

Hassocks Infant School

Remote Learning Policy



☆ Explore ☆ Respect ☆ Flourish

Date policy agreed:	September 2020
Date policy to be reviewed:	September 2021
Responsibility:	Deputy Headteacher

What is Remote Learning?

Remote Learning is where the children and/or teachers are not physically present in a traditional classroom environment. Therefore, the learning which would normally take place in the classroom is relayed via another means. For example, through an online platform, video conferencing, calls, and work packs.

At Hassocks Infant School we have identified four different tiers for when we would need to use remote learning. These are as follows;

Tier 1	Tier 2	Tier 3	Tier 4
Individual children are self-isolating.	A whole class is self-isolating.	A whole year group is self-isolating.	A school closure.

What is the aim of this Remote Learning policy?

- To support our school community to understand Hassocks Infant School's approach to remote learning.*
- To ensure consistency in the approach to remote learning for pupils who are not in school.*
- To set out expectations for all members of the school community with regards to remote learning.*

Remote Learning at Hassocks Infant School

Remote Learning is new to the school and we will be reviewing our approach to remote learning regularly to ensure it supports our school community.

At all tiers, remote learning will be based on assessments of where children are with their learning and reflect learning that would be happening in school. Staff will create learning activities which take into account all learning types.

The below table outlines what remote learning will look like at the different tiers (this will be reviewed and updated throughout the year);

Tier 1 – Individual Children are Self-Isolating
<ul style="list-style-type: none">When a child goes into self-isolation parents/carers will be contacted by a member of the school team.You will be asked if you need any support with additional resources such as pens and paper to support your child's learning from home.Following this, families will be sent a 14-day learning pack. This will include a letter to the children and parents/carers about how to use this pack to support learning.If your child has Special Educational Needs, the SENCo can be contacted to ensure that this pack is adapted to meet the needs of your child.The 14-day learning packs are created by our class teachers and focus on key skills that are being covered in class each half term.Families can request Keeping in Touch (KIT) calls by calling or emailing the school office on office@hassocksis.com. <p><i>At this stage, your child's class teacher and teaching assistant will still be teaching full time and supporting children in school and are unable to provide remote learning via an online platform. However, we would love to see your learning on Tapestry.</i></p>
Tier 2 - A whole class is self-isolating.
<ul style="list-style-type: none">At this tier, if the class teacher is well, learning will be moved onto Tapestry, an online learning platform.Each Friday afternoon, a Visual Timetable with an overview of the learning for each day of the subsequent week will be uploaded to Tapestry via the "Memo" section.

<ul style="list-style-type: none"> Lessons will include a blend of recorded videos, PowerPoints, voice clips and uploaded resources. Lessons which are known as “activities” on Tapestry will be shared by 4pm the day prior to the lessons. Class teachers will inform parents and children if children should post a photo of their learning in Tapestry. Class teachers and teaching assistants will provide some feedback on observations in Tapestry. Class email addresses will be activated at this tier. A weekly whole class zoom session will take place. Families can request a Keeping in Touch (KIT) call by their teacher or teaching assistant by emailing their class email address.
Tier 3 - A whole year group is self-isolating.
<ul style="list-style-type: none"> As Tier 2 with the addition of some assemblies shared on Tapestry.
Tier 4 - A school closure.
<ul style="list-style-type: none"> As Tier 2 and 3.

Role and Responsibilities

Key Staff involved in Remote Learning

Role	Staff	Oversight for Remote Learning
Designated Safeguarding Leads	Lauraine Smith Adrian Bates Holland Jo Heath	To ensure safeguarding procedures are adhered to during remote learning.
Remote Learning Lead	Lauraine Smith	To oversee remote learning across the school.
Phase Leaders	Jen Grigson (EYFS) Mary Hutchinson (Year 1 & 2)	To oversee remote learning for each phase.
Class Teachers	Please refer to your child's class teacher	To oversee remote learning for their class.
Teaching Assistants	Please refer to your child's teaching assistant	To support the class teacher with monitoring remote learning and KIT with families.
Special Educational Needs Coordinator (SENCo)	Jo Heath	To support class teachers to meet the needs of SEN children when remote learning is taking place.
Computing Lead	James Coulter	To support with technology involved with remote learning.

Who will do what to support remote learning?

When providing remote learning at Tier 1 staff, parents/carers are responsible for the following;

Tier 1 – Individual Children are self-isolating	
SLT	<ul style="list-style-type: none"> The Remote Learning Lead will monitor the quality of the 14-day learning packs and provide feedback to year groups. SLT will organise for any additional resources to be sent to families as necessary. Members of SLT will support with requests for KIT calls from families. Phase Leaders will provide the office team with updates for the website e.g. useful resources for Remote Learning. Our SENCo will support families and class teachers to meet the needs of SEND children. SLT will ask for regular feedback from staff, children and parent/carers and review.
Teachers	<ul style="list-style-type: none"> Year group teams should identify a teacher who will update the 14-day learning packs as directed by SLT. The teacher should create a 14-day learning pack as agreed with the SLT. These packs should be updated regularly as directed by a member of SLT. Teachers should ensure the 14-day learning packs cover key skills for their children. They will use their ongoing assessments including baseline assessment to identify the skills which need to be focused on. Teachers should upload these learning packs to the staff shared folder for members of the SLT and office team to access. Teacher will support with KIT calls requested by families.
Individual Support Assistant	<ul style="list-style-type: none"> In discussions with the SENCo and class teacher, Individual Support Assistants will support with preparing resources to support the needs of individual children. Individual Support Assistants will contact their child and families over the course of their self-isolation.
Teaching Assistants	<ul style="list-style-type: none"> If necessary, teaching assistants will support with a KIT call.
Office	<ul style="list-style-type: none"> The office team will send out the 14-day Learning Packs to families as the school are made aware that they are in self-isolation. The office team will update the COVID-19 absence record and keep track of who has received the 14-day learning pack. The office team will update the KIT call list and alert relevant members of staff. Update the website with resources shared by phase leaders to support learning at home.
Parents/carers	<ul style="list-style-type: none"> Make the school aware if the child is sick or otherwise cannot complete the work. Contacting the school to request a KIT call. Using the 14-day learning pack to support children's learning during self-isolation. Alert the school if they are not able to complete the work.

When providing remote learning at Tier 2 staff, parents/carers are responsible for the following;

Tier 2 - A whole class is self-isolating	
SLT	<p>As above for Tier 1 and the following;</p> <ul style="list-style-type: none"> The Remote Learning Lead will monitor and ensure staff and parents have been supported with the use of Tapestry. The Remote Learning Lead will monitor the quality of learning being sent to families. SLT along with the class teacher will monitor engagement and work on children's learning with any families where engagement is considered low. Class teachers and teaching assistants will provide some feedback. Class email addresses will be activated at this tier.

	<ul style="list-style-type: none"> • A weekly whole class zoom session will take place. • Families can request a Keeping in Touch (KIT) call by their teacher or teaching assistant by emailing their class email address.
Teachers	<ul style="list-style-type: none"> • The class teacher plan learning on the Tier 2 + planning format. • The class teacher will upload a visual timetable with an overview of the learning for each day of the subsequent week each Friday afternoon. • The class teacher will upload this in the “Memo” section of Tapestry and all parents/carers of their class will be alerted. • Lessons which are known as “activities” on Tapestry will be shared by 4pm the day prior to the lessons. • The class teacher will provide some feedback on Tapestry.
Teaching Assistants	<ul style="list-style-type: none"> • The teaching assistant will support the class teacher to <ul style="list-style-type: none"> ○ <i>carry out a KIT call to each family and support with any additional KIT calls requested by families.</i> ○ <i>provide some feedback on Tapestry.</i> ○ <i>make and or adapt resources to support remote learning.</i>
Office	<ul style="list-style-type: none"> • As in Tier 1 but the off will no longer need to send out the home learning as the class teacher will be responsible for this via Tapestry.
Parents/carers	<ul style="list-style-type: none"> • Contacting the school to request any additional KIT calls they may want. • Access Tapestry to support and engage their child's learning. • Add observations and/or work their child may do to Tapestry. • Inform the school if they are unable to access Tapestry or need to seek help. • Alert teachers if they are not able to complete the work.

When providing remote learning at Tier 3 staff, parents/carers are responsible for:

Tier 3 - A whole year group is self-isolating	
SLT	As above for Tier 1 and Tier 2 and the following: <ul style="list-style-type: none"> • A member of SLT will share a weekly assembly with the year group.
Teachers	As above for Tier 2
Teaching Assistants	As above for Tier 2
Office	As above for Tier 2
Parents/carers	As above for Tier 2

When providing remote learning at Tier 4 staff, parents/carers are responsible for:

Tier 4 - A school closure	
SLT	As Tier 2 and 3
Teachers	As Tier 2 and 3
Teaching Assistants	As Tier 2 and 3
Office	As Tier 2 and 3
Parents/carers	As Tier 2 and 3

The role of the Governors across all Tiers	
<ul style="list-style-type: none"> • Monitoring the school's approach to providing remote learning. • Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons. 	

Individual Needs and Remote Learning

Children with Special Educational Needs (SEN)

Our SENCo, Jo Heath will work closely with class teachers and families to ensure children with Special Education Needs (SEN) are supported with remote learning appropriately. This may be in one of the following ways:

- *adapted resources*
- *adapted remote learning*
- *alternative learning objectives*
- *additional support for parents*
- *additional KIT calls*
- *signposting to training and workshops for parents*

A risk assessment will be carried out for those children with Education and Health Care Plans (ECHPs) to identify how best to support them with remote learning. Our SENCo or class teachers will contact parents of children with SEND to discuss support.

Pupil Premium (PP) Children

For children who meet the criteria for Pupil Premium, we will work with families to ensure they have the resources they need to support their child's learning remotely. We will follow government and LA authority guidance on providing these families with Free School Meals, wherever possible.

Safeguarding and Remote Learning

Alongside our current Safeguarding and Child Protection policy, we will regularly review guidance issued by the Department for Education and Local Authority guidance on Safeguarding and Remote Learning. Our policy will be updated in line with any updates/changes to procedures to ensure safeguarding is central to all we do.

Online Safety

Hassocks Infant School recognises the use of technology has become a significant component of many safeguarding issues. An effective and proactive approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

Our school will follow the guidance contained within the document Teaching On Line Safety in Schools, June 2019, found [here](#).

Where children are being asked to learn online at home, our school will review the guidance issued by the Department for Education to support our schools to do so safely: [Safeguarding and remote education](#) and also, the guidance issued by the Local Authority.

Parents and carers will be sent regular updates on ways to safeguard their child during periods of remote learning.

Data Protection

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

- only access any data through our secure online platform and/or work email address
- only use their work email address
- use their work laptop and no personal devices for work purposes

For further details, the school's Data Protection policy, Staff Code of Conduct and Acceptable Use Policy should be read.

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses or names 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. Staff should follow all data protection policies and guidance when working remotely.

Keeping devices secure

All staff members will take appropriate steps to ensure that their devices remain secure. This includes, but is not limited to:

- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends

Links with other policies/guides

This policy is linked to our:

- Safeguarding and Child Protection Policy
- Data Protection Policy
- Home-school agreement
- Social Media Policy
- Acceptable Use policy
- E-Safety Policy
- Remote Learning Guidance for parents and carers
- Tapestry training for parents and carers
- Zoom Information – information for parents and carers