'At HWCE we have an understanding that we are all made in the image of God, and that we are all valued and important.'

High Wycombe Church of England School

POLICY:	Home Learning Policy
COMMITTEE:	Curriculum
MEMBER OF STAFF RESPONSIBLE:	A.Hourican & R.Akehurst
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WRITTEN BY AND DATE:	A.Hourican & R.Akehurst December 2020
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1. Purpose of the Policy

High Wycombe C of E Primary School is always striving to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this. We understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed. Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

2. Aims

This remote learning policy 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.

- Minimise the disruption to pupils' education and the delivery of the curriculum.

- Ensure provision is in place so that all pupils have access to high quality learning resources.

- Protect pupils from the risks associated with using devices connected to the internet.

- Ensure staff, parent, and pupil data remains secure and is not lost or misused.

- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.

- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

- Ensure consistency in the approach to remote learning for all pupils, including pupils with Special Educational Needs and Disabilities and our most vulnerable children, who aren't in school through use of quality Online and offline resources and teaching videos.

- Provide clear expectations of the school community with regards to delivery high quality interactive remote learning.

- Consider continued education for staff and parents (e.g. CPD, Supervision, virtual parent/teacher meeting).

- Provide effective communication between the school and families in order to support good attendance.

3. Who is this policy applicable to?

A child (and their siblings if they are also attending High Wycombe C of E) who is absent because they are awaiting test results and the household is required to self-isolate when the rest of their school bubble are attending school and being taught as normal.

A child's whole bubble where they are not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

Any child that is unable to attend through the recommendations of their medical team following discussion between the HT/Medical team and parents/carers.

All children in the event of a Local or National Lockdown.

Remote learning will be shared with families when they are absent due to Covid related reasons.

4. Content and Tools to Deliver this Remote Education Plan

Resources to deliver this Remote Education Plan include:

• Online tools for all children such as Microsoft Teams.

• Microsoft Teams will also be used for staff continuous professional development and any parent/teacher meetings.

• Use of Recorded videos, live meetings audios over PowerPoints and pre-recorded assemblies.

• Phone calls home

• Printed learning packs where required for those unable to access internet or devices.

• Use of BBC Bitesize, Oak National Academy, Times Tables Rockstars, Maths Whizz, White Rose Maths, Spelling shed, MyOn, Charanga etc. to support learning at home.

5. Expectation Management

We believe that it is in the best interests of our children that we continue to provide structured support to the best of our ability. Bearing in mind the need for flexibility, although deadlines will be set, these will also be flexible on an individual basis. It must be noted that the work children engage in during a period of closure will be part of our current planning and so cannot be considered as optional. Children and parents should consider the arrangements as set out in this document as highly recommended.

6. Home and School Partnership

High Wycombe C of E School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs. School will provide support for parents on how to use Microsoft Teams as appropriate and where possible, provide personalised resources. Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would recommend that each 'school day' maintains structure and routine. However, we also recognise that flexibility is also required in these circumstances. 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 and independence. Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis. All children and parents will sign an 'Internet Code of

Practice' which includes e-safety rules and this applies when children are working in school and when children are having to work remotely at home.

7. Flexibility of Learning

We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:-

- Parents may be trying to work from home so access to technology as a family may be limited;

- Parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation;

- Teachers may be trying to manage their home situation and the learning of their own children;

- Systems may not always function as they should. An understanding of, and willingness to adapt to, these difficulties on all sides is essential for the success of Remote education.

8. Roles and responsibilities

Governors

The Governors are 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 the school has robust risk management procedures in place.

Headteacher

The Headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.

- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.

- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.

- Overseeing that the school has the resources necessary to action the procedures in this policy.

- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.

• Arranging any additional training staff may require to support pupils during the period of remote learning.

Teachers

All teachers have varying responsibility for setting the daily work for any children that are isolating, wherever possible, mirroring the curriculum being taught in school.

All teachers have responsibility to set work for the classes they would be teaching in school if they are isolating.

The following members of staff have a role for monitoring the following:

- Subject leads to monitor the quality of online work and ensure it is in line with the curriculum
- Class teachers to contact any vulnerable children and those isolating for over a week.
- SENCO to ensure that SEN children are being supported at home with their learning and the work set is accessible.
- PP lead to ensure that children are able to access on-line learning.
- SLT to ensure the pastoral care of all children in the school is being met.

When providing remote learning, teachers must be available between 8:30-4:30.

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 are responsible for:

Setting work daily:

Teams activities should follow a sequence and mirror the topics/ objectives that would have been covered in school.

Daily expectations include:

- TTRS- 5 minutes
- Maths Whizz- 15 minutes
- White Rose- 40 minutes
- Literacy task (SPAG/ writing/ reading comprehension)- 1 hour
- Reading- 15-30 minutes
- Topic work (Science/ Art/ Geography/ History)- 1 hour

Weekly expectations include:

- PSHE
- RE
- Music
- Art/ DT
- Physical activity

Class teachers have overall responsibility for their class, other teachers are responsible for setting and responding to classes in which they usually teach.

Work should be posted on Teams by **6pm the day before** so that parents have the opportunity to look at it ahead of the day it is due to be completed.

Subject leaders to monitor the work being set across the school for their subject, ensuring there is consistency in expectations, the quality and quantity of work and that it mirrors the curriculum expectations.

If a teacher is unwell and unable to fulfil the duties, wherever possible, arrangements will be made for another member of staff to take on the workload.

Teaching via Teams:

Where classes are in school and a teacher is well but having to self-isolate, they are expected to teach remotely via Microsoft Teams. An LSA will be present in the classroom with the class, the teacher will share PowerPoints or any necessary documents in order to deliver the input of a lesson. Teachers can be a presence in the classroom, provide feedback and move the learning of the lesson onwards via Teams.

Teaching assistants

When assisting with remote learning or working from home, teaching assistants must be available between 8.30am and 3.30pm

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 (See staff absence policy).

When working from home LSAs will be given direction on what to do this may include:

- Online training

- Preparing resources

- Provide support through Teams, where ever possible.

- If attending virtual meetings with classes, individual children or parents they should:

- Dress appropriately, following the usual professional dresscode.

- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- 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.

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 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.

Designated safeguarding lead

The DSL is responsible for:

- Monitoring the interaction of home learning to any vulnerable children within the school.

- Ensuring that the school makes contact and speaks with the child on a weekly basis or more if required whilst absent from school.

- Work with social services and family resilence to provide support to families.

- Referrals to the relevant support provider should there be any concerns regarding a child's health and well-being whilst absence from school.

More details about safeguarding at High Wycombe Combined School can be found here

Health and Safety Officer

The Health and Safety Officer is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes.

- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.

- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.

- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

Data Protection officer:

The Data Protection Officer is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.

- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.

- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.

- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

The SENDCO (Special Educational Needs and Disabilities Coordinator)

The SENDCo is responsible for:

- Liaising with the Computing Lead/Headteacher to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Wherever possible, ensuring that pupils with Educational Health Care plans continue to have their needs met while learning remotely, and liaising with the Headteacher and other organisations to make any alternate arrangements for pupils with Educational Health Care Plans or Individual Medical Health Care Plans. This will include liaising with 1:1 additional adults and planning how support can be given remotely for these pupils.

- Identifying the level of support required for any pupil receiving Special Educational Needs Support or intervention that is required while pupils with SEND learn remotely.

- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

- Liaising with staff/parents to hold SEND reviews remotely either via teams or a written review to ensure that we are compliant with the Special Educational Needs Code of Practice.

- To support parents/carers with pupils with Special educational needs by making regular contact via Teams or phone call where possible.

The Schools Financial Administrator.

The Financial Administrator is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.

- Ensuring value for money when arranging the procurement of equipment or technology.

- Ensuring that the school has adequate insurance to cover all remote working arrangements.

Pupils and parents

Staff can expect pupils learning remotely to:

Be contactable during the school day

Complete work to the deadline set by teachers

- Seek help if they need it.
- 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.

9. Staff members

Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.

- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.

- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.

- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.

- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Headteacher.

- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.

- Adhering to the Staff Code of Conduct at all times.

10. Resources Learning materials

The school will use a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

- Email

- Current online learning portals – Microsoft Teams

- Educational websites

- Reading tasks

- Pre-recorded video or audio lessons

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

Teachers will ensure the programmes chosen for online learning have a range of accessibility features.

Lesson Plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.

The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats.

Work packs will be made available for pupils who do not have access to internet or devices to complete learning. These packs can be collected from school at an agreed time.

Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

The SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls/emails.

Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

Pupils will be required to use their own or family-owned equipment to access remote learning resources.

For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA.

Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work.

The arrangements for any 'live' classes, class chats/parent communication will be communicated via anycomms: the class email or Teams no later than two days before the allotted time and kept to a reasonable length of no more than 30 minutes per session.

The ICT technicians are not responsible for providing technical support for equipment that is not owned by the school.

11.Free School Meals Food provision

The school will signpost parents via parent email towards additional support for ensuring their children continue to receive the food they need, e.g. food banks. Where applicable, the school may provide the following provision for pupils who receive Free School Meals.

- Providing vouchers / food parcels to families in the event of a lockdown and on Government advice.

Online Safety

All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted unless parents are present or another member of staff is present

- Wear suitable clothing – this includes others in their household.

- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.

- Use appropriate language – this includes others in their household.

- Maintain the standard of behaviour expected in school.

- Use the necessary equipment and computer programs as intended.

- Not record, store, or distribute video material without permission.

- Ensure they have a stable connection to avoid disruption to lessons.

- Always remain aware that they are visible.

- Understand that any video communication may be recorded for the purposes of safeguarding.

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.

- Maintain the standard of behaviour expected in school.

- Use the necessary equipment and computer programs as intended.

- Not record, store, or distribute audio material without permission.

- Ensure they have a stable connection to avoid disruption to lessons.

- Always remain aware that they can be heard.

- Understand that any audio communication may be recorded for the purposes of safeguarding.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the Senior Leadership Team, in collaboration with the SENCO. One to one sessions will only be available in exceptional circumstances.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.

The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

The school will communicate to parents via email and parent mail about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

During the period of remote learning, the school will maintain regular contact with parents to:

Reinforce the importance of children staying safe online.

- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.

- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.

- Direct parents to useful resources to help them keep their children safe online. The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software e.g. anti-virus software on devices not owned by school.

12.   Data Protection

This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

Staff members will be responsible for adhering to GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning. All contact details will be stored in line with the Data Protection Policy.

 The school will not permit paper copies of contact details to be taken off the school premises.

Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

Any breach of confidentiality will be dealt with in accordance with the school's Safeguarding Policy and Data Protection Policy.

Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedures.

13.   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 or SENCO.
- Issues with behaviour – talk to the relevant head of key stage.
- Issues with IT – talk to IT staff.
- Issues with their own workload or wellbeing – talk to their line manager.
- Concerns about data protection – talk to the data protection officer.
- Concerns about safeguarding – talk to the DSL and log concerns on CPOMS.

14. Safeguarding

The school has a child protection policy annex that can be found here

15. Links with other policies

This policy is linked to our:

- Behaviour policy found

- Child protection policy and coronavirus addendum to our child protection policy

- Data protection policy and privacy notices

- Home-school agreement

- ICT and internet acceptable use policy

- Online safety policy

All of these policies can be found [here](#)

Appendix A

Guidelines for Parents and Carers outlining our approach and expectations for Home Learning This can be found [here](#)