



Remote Learning at Harden Primary School

At Harden Primary School, we believe that it is the professional duty of a teacher to contribute towards the development of the whole child both inside and outside the classroom. This responsibility must be at the heart of our strategy for remote education.

Schools' duty to provide remote education

Where a pupil, class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, DfE expects schools to be able to immediately offer them access to remote education. Schools should ensure remote education, where needed, is high-quality and aligns as closely as possible with in-school provision.

The Secretary of State has given a temporary continuity direction in order to require schools to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This came into effect from Thursday 22 October 2020. See the [remote education temporary continuity direction explanatory note](#) for more information. The direction poses no additional expectations on the quality of remote education expected of schools beyond those set out in the [guidance for full opening: schools](#) published in June.

In order for the school to maintain high standards of teaching, learning and pupil attainment, teachers need to be clear about the expectations of the school and others with regard to teaching and learning remotely.

Harden Primary School asserts that learning should always be a positive experience for our pupils. It should be ordered and progressive and should take place in an atmosphere of security, shared purpose and enjoyment. Our strategy for remote learning aligns to this.

Aims

Our remote education approach aims to:

- Ensure consistency in the approach to remote learning for all pupils (inc. SEND) who aren't in school, through use of quality online and offline resources and teaching videos
- Provide clear expectations for members of the school community, with regards to the delivery of high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support of motivation, health and well-being, and parent support
- Consider continued education for staff and parents (e.g. CPD, supervision and parent consultation meetings)
- Support effective communication between the school and families and support attendance.

Our approach applies to:

- A child (***and their siblings if they are also attending Harden Primary School***) who is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- Any pupils, who are not permitted to attend school as a result of the government announcing a local or national lockdown.

Resources to deliver our Remote Education Strategy include:

- Microsoft Teams with video conferencing
- Online tools for EYFS; KS1; KS2; For example:
 - ✓ Seesaw
 - ✓ Tapestry
 - ✓ Times Table Rockstars
 - ✓ Spag. Com
 - ✓ Spelling Shed
 - ✓ Phonics play
 - ✓ Purple mash
 - ✓ Numbots
 - ✓ BBC Bitesize
 - ✓ Oak Academy
- Use of recorded and live video for taught lessons
- Phone calls home
- Printed learning packs
- Physical materials such as story books, stationery and writing tools

Home and School Partnership

Harden Primary 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.

Harden Primary School will provide guides on how to use Microsoft Teams, seesaw, tapestry as appropriate and, where possible, provide personalised resources.

The following advice has been provided for parents/carers to follow when remote education is required:

- Create and stick to a routine, as this is what your child is used to at school. For example, eat breakfast at the same time each morning and make sure children are dressed before starting the 'school' day. Example timetables have been provided for parents to provide clear expectations for each day.
- Designate a working space if possible, and at the end of the day have a clear cut-off to signal school time is over
- Support the teachers delivering live lessons by ensuring that your child has the device's camera switched on and is engaging with the lesson.
- Make sure there is no background noise during live lessons as this makes it difficult for children to concentrate and for the teacher to hear what children are saying.
- When the teacher, teaching assistant or another child is speaking, make sure that your child's device is on mute.
- Distinguish between weekdays and weekends, to separate school life and home life
- Stick a timetable up on the wall so everyone knows what they should be doing when, and tick activities off throughout the day
- Make time for exercise and breaks throughout the day to keep your child active. Ensure that children's work is submitted for feedback via the agreed channel such as seesaw, Teams or on paper delivered to school

Remote learning If your child is asked to self-isolate:

- You will be sent a weekly overview of activities that your child must complete via seesaw or tapestry for reception children.
- Work set will mirror the learning that would have taken place in class as much as possible.
- Activities and tasks related to reading and topic will be set on Purple Mash.
- Spelling practice will continue on spelling shed and the spelling look, say, cover, write, check will be posted on seesaw.
- Relevant times tables will be on tt rockstars, for KS2 children and children can continue this practice at home.
- KS 1 children can access numbots and phonics play to continue to practice arithmetic and phonics activities set by the teachers.

Remote Learning If your child's class/bubble is asked to self-isolate:

- All above lessons and activities will be provided as well as a timetable of activities for the week.
- 2 live teams sessions each day to recap learning, identify and clarify misconceptions, iron out any difficulties anyone is having through teaching points, celebrate and share good work and remind children of learning to be completed.

Our standard remote learning approach (after the first 2 days of lockdown)

- School will provide at least 3 hours of learning for each child in Foundation Stage and Key Stage 1, and at least 4 hours of learning for each child in Key Stage 2.
- We will teach the same curriculum remotely as we do in school wherever possible and appropriate. English and Maths will, for instance, continue to be delivered on a daily basis and we will be providing a broad and balanced curriculum. However, due to the reduced amount of time we are expecting pupils to work for each day, the Harden Curriculum may need to be slimmed down with our focus being on teaching the key knowledge and skills that we have identified as being essential for each subject.
- Teachers will deliver a minimum of two live sessions each day. One session will be delivered in the morning and the other in the afternoon.
- In order to support families with more than one child, lessons timings across different year groups will be staggered.
- It is very important that children are ready for the start of the lesson at their allocated time. A register will be taken, and phone calls home made if a child doesn't engage in any of the live sessions.
- The class teachers will ensure that all children are engaging in some or all of the learning set. Any problems will be discussed with parents and solutions sought as soon as possible.

Additional opportunities to join in with other time-scheduled live events will also be posted on seesaw or tapestry, for example Times Tables Rockstars Class competitions, Spelling Shed Hive Games, etc.

Enrichment activity ideas will be spread throughout the week to help keep the children engaged and enthusiastic, as well as supporting their social interaction and physical and emotional wellbeing.

- The learning sent home and live lessons are **not optional**. Children are expected to continue to access their statutory education in this way.
- Families without a suitable device, will be provided with one from school. Before borrowing a school device, parents/carers will be expected to read and sign the school's device loan agreement.
- At Harden, we have ensured that all families have suitable devices to enable children to access the full remote learning offer. In the event of circumstances arising which limit a family's access to a device the following contingency plans are in place:
 - The school will provide paper copies of work for each child, mirroring the remote offer and school curriculum. These will be hand-delivered to the child's home following social-distancing guidelines.
 - Parents will be asked to submit children's completed work to teachers via the secure post-box, either by hand or through the postal service.
 - School will seek to provide a suitable device for the child as soon as practically possible.
- Families have been contacted and those who have informed the school that they are without access to Wi-Fi, have been provided with a place in school. Parents/carers are asked to stay in

contact with the school via the school office or support e mail, to update us **should their access to WiFi become an issue.**

- Parents have been asked to contact the school office if they have any problems with internet, Wi-Fi or devices to access remote learning and school will help them resolve the problem.
- Teachers will set work for the pupils in their classes. This includes those responsible for individual groups in any year group.
- The work set should follow the usual timetable for the class had they been in school, wherever possible
- Weekly/daily work will be shared via seesaw or tapestry. This will be posted on the sites by 9pm each morning.
- If a teacher is self-isolating but well, they are expected to continue to deliver the 'remote teaching expectations' outlined above, where a secure network and device is available to use from home.

Additional support for pupils with particular needs

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Teachers will set bespoke work for pupils with SEND as appropriate. This will be a mixture of paper based and online learning. Teachers will deliver the paper-based activities to pupils' homes following social-distancing guidance.
- Class teachers will speak to those parents of children with SEND needs, as needed, to ensure their needs are being met.
- The SENCo will regularly ensure that all needs of SEND children, particularly those with an EHCP, is provided for by the school.
- All children with an EHCP will be offered a fulltime place in school to provide support to both the family and the child.

Providing feedback on work:

Staff will endeavour to view and feedback on as much of student's work as they are able, while balancing their workload inside of school.

- Pupils at home should receive written or oral feedback at least three times a week via seesaw or tapestry, teams or phone calls.
- Feedback will also take the form of:
 - Work marked automatically via the digital platforms; Spag.Com, Times Table Rockstars, numbots, spelling shed and phonics play. Marking from these platforms is fed back automatically to teachers, enabling them to track each pupils' progress, areas of need and levels of engagement.
 - Formative assessment during live lessons – this will include regular questioning etc.
 - Regular quizzes and home learning projects which are uploaded to children's seesaw portfolios

Setting up live learning lessons

- A morning and afternoon lesson will be scheduled, and parents will be notified of the timings by the class teacher.
- The teaching of reading will remain a priority in key stages 1 and 2 so that children are able to access the wider curriculum. Phonics will be a priority in key stage 1 and taught as required across key stage 2.
- Sessions should provide opportunity for a discussion about the learning set, an opportunity for children to have a go or to answer questions, some teaching points, clarification of misconceptions, to share and celebrate good work, motivate all children and for staff to give feedback. Future Independent tasks may also be set for children to work on independently once the session is finished
- Microsoft Teams will be used to deliver all live sessions.

Setting up the meeting /lesson

- Meetings will take place using a Teams account registered to a school email address. Personal email accounts **MUST NOT BE USED**

Keeping in touch with pupils who aren't in school and their parents:

- If there is a concern around the level of engagement of a pupil/s, parents should be contacted via phone to assess whether school intervention can assist engagement
- During live lessons, staff will take the register. This will be used to ensure all children are engaging in their learning.
- Weekly, staff will send an attendance/engagement spreadsheet to the Senior Leadership Team. This will provide information about the degree to which each pupil is engaging with the remote learning timetable and associated activities. As appropriate, the SLT or classteacher will then contact parents/carers to address any issues and ensure full participation by every child.
- Where parents/carers continue to fail to ensure that their child is accessing the full remote education offer, they will be invited to a review meeting via Teams or, as necessary, held in school or via a doorstep home visit following strict social distancing guidelines to explore and address any barriers to engagement. A period of monitoring will then be set.
- All parent/carer emails should come through the school email account parents@hardenprimaryacademy.co.uk or year?@hardenprimaryacademy.co.uk.
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT. For any safeguarding concerns, refer immediately to Kirsty Hutchinson, Designated Safeguarding Lead.

Safeguarding & Remote Learning:

During any period of remote learning, whether due to full 'lockdown', bubble closure or isolation the following expectations are in place to ensure the safeguarding of our pupils and families:

- A secure register of vulnerable pupils is available to the DSL and all Deputy DSLs.

- Each vulnerable child not attending or absent, will receive either a daily or weekly phone call home, dependant on need, from the DSL or one of the Deputy DSLs. The vulnerable pupil register shows the category of need for each pupil.
- If – despite numerous attempts –no contact can be made on day 1 and again on day 2, the DSL will be notified, and a police welfare check requested. Where appropriate, the family’s social worker should also be informed. Depending upon the vulnerability level of a child, a home visit may take place following a lack of contact on day 1.
- The safety of both children and staff when using technology is paramount and we will be following relevant advice from Microsoft Teams, the Children’s Commissioner, and the NSPCC.

In order to protect both children and staff during online live lessons, we require that parents / carers agree to the following:

- An appropriate adult must remain in the same room as the child or nearby during video or conference calls to monitor and ensure they are safe and using it appropriately.
- Children must take part in the meet-up in a suitable communal environment (not a bedroom) and be appropriately dressed (uniform isn’t necessary, but they should be fully dressed in clothing that covers top and bottom half of the body) and sitting up ready to work and learn
- All members of the household must be aware that the meeting is taking place and make sure they are also suitable dressed and use appropriate language and behaviour when nearby or in the background. Adults should avoid calling out answers to questions or talking loudly when a child is listening or speaking to a member of staff or the other children in the lesson. It is a good idea to mute the device when your child is listening so that background noise does not interrupt the lesson
- You must make sure you and your child have ‘logged off’ the call correctly once it is finished - before turning off any devices
- Screenshots, photos or recordings of Microsoft Teams meetings must not be made, and the links must not be shared with others.

We will ensure that:

- No staff member will contact you or your child using Microsoft Teams outside of any pre-arranged meetings and if they do need to contact you, they will arrange over the phone.
- Teachers will ensure appropriate security settings are in place for the meeting
- Participants will be held in a virtual waiting room while their identity is confirmed. Your Microsoft Teams account must clearly identify you by name and renaming during the meeting will not be allowed. Participants’ audio or video may be muted until appropriate and they may be removed from the room if rules are not being followed
- Teachers will stay in the meeting until everyone has ‘logged off’
- Teachers and any other adults on the call (or in the background) will use appropriate language/ behaviour throughout the call.
- Staff training is provided to ensure that the necessary security measures for the use of Microsoft Teams are in place

The following settings are in place to ensure the security of the meeting:

- Waiting room feature
- Controlled screen sharing - so children can't share their screen
- Locked down chat so children cannot privately message others outside of school hours
- Removal of a participant if someone is there who shouldn't be
- Lessons will be delivered from a quiet room or area. When broadcasting a lesson or making a recording, staff must consider what will be in the background.
- Staff **must not** arrange one to one meetings, only group lessons should take place.
- Staff must ensure that language is professional and appropriate.
- Children must have the basic expectations explained to them e.g., ensuring they log on at the right time, muting when they are not talking, logging on in an appropriate space - not a bedroom.
- Links to live lessons must be shared with the Senior Leadership Team

With the increased use of digital technologies that comes with remote learning, safeguarding implications need careful consideration.

Parents are advised to spend time speaking with their child(ren) about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. While we will be doing our best to ensure links shared are appropriate, there may be tailored advertising which displays differently in your household or other changes beyond our control.

Online safety concerns should still be reported to the school's Online Safety Lead Kirsty Hutchinson. Parents can do this by emailing parents@hardenprimaryacademy.co.uk

The following websites offer useful support:

Childline - for support

UK Safer Internet Centre - to report and remove harmful online content

CEOP - for advice on making a report about online abuse

In addition, the following sites are an excellent source of advice and information:

Internet matters - for support for parents and carers to keep their children safe online

London Grid for Learning - for support for parents and carers to keep their children safe online

Net-aware - for support for parents and carers from the NSPCC

Parent info - for support for parents and carers to keep their children safe online

Thinkuknow - for advice from the National Crime Agency to stay safe online

UK Safer Internet Centre - advice for parents and carers

Staff should continue to be vigilant at this time and follow our usual online safety and safeguarding / child protection policies and procedures, contacting a safeguarding lead directly by phone in the first instance.

The school's usual safeguarding procedures and staff code of conduct **must** be adhered to. If anything is seen or heard that would usually require a referral, report immediately to the DSL. Screens can be muted whilst the teacher contacts a named person.

Roles and responsibilities

Teachers

To note: the suggested responsibilities below relate to where a whole class/bubble is isolating or in lockdown and would be reduced when it is fewer children isolating and most of the class are in school.

- When providing remote learning, teachers must be available between their usual work 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.
- When providing remote learning, teachers are responsible for setting work.
- Harden Primary School will provide training sessions and induction for new staff on how to use the chosen remote platform e.g., Microsoft Teams.

Teaching Assistants

- Teaching assistants must be available throughout their usual 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.
- During the school day, teaching assistants must complete tasks as directed by a member of the SLT. This may, as far as possible, involve joining any 'live' lessons as requested in order to be able to support children more effectively.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning through, for example, drop-ins to 'live' lessons, 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 managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy

The SENDCo

The SENDCo is responsible for:

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

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the head teacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they are not able to complete work

Staff can expect parents/carers with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it
- Follow the 'remote learning advice and expectations' sent to them (see above)
- Be respectful when making any complaints or concerns known to staff

Local Advisory Board

The governing board is 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

Links with other policies and procedures

Our approach is linked to the following school policies:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Professional Code of Conduct for Staff
- Privacy policy