Hackbridge Primary School
Remote Education Policy

Overview
The DfE have acknowledged that the coronavirus (COVID-19) pandemic is an unprecedented challenge for our school system, and the traditional approach to delivering education. The impact of the pandemic has necessitated many pupils being out of school, and this will continue to be the case for some pupils, in line with the legal requirements and guidance in place to tackle the virus. Schools have responded to this with a strong and proactive commitment to providing remote education, in challenging and uncertain circumstances.

For this reasons, the DfE have made a temporary continuity direction to provide legal certainty for all involved in the education sector, including parents, teachers and schools themselves. It makes clear that schools have a legal duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). The direction requires that where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education. This policy is written following guidance from the government to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

1. Statement of School Philosophy
At Hackbridge Primary School we have always strived to be creative, innovative and to support our parents and pupils in the best way possible to make learning purposeful. We aim to continue to provide a broad and balanced curriculum in all subjects during this uncertain period. We have extensive plans for the provision of remote education so that learning can continue in any of the following scenarios: if an individual is self-isolating in line with government guidance, if a class/bubble is closed, where children have been advised to shield by a medical professional or if there is a partial or full school closure as a result of local or national lockdown. Our remote education, when needed, is of a high quality and aligns as closely as possible with any in-school provision being delivered.

2. Aims
This remote learning policy aims to:
- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Include information about continuous delivery of the school curriculum, as well as in support of health and well-being
- Provide appropriate guidelines for data protection and safeguarding in relation to remote learning

3. Roles and responsibilities

3.1 Teachers in the event of individual pupil self-isolation or where a pupil has been advised to shield by a medical professional
- Work is allocated as soon as possible once a child has been identified as self-isolating.
- Daily learning will be set via Google Classroom for all individual pupils who are self-isolating.
- Learning will be uploaded no later than the start of each school day.
- Daily lessons span the curriculum; lessons are closely matched to the curriculum delivered in school (lesson slides will be the same as those used in-school as far as possible).
- Lessons will be uploaded to Google Classroom and each lesson will be set as an 'assignment' to allow pupils/families ease of access to these.
- Lesson slides will be presented using Microsoft PowerPoint or Google Slides. Learning resources will be either Microsoft Word, Google Docs or Jamboard documents that can be editable if appropriate. PDF files will also be included as learning support resources if appropriate. **There will be no expectation for families to print any resources/learning at home.**
- Support material and differentiated work provided for children with SEND and early acquisition English language learners.
- Teachers will ensure that children and parents know how to complete assigned work, turn it in, use templates, take photos of written work and upload.

- Teachers will provide feedback and comment on children's work via private message on the Google Classroom. The teacher will endeavour to comment on at least one piece of work a day if the child is self-isolating for a period of time.
- If children are self-isolating, teachers are expected to contact the family after 48 hours to ensure that the family are okay and that work is being accessed via Google Classroom.

3.2 Teachers in the event of a class/bubble closure
When providing remote learning, teachers must be available for their normal working hours. If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure which is to contact the Deputy Headteacher at the earliest point possible. If their absence affects the completion of any work required they should ensure that arrangements have been made with year group colleagues or SLT to ensure that work is completed.

When providing remote learning for their class, teachers are responsible for:
- Running their Google Classroom – setting work for remote learning when a class or year group bubble closes.
- Creating a timetable for the week (with year group colleagues, where appropriate) – as similar to that taught in-school for the parallel classes in the year group as possible. This must include subjects from across the curriculum.
- Sharing a timetable on Google Classroom at the start of each week.
- Setting learning which follows the year group's usual long term planning and timetable.
- Including pre-recorded lessons using Loom.
- Ensuring children have access to lessons for 5 hours a day during normal school hours; the same length of day as taught in-school.
- Ensuring children have continued interaction with the teacher and other pupils with private messages or chat within Google Classroom, facilitated by the teacher.
- Creating online resources to support lessons throughout the week on Google Classroom. These will range from pre-recorded lessons/Looms by the class teacher or another teacher in the year group, Oak Academy lesson resources or, for EYFS children; activities from Hungry Little Minds and the BBC - Tiny Happy People websites.
- Ensuring that lesson slides are presented using Microsoft PowerPoint or Google Slides. Learning resources will be either Microsoft Word, Google Docs or Jamboard documents that can be editable if appropriate. PDF files will also be included as learning support resources if appropriate. **There will be no expectation for families to print any resources/learning at home.**
- Support material and differentiated work provided for children with SEND and early acquisition English language learners.
- Ensuring children and parents know how to complete assigned work, turn it in, use templates, take photos of written work and upload.
- Providing feedback and comment on children's work via private message on the Google Classroom. The teacher will endeavour to comment on at least one piece of work a day if class bubble is closed.
- Delivering online safety lessons to children including how to interact on Google Classroom, cyber bullying, appropriate language, safe searching etc.
- Continuing the use of the National Online Safety and 'Think You Know' resources which support children's online safety at a time when they will be spending much more time online.
- In the event of a class closure, SLT will contact families within 48 hours to ensure that the family are okay and that work is being accessed via Google Classroom.

3.3 Teachers in the event of a partial or full school closure as a result of local or national lockdown
In the event of a partial or full school closure as a result of a local or national lockdown, all staff must be available for their normal working hours. Staff will be advised whether they will be working their normal working hours on-site or off-site in each closure scenario based on local or national information. If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure which is to contact the Deputy Headteacher at the earliest point possible. If their absence affects the completion of any work required they should ensure that arrangements have been made with year group colleagues or SLT to ensure that work is completed.

This section assumes that staff will continue to work in school to provide on-site education for the children of critical workers and vulnerable pupils during any enforced school closure, as has been the case in the spring/summer 2020

and spring 2021 national lockdowns. This means that teachers and support staff will be in school carrying out on-site teaching as well as providing remote education for pupils.

When providing remote learning for their class, teachers are responsible for:
- Running their Google Classroom – setting work for remote learning when the school is partially or fully closed. The learning and lessons which are set on Google Classrooms should be the same learning/lesson content that is being provided to any children of critical workers and vulnerable children who it has been agreed can attend school.
- Creating a timetable for the week (with year group colleagues) – as similar to that taught in-school as possible. This must include subjects from across the curriculum.
- Setting learning which follows the year group's usual long term planning and timetable.
- Including pre-recorded lessons using Loom and live lessons using Google Meet.
- Ensuring children have access to lessons for the minimum recommended hours a day during normal school hours as specified by the government: 3 hours a day for KS1 and 4 hours a day for KS2.
- Ensuring children have continued interaction with the teacher and other pupils with private messages or chat within Google Classroom, facilitated by the teacher.
- Creating online resources to support lessons throughout the week on Google Classroom. These will range from pre-recorded lessons/Looms and live lessons by the class teacher or another teacher in the year group, Oak Academy lesson resources or, for EYFS children; activities from Hungry Little Minds and the BBC - Tiny Happy People websites.
- Ensuring that lesson slides are presented using Microsoft PowerPoint or Google Slides. Learning resources will be either Microsoft Word, Google Docs or Jamboard documents that can be editable if appropriate. PDF files will also be included as learning support resources if appropriate. **There will be no expectation for families to print any resources/learning at home.**
- Support material and differentiated work provided for children with SEND and early acquisition English language learners.
- Ensuring children and parents know how to complete assigned work, turn it in, use templates, take photos of written work and upload.
- Providing feedback and comment on children's work via private message on the Google Classroom. The teacher will endeavour to comment on at least one piece of work a day where the school is partially or fully closed.
- Delivering online safety lessons to children including how to interact on Google Classroom, cyber bullying, appropriate language, safe searching etc.
- Continuing the use of the National Online Safety and 'Think You Know' resources which support children's online safety at a time when they will be spending much more time online.

Keeping in touch with pupils and parents:
- Daily contact should be made by the teacher via Google Classroom and a weekly class Google Meet with teacher.
- Teachers are to ensure that pupils are upholding the Code of Conduct for Google Classroom and remove any content that does not adhere to this.
- Any pupil failing to hand in their remote learning should have a telephone call home from the teacher to discuss issues the child may be facing and a solution sought with the support of SLT where required.
- If any complaints or concerns are shared by parents and pupils, our usual school procedures will be followed.
- Contact should be polite and encouraging. Teachers must adhere to the email policy and not give out any personal details. Any concerns which cannot be addressed by the teacher or year group leader should be forwarded to a member of SLT who may choose to contact the parents directly.

Attending virtual meetings with staff, parents and pupils:
- Think about the location of the video call; think about what can be seen (including the background) and heard during filming – protect your privacy. Staff should only engage with video calls at home where agreed with the Headteacher/SLT.
- Dress in appropriate clothing (be mindful of slogans on clothing).
- Remain professional at all times.
- Use the agreed school platforms of Zoom, Google Hangouts and Google Meets.
- Be punctual to all planned meetings.
- Keep a timetable of all live lessons, meetings and interventions, which includes children's names for small group and 1:1 interventions.

3.4 Support Staff
When assisting with remote learning, LSAs, TAs, STAs and HLTAs must be available for their normal working hours. If they are unable to work for any reason during this time, for example due to sickness, they should report this using the agreed absence procedure which is to contact the Deputy Headteacher at the earliest point possible. If their absence affects the completion of any live sessions due that day, the support staff member must advise the year group leader of this by 8.30am so that arrangements can be made to advise any individual pupils/parents that this will need to be postponed.

When assisting with remote learning, support staff are responsible for:
- Supporting pupils that they usually work with in-school who are not in school with learning remotely – when requested by the SENCo or Headteacher.
- Preparing learning activities for the delivery of interventions remotely via Google Classrooms, Google Meet or School Cloud.
- Contacting the parents of the pupils that they will deliver remote interventions to, advising days/timings of sessions.
- Creating online resources to deliver intervention lessons throughout the week on Google Classroom. These will range from bespoke learning tasks, pre-recorded lessons/Looms and/or live lessons uploaded to individual Google Classroom accounts – the approach will vary according to the needs of the pupil concerned and the type of intervention being delivered.
- Ensuring that lesson slides are presented using Microsoft PowerPoint or Google Slides. Learning resources will be either Microsoft Word, Google Docs or Jamboard documents that can be editable if appropriate. PDF files will also be included as learning support resources if appropriate. **There will be no expectation for families to print any resources/learning at home.**
- Providing feedback and commenting on children's work.
- Attending virtual meetings with teachers, parents and pupils.
- Keep a timetable of all live sessions and interventions, which includes children's names for small group and 1:1 interventions.

Attending virtual meetings with staff, parents and pupils:
- Think about the location of the video call; think about what can be seen (including the background) and heard during filming – protect your privacy. Staff should not deliver any live lesson intervention sessions from home.
- Dress in appropriate clothing (be mindful of slogans on clothing).
- Remain professional at all times.
- Use the agreed school platforms of Zoom, Google Hangouts, Google Meets or School Cloud.
- Be punctual to all planned meetings.

3.5 Subject/area leads
Alongside their teaching responsibilities, subject leads are responsible for:
- Ensuring their subject is continued to be taught and that there is full curriculum coverage by the end of the academic year (if possible).
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Alerting teachers to resources they can use to teach their subject remotely.
- Posting resources, assignments or assemblies as appropriate for their subject/area focus.

3.6 Senior Leadership Team
Alongside any teaching responsibilities, senior leaders are responsible for:
- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning through regular communications with staff, pupils and parents and taking on feedback to ensure the best approach for our school community is used.
- Researching and innovating ways of delivering remote learning to continue to expand our remote learning offer for our pupils.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

3.7 Designated Safeguarding Lead

The DSL is responsible for:

- Maintaining contact, collating, passing on information and responding to any safeguarding and/or child protection concerns.
- Ensure all staff adhere to the Child Protection & Safeguarding Policy and/or Child protection and Safeguarding: COVID-19 addendum.

3.8 Computing Lead (and SLT)

Responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents with any technical issues they are experiencing (supported in the first instance by the identified members of the School Office team).
- Reviewing the security of remote learning systems – any data protection breaches must be immediately flagged to the Data Protection Officer in line with usual school procedures.
- Assisting pupils and parents with accessing the internet or devices.

3.9 Pupils and parents

What pupils and parents/carers can expect from the school:

- Any learning feedback from the teacher will be done in such a way as to seek to encourage the child's participation whilst at home and further develop their skills. For example, a slight error may be picked up in maths or one or two spellings in English, but not a large number of errors, so seeking to build the child's self-esteem.
- Parents and children (particularly KS2 children) are able to use private messaging on Google Classroom to contact teachers. They can also call or email the School Office, so if there is any misunderstanding or further clarity needed by child or parent about a learning task, there can be a discussion to help further.

Staff expect pupils learning remotely to:

- Be completing the remote learning set by the school during the school day – although they may not always be in front of a device the entire time.
- Complete learning tasks to the deadline set by teachers (consideration to personal circumstances and situation will always be considered).
- Seek help if they need it, from teachers or SLT – private messages can be sent via Google Classrooms, or parents/carers can email the school at office@hackbridgeprimary.sutton.sch.uk
- Alert teachers if they are not able to the complete the daily learning for any reason.

Staff can expect parents with children learning remotely to:

- Ensure that their child is engaging with the learning set by the school on their child's school Google Classroom account.
- Make the school aware if their child is sick or otherwise cannot complete their learning for any reason.
- Seek help from the school if they need it – use the help guides given out by the school to support remote learning. Private messages can be sent via Google Classrooms, or parents/carers can email the school at office@hackbridgeprimary.sutton.sch.uk
- Be respectful when making any concerns or complaints known to staff.

3.10 Governing board

The governing body is responsible for:

- Monitoring the school's approach to providing remote learning to ensure that the school is meeting its responsibilities under the government's temporary continuity direction to schools and ensuring that 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.

4. Methods for delivery of remote learning

We use a combination of the following approaches to teach pupils remotely:

- Daily lesson slides shared on Google Classroom

- Loom videos to accompany lesson slides with explanation/demonstration
- Live teaching (online lessons) via Google Meet or School Cloud platforms
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Bug Club (online reading platform), Phonics Bug, Spelling Shed, Sumdog (maths platform), Times Tables Rockstars, PiXL times tables and vocabulary apps which we subscribe to for pupil accounts and have already been using with pupils for a number of years
- Other learning platform logins shared with our school community such as Real PE, Charanga (music) and Linguascope (modern foreign language)
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

We will continue to expand on this where we add to our remote learning offer in the future with new platforms and/or subscriptions.

5. Digital or online access at home

We are using Google Classroom which can be accessed on a wide range of devices (android and iOS mobile phones, tablets, Chromebooks, laptops, PCs, Xbox and PlayStation consoles) to deliver our remote learning to ensure that all members of our school community can access this.

We have created 'how to' guides to explain how to access Google Classroom on a device and how to upload learning. We have also produced a video to explain how to upload learning to Google Classroom.

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:
- We have issued devices to disadvantaged pupils (those in receipt of Pupil Premium) in Years 3 to 6, in the first instance, who do not have access to a device using our limited allocation of devices for disadvantaged pupils from the government. Parents should contact Mrs Walford, Headteacher, via office@hackbridgeprimary.sutton.sch.uk with any questions.
- We have issued devices to disadvantaged pupils (those in receipt of Pupil Premium) in Years 1 and 2 who do not have access to a device.
- We have supported families of disadvantaged pupils in Years 3 to 6 to gain an internet connection or increased mobile data allowance, in line with government provision for such.
- Pupils/parents and carers can submit work by photograph to office@hackbridgeprimary.sutton.sch.uk if they are unable or unsure how to upload learning to Google Classroom.

6. Additional support for pupils with particular needs

6.1 Pupils with special educational needs or those in the early stages of English language acquisition

In all scenarios, teachers will provide support material and differentiated work for children with SEND and early acquisition English language learners, where appropriate.

In the event of partial or full school closure, support staff will continue to support pupils that they would usually have delivered interventions to face-to-face by providing these remotely when requested by the SENCo or Headteacher. Please see section 3.4 for details.

6.2 Delivering remote education for younger pupils in Nursery and Reception

- In all scenarios, teachers will provide activities and links to other educational websites via Google Classroom to support the children's learning and education in relation to their age and stage of development.
- In Reception, there will be a focus on Phonics, with teacher produced videos to support phonics acquisition.
- Staff will also generate story and rhyme videos to promote and aid literacy and maths development.

7. Home and School Partnership

- We are committed to working in close partnership with families. We recognise that each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.
- The school has provided all pupils from Nursery to Year 6 with G Suite for Education school accounts to give pupils access to the online tools necessary to engage with our remote learning.

- We have provided Google Classroom guidance to parents and carers and have also spent lesson time at school teaching the children how to use this platform.
- Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would recommend that each 'school day' maintains a structure that suits your family.
- We would encourage parents to support their children's learning, including finding them an appropriate place to work and, to the best of their ability, supporting their child(ren) through encouragement and helping to develop good levels of concentration.
- Every effort will be made by staff to ensure that learning is set promptly.
- We would encourage parents to follow the 'digital 5-a-day' framework which provides practical steps to support a healthy and balanced digital diet:
  1. Connect – stay in contact with friends and family online
  2. Be Active – ensure you have time to switch off and get moving
  3. Get creative – use the internet to learn a new skills and get creating
  4. Give to others – give positive feedback to your friends or family
  5. Be mindful – take note of how long your child spends online and how this makes them feel.
- All children have signed an 'Acceptable Use Policy' at school which includes online safety rules are followed and this applies when children are working on computers at home.
- With staff wellbeing in mind, staff are encouraged not to access their Google Classroom on a weekend or in an evening, unless they so wish to and this fits better with them. Parents/carers are advised that there may be a delay in responses to messages because of this and because of staff working their normal hours in-school during most closure scenarios, meaning that teachers have to wait until the end of the day to respond or wait for their PPA time. The exception to this would be if a class bubble is closed for self-isolation and then the teacher will respond during the school day.

8. 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 relevant subject lead, SENCo or SLT
- Issues with behaviour – talk to the relevant Year Group Leader, SENCo or SLT
- Issues with IT – talk to Computing Lead or SLT
- Issues with their own workload or wellbeing – talk to their line manager or one of the school's Mental Health First Aid Champions
- Concerns about data protection – talk to the Data Protection Officer (Finance & Operations Manager)
- Concerns about safeguarding and/or child protection – talk to the DSL

If pupils or parents/carers have any questions or concerns about remote learning, they should contact the following individuals:
- Issues about accessing Google Classrooms/IT – contact the School Office on 020 8647 7974 or at office@hackbridgeprimary.sutton.sch.uk in the first instance – our first responders will attempt to get you back on track, but will refer any more complex issues to the Computing Lead and SLT.
- Issues with your child engaging with their learning – send your child's teacher a private message on Google Classroom or email them via office@hackbridgeprimary.sutton.sch.uk
- Concerns about safeguarding and/or child protection – contact the school on 020 8647 7974 and ask to speak to the Designated Safeguarding Lead
- Any other concerns – contact your child's class teacher in the first instance; a private message on Google Classroom, calling the school on 020 8647 7974 or emailing office@hackbridgeprimary.sutton.sch.uk. Any concerns which cannot be addressed at class teacher level should be escalated through the usual channels; class teacher, then year group leader, then SLT, then DHT, then Headteacher, if required.

9. Data protection

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

- Use password protected cloud based platforms including: G Suite for Education (Google Classroom, Google Meets, Google Hangouts), Pupil Asset (assessment), My Concern (Safeguarding and Child Protection), School Cloud (individual meetings) and Provision Mapping.
- Any sensitive information must be kept on an Encrypted Memory Stick that will be provided by the school and not stored on personal devices.
- Remote access to school drives (by SLT, Assistant Manager for SEND & Inclusion, Office Manager and HR & Governance Lead) is completed using the secure procedures. Pupil details may need to be accessed remotely by SLT and this will be through remote access only and not stored on personal devices.

9.2 Processing personal data
Staff members may need to collect and/or share personal data such as email addresses or telephone numbers 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.

9.3 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.

10. Safeguarding
We continue to adhere to the school's Child Protection & Safeguarding policy including the Child Protection and Safeguarding: COVID-19 addendum (updated September 2020). We also continue to adhere to the school's Online Safety Policy including the Acceptable Use Polices and Codes of Conducts.

No staff members are to run live meetings from off-site with pupils other than that which SLT have given permission and are present for.

All 1:1 intervention sessions are to be delivered from school and must take place in a room with the door open at all times.

11. Monitoring arrangements
This policy will be reviewed by SLT as and when updates to remote learning are provided by the government. At every review it will be approved by the Headteacher and Governing Body.

12. Links with other policies
This policy is linked to our:
- Behaviour policy
- Child Protection & Safeguarding policy and Child Protection and Safeguarding: COVID-19 addendum
- Data Protection policy
- Online Safety Policy including Acceptable Use Polices and Codes of Conducts

Approved by:	C Cook – Chair of Governors	Date: November 2020
First review:	September 2020	
Second review:	January 2021	
Next review due by:	March 2021	