



# Home Learning

## Version 1

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# 1 AIM

## 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

## ROLES AND RESPONSABILITIES

### 2.1 Teachers

When providing remote learning, teachers must be available between 8.45am – 3.15am.

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 or speak to your line manager.

### Whole bubble closure

#### When providing remote learning, teachers are responsible for:

##### 2.1.1 Setting work:

- **EYFS (Autumn term)** – 3 x phonics (20 mins), 2 x maths (20 mins), 1 x communication and language/literacy activity( 20 mins), 2 x handwriting (20 mins) and 1 x topic (15 mins). See **Appendix A** for timetable.
- **EYFS (Spring and Summer term)** – 5 x phonics (30 mins), 2 x maths (30 mins), 1 x communication and language/literacy activity( 30 mins), 2 x handwriting (20 mins) and 1/2 x topic (20-30 mins). See **Appendix A** for timetable.
- **KS1/KS2** - 5 x English and Maths, 4 x Topic, 4 x phonics or reading, 1 x PSHE and 1 lesson for Mosaic time. See **Appendix A** for timetable.
- Create weekly learning overview briefly outlining the learning for each session (**Appendix B**) to be saved on SharePoint by Friday at 1pm, which will be uploaded to the Home Learning section of the website.
- Each lesson must have a PowerPoint presentation (with teacher voiceover) which is to be uploaded to SeeSaw each day.
- Whole class tasks to support all abilities
- Ensure any work set is accessible for all, including those who do not have access to a computer.

##### 2.1.2 Providing feedback on work – cover details like:

- Teachers must acknowledge all work (set by the school) uploaded to SeeSaw by the children
- Comments must be acknowledged within 24 hours of the child/children posting their work

##### 2.1.3 Keeping in touch with pupils (who aren't in school) and their parents:

- Twice a week (Monday and Friday) for 30 minutes (**Appendix A**)
- Each class will have their blog on SeeSaw and children will be able to ask work related questions via SeeSaw
- All emails must be responded to in-line with expectations outlined in the staff handbook
- Any concerns or complaints must be logged in-line with expectations outlined in staff handbook
- All safeguarding concerns must be logged on CPOMS and all DSL's must be alerted to it
- If a child is not completing work, class teachers must email the parents directly and offer support, where needed. If a concern arises, the class teacher must escalate it to their line manager

##### 2.1.4 Attending virtual meetings with staff, parents and pupils:

- Dress code must be in-line with the staff handbook expectations
- When conducting a Teams call, you must ensure your background is blurred and there are no other adults (non-members of staff) in the room
- A DSL will be present in each Teams call

### **Child/children self-isolating**

**When providing remote learning, teachers are responsible for:**

#### **2.1.5 Setting work:**

- **EYFS (Autumn term)** – 3 x phonics (20 mins), 2 x maths (20 mins), 1 x communication and language/literacy activity( 20 mins), 2 x handwriting (20 mins) and 1 x topic (15 mins).
- **EYFS (Spring and Summer term)** – 5 x phonics (30 mins), 2 x maths (30 mins), 1 x communication and language/literacy activity( 30 mins), 2 x handwriting (20 mins) and 1/2 x topic (20-30 mins).
- **KS1/KS2** - 5 x English and Maths, 4 x Topic, 4 x phonics or reading, 1 x PSHE and 1 lesson for Mosaic time. See **Appendix A** for timetable.
- Weekly learning overview briefly outlining the learning for each session (**Appendix D**) to be sent directly to parents by the second day of self-isolation
- English lessons to be based on Oak Academy resources (<https://www.thenational.academy>)
- Phonics lessons to based on Teach Your Monster to Read (<https://www.teachyourmonstertoread.com>)
- Maths lessons to be based on White Rose resources (<https://whiterosemaths.com/homelearning>)
- Topic to be project based and linked to class topic

#### **2.1.6 Providing feedback on work – cover details like:**

- Teachers must acknowledge all work (set by the school) uploaded to SeeSaw by the children
- Comments must be acknowledged during teachers PPA sessions within the week
- All work must be handed in to the class teacher when the child returns to school and it must be marked by the class teacher

#### **2.1.7 Keeping in touch with pupils (who aren't in school) and their parents:**

- Class teacher to send an email to parents once a week to check in with the child/family.
- Teacher to respond to any comments made on SeeSaw during their PPA time each week.
- All emails must be responded to in-line with expectations outlined in the staff handbook
- Any concerns or complaints must be logged in-line with expectations outlined in staff handbook
- All safeguarding concerns must be logged on CPOMS and all DSL's must be alerted to it
- If a child is not completing work, class teachers must email the parents directly and offer support, where needed. If a concern arises, the class teacher must escalate it to their line manager
- Teachers are not to email or respond to SeeSaw out of hours – parents will be made aware of this

#### **2.1.8 Attending virtual meetings with staff, parents and pupils:**

- Due to teaching full time, there will not be a virtual catch-up with the child; however, the class teacher may wish to arrange a Teams call during Mosaic Time to enable the children to see each other
- Dress code must be in-line with the staff handbook expectations
- When conducting a Teams call, you must ensure your background is blurred and there are no other adults (non-members of staff) in the room
- A DSL will be present in each Teams call

## 2.2 Teaching assistants

When providing remote learning, teachers must be available between 8.45am – 3.15am.

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 or speak to your line manager.

When assisting with remote learning, teaching assistants are responsible for:

### 2.2.1 Supporting pupils who aren't in school with learning remotely – cover details like:

- Check the class SeeSaw throughout the day and comment on children's work (as they would in class)
- Liaise with class teacher to ensure any children who need support with home learning are identified and support plan is put in place

### 2.2.2 Attending virtual meetings with staff, parents and pupils:

- Dress code must be in-line with the staff handbook expectations
- When conducting a Teams call, you must ensure your background is blurred and there are no other adults (non-members of staff) in the room
- A DSL will be present in each Teams call

## 2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Insert details, such as:
- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- 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 through regular meetings with teachers (Staff CPD/ 1:1) or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

## 2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Insert details, such as:
- Co-ordinating the remote learning approach across the school (Liz Garbrah)
- 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 (Nerrissa Bear)

## 2.5 Designated safeguarding lead

The Designated Safeguarding Lead is: Nerrissa Bear

The Deputy Designated Safeguarding Leads are: Liz Garbrah, Jason Griffiths, Lisa Tidey, Leah Evans and Chelsea Shevlin.

A member of the DSL team will always be available during school hours. The school will always strive to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a designated senior member of staff will assume responsibility for co-ordinating safeguarding on site.

This might include liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all our staff and volunteers have access to a trained DSL (or deputy). On each day, staff on site will be made aware of who that person is and how to speak to them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

DSL's will:

- Identify key children across the school who will need additional support
- Contact identified parents weekly and put support in place where needed

## **2.6 IT staff**

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

## **2.7 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, 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

## **2.8 Governing board**

The governing board is responsible for:

- Monitor the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

## **3. 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, Deputy Headteacher or SENCO
- Issues with behaviour – talk to the Deputy Headteacher or SENCO
- Issues with IT – Email Alex on [Helpdesk@mips.org.uk](mailto:Helpdesk@mips.org.uk)
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer (Lisa Tidey)

- Concerns about safeguarding – talk to the DSL (Nerrissa Bear, Liz Garbrah, Jason Griffiths, Chelsea Shevlin, Leah Evans and Lisa Tidey)

## **4. Data protection**

### **4.1 Accessing personal data**

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

- Use SharePoint or their MJPS OneDrive – No school data is to be removed from these online platforms
- All teaching staff will be given a laptop to take home with them to ensure they can access the above mentioned online platforms

### **4.2 Processing personal data**

Staff members may need to collect and/or share personal data such as email addresses 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
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

## **5. Safeguarding**

Please see Safeguarding Addendum on our website ([Click here](#))

## **6. Monitoring arrangements**

Liz Garbrah (Deputy Headteacher) will review this policy half-termly. At every review, Diana Muallum (Chair of Governors) and Nerrissa Bear (Headteacher) will approve it.

## **7. Links with other policies**

This policy is linked to our:

- 1 Behaviour policy
- 2 Safeguarding coronavirus addendum to our child protection policy
- 3 Data protection policy and privacy notices
- 4 Home-school agreement
- 5 ICT and internet acceptable use policy
- 6 Online safety policy

## APPENDIX A

### EYFS – Autumn

Day	Lesson 1 (up to 20 minutes)	Lesson 2 (up to 20 minutes)	Virtual Catch-up (up to 30 minutes)
<b>Monday</b>	Phonics	Communication and Language /Literacy	30 Minutes –Learning focus
<b>Tuesday</b>	Handwriting	Maths	
<b>Wednesday</b>	Phonics	Topic	
<b>Thursday</b>	Handwriting	Maths	
<b>Friday</b>	Phonics	Mosaic Time	30 Minutes –Mosaic Time/PSHE focus

### EYFS – Spring and Summer

Day	Lesson 1 (up to 20 - 30 minutes)	Lesson 2 (up to 20 - 30 minutes)	Virtual Catch-up (up to 30 minutes)
<b>Monday</b>	Phonics	Communication and Language /Literacy	30 Minutes –Learning focus
<b>Tuesday</b>	Handwriting	Maths	
<b>Wednesday</b>	Phonics	Topic	
<b>Thursday</b>	Handwriting	Maths	
<b>Friday</b>	Phonics	Mosaic Time	30 Minutes –Mosaic Time/PSHE focus

### KS1

Day	Lesson 1 (1 hour)	Lesson 2 (1 hour)	Lesson 3 (1 hour)	Lesson 4 (20 minutes)	Virtual Catch-up
<b>Monday</b>	English	Maths	Topic	Phonics	30 Minutes – Learning focus
<b>Tuesday</b>	English	Maths	Topic	Phonics	
<b>Wednesday</b>	English	Maths	Topic	Phonics	
<b>Thursday</b>	English	Maths	Topic	PSHE	
<b>Friday</b>	English	Maths	Mosaic Time	Phonics	30 Minutes –Mosaic Time/PSHE focus

### KS2

Day	Lesson 1 (1 hour)	Lesson 2 (1 hour)	Lesson 3 (1 hour)	Lesson 4 (20 minutes)	Virtual Catch-up
<b>Monday</b>	English	Maths	Topic	Reading	30 Minutes – Learning focus
<b>Tuesday</b>	English	Maths	Topic	Reading	
<b>Wednesday</b>	English	Maths	Topic	Reading	
<b>Thursday</b>	English	Maths	Topic	PSHE	
<b>Friday</b>	English	Maths	Mosaic Time	Reading	30 Minutes –Mosaic Time/PSHE focus



## APPENDIX B

### Example Weekly overview for whole bubble closure

Barley Aleph Remote Learning Weekly Overview Date:					
Day	English (1 hour)	Maths (1 hour)	Topic (1 hour)	Phonics (20 minutes)	Virtual Catch-up
Monday	I can:  Task:	I can:  Task:	I can:  Task:	I can:  Task:	30 Minutes –Learning focus
Tuesday	I can:  Task:	I can:  Task:	I can:  Task:	I can:  Task:	
Wednesday	I can:  Task:	I can:  Task:	I can:  Task:	I can:  Task:	
Thursday	I can:  Task:	I can:  Task:	I can:  Task:	PSHE I can:  Task:	
Friday	I can:  Task:	I can:  Task:	Mosaic Time	I can:  Task:	30 Minutes –Mosaic Time/PSHE focus

## EYFS – Autumn

Day	Lesson 1 (up to 20 minutes)	Lesson 2 (up to 20 minutes)
<b>Monday</b>	Phonics	Communication and Language /Literacy
<b>Tuesday</b>	Handwriting	Maths
<b>Wednesday</b>	Phonics	Topic
<b>Thursday</b>	Handwriting	Maths
<b>Friday</b>	Phonics	Mosaic Time

## EYFS – Spring and Summer

Day	Lesson 1 (up to 20 - 30 minutes)	Lesson 2 (up to 20 - 30 minutes)
<b>Monday</b>	Phonics	Communication and Language /Literacy
<b>Tuesday</b>	Handwriting	Maths
<b>Wednesday</b>	Phonics	Topic
<b>Thursday</b>	Handwriting	Maths
<b>Friday</b>	Phonics	Mosaic Time

## KS1

Day	Lesson 1 (1 hour)	Lesson 2 (1 hour)	Lesson 3 (1 hour)	Lesson 4 (20 minutes)
<b>Monday</b>	English	Maths	Topic	Phonics
<b>Tuesday</b>	English	Maths	Topic	Phonics
<b>Wednesday</b>	English	Maths	Topic	Phonics
<b>Thursday</b>	English	Maths	Topic	PSHE
<b>Friday</b>	English	Maths	Mosaic Time	Phonics

## KS2

Day	Lesson 1 (1 hour)	Lesson 2 (1 hour)	Lesson 3 (1 hour)	Lesson 4 (20 minutes)
<b>Monday</b>	English	Maths	Topic	Reading
<b>Tuesday</b>	English	Maths	Topic	Reading
<b>Wednesday</b>	English	Maths	Topic	Reading
<b>Thursday</b>	English	Maths	Topic	PSHE
<b>Friday</b>	English	Maths	Mosaic Time	Reading

## APPENDIX D

### Example Weekly overview for child/children self-isolating

Grape Aleph Remote Learning Weekly Overview Date:					
<b>Online Learning Platforms</b>  Oak Academy - <b>Honey and Trouble: Character Lessons</b> - <a href="https://classroom.thenational.academy/units/honey-and-trouble-character-23fa">https://classroom.thenational.academy/units/honey-and-trouble-character-23fa</a> White Rose Maths -					
Day	English (1 hour)	Maths (1 hour)	Topic (1 hour)	Phonics (20 minutes)	Virtual Catch-up
Monday	Lesson number: I can: Task:	Lesson number: I can: Task:	I can: Task:	I can: Task:	30 Minutes – Learning focus
Tuesday	Lesson number: I can: Task:	Lesson number: I can: Task:	I can: Task:	I can: Task:	
Wednesday	Lesson number: I can: Task:	Lesson number: I can: Task:	I can: Task:	I can: Task:	
Thursday	Lesson number: I can: Task:	Lesson number: I can: Task:	I can: Task:	PSHE I can: Task:	
Friday	Lesson number: I can: Task:	Lesson number: I can: Task:	Mosaic Time	I can: Task:	30 Minutes –Mosaic Time/PSHE focus

