

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

* Store the required information on OneDrive or access the network remotely
* Ensure that pupils details or other personal information is not stored on personal equipment.
* School iPads can also be used

***4.2 Processing personal data***

Staff members may need to collect and/or share personal data 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.

**4.3 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
* Ensuring updates and anti-virus is managed according to JasmineIT’s direction  
  Keeping operating systems up to date – always install the latest updates

**5. Safeguarding**

Staff members must apply the safeguarding measures outlined in the schools safeguarding policy with particular attending paid to the Covid specific addendum to the Safeguarding Policy. Attached here as Annex B

6. Monitoring arrangements

This policy will be reviewed every two years. It will be approved by the curriculum committee or full governing body.

7. Links with other policies

This policy is linked to our:  
Behaviour policy  
Safeguarding Policy (including Child Protection)

Data protection policy and privacy notices  
ICT and internet acceptable use policy

Teaching & Learning Policy

Staff Handbook

**Annex A**

During video calls with your teachers it is really important that you stick to these rules:

1. An adult is with you, or available to you, during the video call
2. You are in either your dining room, living room or kitchen and not your bedroom. You may wish to ‘blur’ your background.
3. You must contribute to a quiet, safe space, free from distraction or interruption (using headphones helps to achieve this and switch off mobile phones)
4. Apply yourself to your learning- show intellectual courage, ask questions and ensure you are in an environment where you can think deeply about the focus the teacher has for you.
5. You must be dressed and ready– not in pyjamas.
6. Please remember that the video conference is part of school. You must be respectful to staff and other pupils. School rules still apply!
7. Staying safe online – keeping yourself, your classmates and your teacher safe.
8. Do not record or take pictures of your classmates or teacher during your online sessions.
9. Only join your class session – do not go into other classes, much as you might like to see and be with all the other teachers.
10. Be patient. If you have technical difficulties let your teacher know, but the online teaching will not stop.
11. Online lessons are for you and your teachers to communicate- encourage your parents to communicate using the usual means. (Obviously this will vary for Foundation and Y1 children who may need more adult support in the online learning environment)

Our usual behaviour systems will apply. All incidents of poor behaviour will be recorded and escalated through the Senior Leadership Team as appropriate. This policy therefore has reference to our ICT Policy and its sections on Acceptable Use of Technology and Online Safety; Our Behaviour Policy and its sections on Bullying; our Child Protection Policy.

**Annex B**

**Annex to Child Protection Policy- Dec 20**

**Covid 19 - Child Protection and Safeguarding**

**Context**

The way schools and colleges are currently operating in response to coronavirus (COVID-19) is fundamentally different to ‘business as usual’. Most children and young people are no longer in a school setting and staff numbers have been affected by the outbreak.

This annex to our Child Protection Policy, September 2020-2021 sets out details of our safeguarding arrangements for:

1. Safeguarding priority
2. Current school position
3. Safeguarding partners’ advice
4. Roles and responsibilities
5. Vulnerable children
6. Increased vulnerability or risk
7. Attendance
8. Reporting concerns about children and staff
9. Safeguarding training and induction
10. Safer recruitment/volunteers and movement of staff
11. Peer on peer abuse
12. Online safety
13. New children at the school
14. Supporting children not in school

**Safeguarding priority**

During these challenging times the safeguarding of all pupils at Sir Edmund Hillary Primary School, whether they are currently at home or in attendance, continues to be our priority. The following fundamental safeguarding principles remain the same:

* the best interests of pupils continues to come first
* if anyone in our school has a safeguarding concern, they will act immediately
* a senior designated safeguarding lead (SDSL) or deputy DSL will always be available
* no unsuitable people will be allowed to gain access to pupils
* pupils should continue to be protected when they are online.

**Current school position**

Currently Sir Edmund Hillary Primary is open to children whose parents or carers are critical to the COVID-19 response and cannot be safely cared for at home and also children who are vulnerable and do not have any underlying health issues.

Sir Edmund Hillary Primary will continue to be a safe space for all children to attend and flourish. Senior leaders will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate to maximise safety.

Sir Edmund Hillary Primary will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

**Safeguarding Partners’ Advice**

Sir Edmund Hillary Primary continues to work closely with safeguarding partners and we will ensure this annex is consistent with their advice. This will include expectations for supporting children with education, health and care plans (EHCPs), the local authority designated officer and children’s social care, reporting mechanisms, referral thresholds and children in need.

**Roles and Responsibilities**

The roles and responsibilities for safeguarding in Sir Edmund Hillary Primary remain in line with our Child Protection Policy (September 2020).

When possible, our SDSL or a DDSL will be available on site during the school day. Where this is not possible, we will ensure we have the SDSL or a DDSL available by phone.

Where our DSL or a deputy DSL cannot be on site, (For instance when in full lockdown and the Site is being operated on a rota of Senior Leaders) then in addition to one of the above options we will also ensure a senior leader from the school takes responsibility for co-ordinating safeguarding on site.

* The Senior Designated Safeguarding Lead
* Chris Guest
* The Deputy Designated Safeguarding Lead
  + Debbie Eccles
* Senior Leader with occasional on-site responsibility
* Cheryl Traczykowski
* Designated Safeguarding Governor
* Louise Baxendale

**They can be contacted via the office 01909 473 982**

**office@siredmundhillary.notts.sch.uk**

**Vulnerable Children**

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with Education, Health and Care plans (EHCPs)

Those who have a social worker include children who have a child protection plan (CPP) and those who are looked after by the local authority (LAC). A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

There is an expectation that vulnerable children who have a social worker will attend school, so long as they do not have underlying health conditions that put them at risk. Where a parent or carer does not want their child to attend school, and their child is considered vulnerable, we will discuss this with the social worker and explore the reasons for this directly with the parent or carer.

Senior leaders in our school, especially the SDSL and deputies know who our most vulnerable children are, and they have the flexibility to offer a place to those on the edge of receiving children’s social care support.

We will continue to work with children’s social workers and the local authority virtual school head for looked-after and previously looked-after children.

**Increased Vulnerability or Risk**

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents and carers. Staff will be aware of this in setting expectations of pupils’ work where they are at home. Where we are providing for children of critical workers and vulnerable children on site, we will ensure appropriate support is in place for them.

Our staff will be aware of the mental health of [children](https://safeguarding.network/safeguarding-resources/specific-risks-children-additional-needs/mental-health/) and their [parents and carers](https://safeguarding.network/safeguarding-resources/parental-issues/parental-mental-ill-health/) and will contact the SDSL or a deputy if they have any concerns.

For children out of school, teaching staff are telephoning all families weekly and recording their conversations. If concerned they are communicating a summary of the conversations to the Senior Leaders and if the child is deemed therefore at some degree of concern are added to the One Drive Document – Vulnerable Children Not in School- where all staff involved with the child can log and see the progress being made around a child. Any further concerns are reported to the SDSL immediately. Families may receive a Home Welfare visits according to need which will also be logged. Home Visits are conducted within the remit of the Risk assessment in a Socially Distanced manner. Those pupils identified as being at increased vulnerability will continue to have weekly Home Welfare visits carried out by a member of the Safeguarding Team. Any concerns raised are assessed within Local Authority procedures and referred to MASH if thresholds are met.

**Attendance**

Where a pupil is expected but does not arrive at school, we will follow our attendance procedure and attempt to contact the family. If contact cannot be made, the SDSL or a deputy DSL will be informed. If contact cannot be made a home visit will be carried out.

A risk assessment has been created to ensure staff and the family are not put at risk.

Where a vulnerable child (CPP/LAC/CiN) does not take up their place, we will notify their social worker.

**Reporting Concerns about Children or Staff**

The importance of all staff acting immediately on any safeguarding concerns remains. Staff will continue to follow our Child Protection procedures and advise the SDSL of any concerns they have about any pupil, including those who are not attending school.

The varied arrangements in place as a result of the COVID-19 measures do not reduce the risks that children may face from staff. As such, it remains extremely important that any allegations of abuse made against staff attending our school are dealt with thoroughly and efficiently and in accordance with our Whistleblowing Procedures.

**Staff Training and Induction**

For the duration of the COVID-19 measures, our SDSL and DDSLs are unlikely to receive their refresher training. In line with government guidance, our trained SDSL and DDSLs will be classed as trained even if they cannot receive this training.

All current school staff have received safeguarding training and have read Part One and Annex A of Keeping Children Safe in Education September 2020. When new staff are recruited they will receive a safeguarding induction in accordance with our Child Protection Policy.

If staff from another setting attend the school site then, in line with government guidance, we will not undertake any additional safeguarding checks if the setting providing those staff confirm that:

* the individual has been subject to an enhanced DBS and children’s barred list check and, that in the opinion of that setting, nothing resulted from those checks that provided any caused for concern
* there are no safeguarding investigations into the conduct of that individual
* the individual remains suitable to work with children.

**Safer Recruitment/Volunteers and Movement of Staff**

It remains essential that people who are unsuitable are not allowed to enter the children’s workforce or gain access to children.

When recruiting new staff, we will continue to follow our Safer Recruitment policy

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

It is essential from a safeguarding perspective that we are aware, on any given day, which staff are on our school site and that the appropriate checks have been carried out on those individuals. We will continue to maintain our single central record (SCR) during these measures to ensure we have this awareness.

**Peer on Peer Abuse**

We recognise that children can abuse their peers and our staff are clear about the school’s policy and procedures regarding peer on peer abuse. All peer on peer abuse is unacceptable and will be taken seriously. We also recognise that abuse can still occur during a school closure or partial closure and between those children who do attend the school site during these measures.

Our staff will remain vigilant to the [signs of peer-on-peer abuse](file:///C:\Users\Christine\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\0CGV3O2R\safeguarding.network\peer-on-peer) and will follow the process set out in our Child Protection Policy.

**Online Safety**

It is likely that pupils will be using the internet and engaging with social media far more during this time. Our staff are aware of the signs of cyberbullying and other online risks and our filtering and monitoring software remains in use during this time to safeguarding and support pupils.

Our staff will follow the process for online safety set out in our Child Protection Policy.

Teaching staff are sending daily emails to parents and carers and not contacting pupils directly.

**New Pupils at School**

Children may join our school from other settings. When they do, we will seek from those settings the relevant welfare and child protection information. This is relevant for all children that join us, but it will be especially important where children are vulnerable.

For vulnerable children we will ensure we understand the reasons for the vulnerability and any arrangements in place to support them. As a minimum we will seek access to that child’s child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child’s social worker (and, for looked-after children, who the responsible VSH is).

Ideally this will happen before a child arrives but where that is not possible it will happen as soon as reasonably practicable.

Any exchanges of information will ideally happen at SDSL or DDSL level, and likewise between special educational needs co-ordinators/named individual with oversight of SEN provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case our school senior leaders will take responsibility.

The SDSL will undertake a risk assessment based on the information received, considering how risks will be managed and which staff need to know the information.

Chris Guest

Head Teacher

Snr Designated Leader for Safeguarding