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Governor Committee	Pupil and Curriculum
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Learning From Home Policy

We are legally required to provide remote education if:

- Individuals or groups of pupils need to self-isolate, but the rest of the school is still open; or
- There are local or national restrictions that mean most pupils need to stay at home.

We will:

- Ensure that our home learning is safe, high quality and aligns as closely as possible with in-school provision
- Ensure consistency in our approach to remote learning for pupils who are not in school
- Use an online platform whose format will be consistently used across the school
- Ensure that all online and offline resources, are linked to our curriculum expectations
- Facilitate year group emails in order to allow interaction, assessment and feedback.
- Provide printed resources for pupils who do not have suitable online access
- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so we will work with families to deliver an appropriate curriculum

Roles and Responsibilities

When providing learning from home:

Senior leaders will be responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning –through discussions with teachers and subject leaders; reviewing work set and by responding to feedback from pupils and parents

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Keeping in touch with our most vulnerable families and those pupils registered "Child Protection".

The **Inclusion Lead** will be responsible for:

- Monitoring how well pupils with SEND are progressing through the curriculum
- Supporting teachers to make reasonable adjustments for pupils with SEN
- Supporting teachers to plan an appropriate curriculum for children with an EHP
- Supporting families to access and deliver home learning

Teachers will be responsible for:

- Planning the learning:
 - Plan a weekly curriculum that's of equivalent length to the teaching pupils would receive in school
 - Provide a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what's intended to be taught and practised in each subject
 - Set appropriate tasks and activities in line with our curriculum expectations so that pupils in their year have work each day in a number of different subjects
 - Where necessary, make reasonable adjustments and adapt the learning for pupils in their class with SEN or an EHCP
 - Upload the week's learning, appropriate activities and resources, to "Padlet" our online learning platform, by Friday of the preceding week.
- Providing feedback:
 - Monitor pupils' engagement with the learning and assess how well pupils are progressing through the curriculum.
 - Assess the learning and record assessments on Target Tracker.
 - Written or verbal feedback should be shared with pupils via the year group email
 - Teachers will be expected to respond only to emails from parents of pupils in their own classes except in circumstances where a colleague in the same year group is unable to respond.
- Keeping in touch with pupils who are not in school and their parents:
 - Teacher will provide feedback via year group emails, post to year group Twitter accounts and school Face Book account and where appropriate phone calls.
 - A phone call may be needed, to address a specific and urgent issue that cannot be addressed by email. In this instance and where

possible, calls will be made from a school telephone during the school day.

- All phone calls made from a teacher's private mobile should have "no call ID" activated.
- If a class or year group has a child or children using home learning, Teachers will upload a weekly video to Padlet to introduce the week's work
- Teachers are expected to respond to all emails of finished work as soon as possible, ideally as soon as the work is completed, but always within a week.
- Teachers are expected to respond to all queries or questions as soon as possible, ideally with 24 hours of a normal school week.
- Teachers are not expected to respond to emails outside of their normal working day / week.
- Emails from parents containing queries, questions shared by parents and pupils should be dealt with in line with school policies:

In the first instance, **queries and questions** should be dealt with by the class teacher or year group leader. If it is still not resolved the issue should be referred to the appropriate Key Stage AHT, who will then direct it to the Deputy or Head Teacher if necessary.

Complaints from parents should be made following the published complaints policy

Concerns about **Safeguarding** should be reported, on the school's "Child Concern" form, to a DSL immediately.

The **governors** will be 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

Online safety

Keeping pupils and teachers safe during remote education is essential. The use of technology has become a significant component of many safeguarding issues. Technology often provides the platform that facilitates harm. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Our contact with parents and carers during this time will also be used to reinforce the importance of children staying safe online.

It is especially important for parents and carers to be aware of what their children are being asked to do, including:

- sites they will be asked to use
- school staff their child will interact with

We will emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites.

Teachers delivering remote education online should be aware that the same principles set out in our staff behaviour policy (code of conduct) will apply. When communicating online with parents and pupils, staff should:

- communicate within school hours as much as possible.
- communicate through the school channels approved by the senior leadership team
- use school email accounts
- use school devices over personal devices wherever possible
- not share personal information

The **governors** should:

- Ensure that the school has appropriate filters and monitoring systems in place.
- Ensure that children are taught about online safety and that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach. (KCSiE (2020)page 104).

Further support and details can be found in: Government guidance -19April 2020: **Safeguarding and remote education during coronavirus (COVID-19)**

This policy is linked to the following documents:

- Billingshurst Primary School COVID-19 Risk Assessment (updated 01.09.2020)
- Billingshurst Primary School Child protection policy and coronavirus addendum to our child protection policy
- Billingshurst Primary School Behaviour policy
- Billingshurst Primary School Home-school agreement
- Billingshurst Primary School Learning at Home policy
- Billingshurst Primary School Acceptable use policy (ICT and internet)
- Billingshurst Primary School Data protection policy

Providing equal access:

- The school will provide paper copies of planning and resources to any family that requests it.
- Laptops and devices available from the DfE will be allocated according to the government's criteria for vulnerable children. Any unallocated equipment will be allocated by the school on the assessment of need.
- The school is involved with local charities and campaigns to source further IT equipment to support families in need but who do not meet the criteria for distributing the initial allocations.
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The DfE is working to:

- Provide access to [free additional data](#) for families who rely on a mobile internet connection.