

The Hills Academy

Remote Learning Policy

October 2020



POLICY

Specific Aims

- To outline The Hills Academy's approach for pupils that, from 1st September 2020, will not be attending school through choice, as a result of government guidance or due to continued shielding.
- To outline The Hills Academy's expectations for staff that, from 1st September 2020, will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, marking and planning for pupils.
- To provide appropriate guidelines for data protection.
- To ensure pupils unable to attend school remain fully included within the school community.
- To continue to ensure that every child receives the best education the school can provide.
- To ensure that remote learning is integrated in the curriculum so it is an essential part of the school curriculum, alongside classroom teaching, or in case of a local authority/government lockdown.

Who is the policy applicable to?

The policy is applicable to anyone who has symptoms of COVID-19 (**see below**), is shielding or isolating as advised by track and trace or any other exceptional circumstances agreed by the headteacher.

COVID-19

In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms

- **A continuous, dry cough**
- **A high temperature above 37.7°C**
- **A loss of, or change to, their sense of smell or taste**
- **Have had access to a test and this has returned a positive result for Covid-19**

Role and Responsibilities

In the following points, an outline of the provision will be made and guidance given on the role of pupils, senior leaders, teachers and parents. The Hills Academy are fully aware that these instances may be in exceptional times and would like to make it clear that the completion of work is not compulsory and that this document seeks to inform and guide families and not impose expectations.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- If the class teacher is unwell and unable to lead remote learning, the Senior Leadership team will take direct responsibility for this. If this is the case, home learning provision and systems may need to be adapted so school leaders can either continue to manage their leadership roles while carrying out remote learning for the staff absences or put in place other alternative options.

Designated Safeguarding Lead

The DSL is responsible for: Safeguarding concerns, including those related to Remote Learning. Please refer to Child Protection and Safeguarding Policy.

Teachers

When providing remote learning, teachers must be available in working school hours. 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.

Setting work –

- Teachers will provide remote learning (online) for pupils that are not able to attend school so that no-one need fall too far behind. Each family is unique and because of this, should approach home learning in a way which suits their individual needs.
- Teachers will upload planning (which should be completed by the Friday morning of the previous week) into TEAMS on their class TEAM. This planning should be clearly named so that parents can easily access it.
- Teachers are responsible for communicating with the parent/carer of isolating pupils to ensure they can support their child's engagement in remote learning. The teacher will be informed by the Headteacher or other senior leader regarding isolating children (this information is provided daily through an excel spreadsheet on TEAMS)

Providing feedback on work –

- Pupils can upload work to Microsoft TEAMS in their class TEAM.
- Work completed during remote learning will be acknowledged by the class teacher. Feedback will be given on English and Maths on an individual basis.

Family (pupil/parent/guardian) role

(to be considered alongside the AUP (Accessible Use Policy) that parents have already received)

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. The Hills Academy would recommend that each 'school day' maintains structure.
- Each week, work for the week, in English, Maths and Foundation Subjects will be posted under each child's Class TEAM. Families should view this together, and then make appropriate plans to complete the work. This will include liaison from your child's teacher with the option of joining some live sessions.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via the TEAMS account or school email address for each class or the main school email contact office@thehillsacademy.co.uk. They should make clear which year group and subject the question relates to.
- Work that children complete at home should be kept safe. If the children have had the opportunity to bring school exercise books home, then it should be completed in these if possible. Otherwise any paper resources that you have to hand at home will be fine.
- To attempt to make use of the resources shared with them i.e. printing sheets, using relevant mathematical methods etc
- We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-to-case basis.

Teacher expectations

In addition to their in-school work with pupils, teachers from The Hills will continue to support children that are unable to attend.

- Teachers should plan lessons that are relevant to the curriculum focus for that year group and endeavour to replicate this through video clips and tasks for home learners.
- Teachers should contact the carer/parent of any child isolating and discuss arrangements for live streamed learning to support this provision (see scenarios further on in this document).
- Any resources used, including websites and worksheets, should, where possible, be shared with home learners. Staff will do this electronically and it will be the responsibility of families to print/use these resources at home.

- To respond, within reason, promptly to requests for support from families at home. This should be done via email or by adding further video guidance for families. Staff and parents should communicate via their child's Class TEAM or the class direct email address
- Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and the Computing Lead will ensure that support is given promptly. A staff member may be provided with hardware to support live streaming but will need to have their own broadband source.

Remote teaching for staff who are self-isolating

Teaching staff are required to self-isolate if they show symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this.

If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence.
- School will ask staff about their intention to get tested. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.

Whilst self-isolating, and if able to do so, staff will be asked to support with the online learning provision for their class/year group.

Scenario 1 – a single pupil is self-isolating and the rest of the class and teachers are in school

In this case the teacher will be informed by the headteacher and will then make contact with the family via TEAMS to ensure they know where to find the planning for the week and to arrange, where appropriate, the live streaming of some lessons. Live streaming should commence within 48 hours of the child isolating (if the child is well enough to engage).

- The webcam in the classroom should not be facing the children but be pointed to the front side of the classroom
- This should happen in a locked channel within the class TEAM and the child/children isolating should be added to this team as necessary
- Each teacher will find his/her best way of working with this but a timetable for engagement should be shared by uploading to the file within the locked channel. It may be better to engage the pupil for the lesson introduction and then set work, off and mute and then check back in at an agreed time – say 15 minutes – whatever is done should be communicated effectively with the parents.
- If there is a behavior incident in the classroom or other the teacher should make a decision on muting or switching off the camera whilst this is managed.

Nursery and Reception – Ensure that parents/carers know what is being taught. You may like to get a pupil live for storytime and/or phonics session

Year 1 – This may be a case-by-case decision but consider live storytime sessions and phonics – English and Maths if appropriate and agree with parents

Year 2 – Aim to get a pupil live for Maths and English as a minimum + recovery hour

Year 3 to 6 – Aim for Maths and English plus one more each day to include Science at some point during the week if the child is off for that long + recovery hour

Scenario 2 – a teacher is self-isolating and the class and support staff are in school

In this case, if the teacher is well, he/she should arrange with the classroom support to be live on TEAMS (through a private channel) to teach core and one more each day and use any additional time to ensure planning and resources are in place for other lessons including video clips where needed.

Nursery and Reception – Aim for a live phonics sessions (15 mins) and a maths introduction (15 mins) and a live story session at an appropriate time.

Year 1 – Aim for live phonics session, maths, English and storytime

Year 2 to 6 – Aim for Maths and English (including phonics for Y2) plus one more each day to include Science at some point during the week if the child is off for that long + recovery hour

Scenario 3 – a teacher is self isolating, most of the class are in school and one or more children are self-isolating

Follow the routine above but there is the additional complication of a child linking live and seeing the class as the camera has to be pointed to the class for the teacher to teach. In this instance the teacher needs to negotiate with the parent/carer times to join for lesson introductions and check in points but that the camera/mic will be turned off between these times to ensure safeguarding. The parent/carer must have identified that they have read the acceptable use policy that went out to all parents.

Scenario 4 – the whole class including the teacher are self-isolating

The teacher will agree and set up the times for pupils to engage with learning within the AUP that went out to all parents. Teacher will use non live teaching time to check in informally with each child during the week.

Nursery and Reception – Aim for a live phonics sessions (15 mins) and a maths introduction (15 mins) and a live story session at an appropriate time.

Year 1 – Aim for live phonics session, maths, English and storytime

Year 2 to 6 – Aim for Maths and English (including phonics for Y2) plus one more each day to include Science at some point during the week + recovery hour

Parents are responsible for supporting their child to access the live lessons remotely from home and for their behavior and safety whilst doing so.

Review statement:

This policy is brought to the attention of staff, pupils and parents regularly, is formally reviewed, along with the principles that underpin it, on a monthly basis depending on Government and Local Authority guidelines.

Signed Chair of Governors: Nicci Henson

Signed Head Teacher: Moya Whitehead

Date: 1st December 2020