



Hollinsclough CE Academy

Online Learning Policy: 2021

Mission Statement

To encourage high levels of achievement through the enthusiasm and joy of learning, coupled with a creative curriculum and a holistic approach to education that reflects Christian values and supports our community. We guarantee accessibility and availability to all.

Developing potential

Preamble

From January 2021 all schools are expected to provide access to online learning due to the COVID-19 pandemic. As a school, we are doing this, and in addition, we are also looking to develop this further to support Flexi-schooling.

Our school adopted the Google Education Platform in December 2019, intending to develop the business model supporting a possible extension to our Flexi-schooling offer. Google Education is one of two products recommended by the DfE, the other being Microsoft Teams. Future references in this policy to GE, GEP or online learning will be referring to this provision.

GE is so far proving to be an excellent package; however, we reserve the right to modify the current provider or to select alternative arrangement using or in tandem with Microsoft Teams or another suitable product if the GEP fails to deliver a successful and trouble-free operation.

Aims

Our remote learning policy for all users 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
- Provide appropriate guidelines for data protection
- Articulate the importance of this provision in the evolution of Flexi-schooling

Staff Roles and responsibilities

All staff with involved in direct teaching or directed teaching support are required to embrace online learning as part of their role in the school, these roles are;

- Class Teachers
- Teaching Assistants
- Learning Mentors

Other staff have linked responsibilities, i.e. technical support and again these responsibilities form part of their role, these are;

- Our Bursar who is both the technical lead and local Data Protection Officer(DPO)

When attended any online video meeting or live/recorded classroom session, the school dress code applies to all staff involved, even when this takes place from the home environment. It is also important that if a staff member is working from home, they do so in an environment free from other distractions, i.e. verbal or appearance impact of third parties, inappropriate wall decoration, such as political slogans and images likely to offend. Ideally, the surroundings should be bland.

Teaching and Teaching Support staff have an immense challenge moving from formal classroom presentations to delivering live lessons online. Recent events have shown that both siblings and in some cases parents can inadvertently disrupt the delivery of an entire lesson due to unexpected interaction and responses, leading to additional pressure on the member of staff concerned when trying to manage a class.

Additional time preparing for an online lesson is required, and on occasion greater, one to one support is also required for some pupils. We have adopted our Flexi-schooling three core day model to provide full lesson delivery on Tuesday, Wednesday, and Thursday for all pupils and additional planning and management time for staff on Mondays and Fridays coupled with individualised one to one sessions with specific pupils throughout the week.

Class Teachers

When providing remote learning, teachers must be available between 08:45 and 15:15 to provide a mix of live and pre-recorded lessons incorporating pupils in class and online. Depending on the target audience's age, the delivery of materials is supported by an initial live or pre-recorded interaction between the teacher and pupil or pupils. KS2 pupils usually adapt better to being online, and these whole class sessions almost resemble a normal classroom situation, KS1 pupils tend to require hands-on support from parents and staff input in a live situation is reduced and tends to rely on pre-recorded sessions.

If a staff member is 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.

Teachers are responsible for planning and preparing for online lessons, coupled with any support materials that need to be uploaded and then for assessing lesson outcomes when the task is completed.

Examples will need to include, but are not limited to, the following:

- Lessons will be delivered by either pre-recorded or live-streamed video. Both of these are retained for later use/review – this will apply to all lessons including online one to one sessions
- Upload of Documents to GE Platform to support the subject – again this will apply to all lessons
- Assignments to be completed by the pupil, with a deadline for return – via GE
- Assessment and feedback to the pupil – via the Google Education

Teaching assistants / Learning Mentor

When assisting with remote learning, teaching assistants will be timetabled to support children during normal term time school hours unless other hours are agreed. This support can take place outside of the physical school building, i.e. from the employee's home.

If they cannot 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 assisting with remote learning, teaching assistants are responsible for:

- The delivery of agreed subject material through either one to one or in small groups as agreed by the class teacher
- Preparation and upload of materials
- Assessment and feedback to pupil and class teacher

Designated Safeguarding Lead (DSL)

The DSL is responsible for all aspects of Safeguarding and Child protection in line with current policy and practice

Technical Lead (TL)

Is responsible for:

- Administration and provisioning of the online operation
- Addressing 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 addressing any areas that may present the possibility of a route to a data protection breach and acting accordingly to prevent such events.
 - In the event of a data breach, the TL will collect information and liaise with the Trust Data Protection Officer
- Supply of IT equipment to/for those pupils in technically and or financially vulnerable situations at home – in particular homes with more than one child at our school
 - Assisting pupils and parents with accessing the internet or devices
- Keeping in touch with pupils who aren't in school and their parents – covering details such as:
 - If they are expected to make regular contact, and how they should do that if so (e.g. what medium or platform to use, like emails, phone calls etc.)

Pupils and parents

There is no expectation for parents to print off scan or physically return any work as school staff should be providing interactive work and where responses are made by return online.

Staff expect pupils learning remotely to:

- Be contactable during the school day in line with the class group timetable – although they may not always be in front of a device the entire time
- 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

Parents with a child learning remotely must:

- 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, these communications need to be sent to the TL if they are a technical issue and to the Principal, if they relate to staff

Governing board

The governing board is responsible for:

- Monitoring our approach to providing remote learning to ensure education remains as high a quality as possible and compliant with legislation.

- Ensuring that the operation of the remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – discuss with colleagues
- Issues with behaviour – refer to Principal
- Issues with IT – refer to Bursar/Technical lead
- Issues with their workload or wellbeing – refer to Principal
- Concerns about data protection – refer to Bursar (Technical lead/Local DPO)
- Concerns about safeguarding – refer to duty DSL

Data protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members must keep that data secure and not to share with a third party in particular parents.

Personal data includes not only that information held within the school MIS Scholar Pack but also extends to children's work held within the local school network and on the cloud through the Google Education Platform.

All data is accessed via individual secure access that can track and trace who is logged on. Therefore, all users need to ensure that their own usernames and passwords are kept secure and known only to them and not shared with others. Any failures in this regard are directly attributable to the logged-in user even if another carries out the improper action.

Processing personal data

Staff members may need to collect and/or share personal data such as pupil email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen. Ideally, this should be handled by the Bursar/Technical lead, and the GE Platform is set so that such modifications can only be made from administrative level accounts.

Keeping devices secure

All devices with access to our online platforms use an individual secure login to the cloud service concerned.

Any user using school-supplied equipment is required to take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – for staff, strong passwords and recommended that these formatted using are at least eight characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol when permitted). For pupils, this is best limited to a generic four-digit number.
- (Staff) Ensuring any external hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the portable drive by attaching it to a new device
- Making sure the device locks if left inactive for some time
- Not sharing the device among family or friends
- Maintaining updates of the ESET antivirus and anti-spyware/malware software
- Keeping operating systems up to date – always install the latest updates; ideally, computers should be left running but in a locked state and set to update automatically (Windows 10 +)

Links with other policies and Appendices

This policy is linked to the following policies:

- Behaviour Policy
- Safeguarding and Child Protection Policy and Coronavirus Addendum (Jan 2021)
- Data Protection Policy and privacy notices
- Home-School agreement
- IT and Internet Acceptable Use Policy
- Appendix A – Remote Learning Information (below)
- Appendix B – Foxes KS2 – weekly timetable
- Appendix C – Badgers KS1 – weekly timetable
- Appendix D – Hedgehogs EYFS – weekly timetable

Equality Duty

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

British Values

Children who attend our academy experience an enabling environment in which they will develop self-knowledge, self-esteem, and self-confidence. Coupled with this, they will develop the ability to distinguish right from wrong and respect the United Kingdom's civil and criminal law.

Within this enabling environment, your child or children will develop the ability over time to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.

While with us, our parents can expect their children to acquire a broad general knowledge of and respect for public institutions and services in England and develop a personal character that is tolerant and can foster harmony between different cultural traditions and respect for their own and other cultures.

We firmly believe and encourage our pupils to show respect for other people; and for democracy and the support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

To be part of our academy, it is unacceptable for any stakeholder to promote discrimination against people or groups based on their belief, opinion, or background.

Implementation of this policy

Our academy will manage the implementation of this policy with the support and guidance of the appropriate body/bodies as defined at the time of writing.

General

This policy and its guidance will always reflect the present and future needs of all stakeholders and to support this we are always open to suggestions for changes and alterations of and to any specific individual provision/requirement to ensure full access to all.

Signed.

Designation: Chair of Governors

Date. 6th January 2021

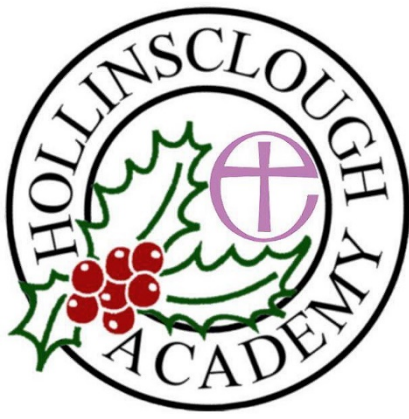
Signed.

Designation: Principal

Date. 6th January 2021

Original Policy 1st June 2020

This policy is to be reviewed during Autumn term 2023



Hollinsclough CE Academy

Remote Education Provision

Appendix A

Information for Parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this document.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Pupils are provided with a range of workbooks and exercise books, which can be collected from school (or posted if collection not possible)

'Google Meet' session to introduce children to 'Google Classroom'.

Some work already on-line.

On second day invited to join lessons through 'Google classroom'.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

- We teach the same curriculum remotely as we do in school.
- Timetables sent to families for each class.
- Pupils from Y1 to Y6 asked to join the google classroom for English and Maths. EYFS have recorded sessions sent to them so that children can work at their own pace.
- 1-1 reading sessions are provided remotely for pupils in Y1, Y2, Y3.
- For all other subjects assignments are set and materials sent via internet.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

<p>Primary school-aged pupils</p>	<p>Online learning section on web-site with explanation on how to you use 'Google classroom'.</p> <p>Y4 – Y6 3 days a week) – 2 hours a day google classroom (2 x 60 mins), plus an extra hour 'catch-up' per week class catch-up</p> <p>Online tasks = 3 – 4 hours daily</p> <p>Y1 – Y3 (3 days a week) - 1 hour a day google classroom (2 x 30 mins – maths session and phonics/grammar session), plus an extra hour 'catch-up' per week class catch-up, plus 1-1 reading sessions (30 minute slots).</p> <p>Online tasks = 2 – 3 hours daily</p> <p>EYFS work at own pace with 'Google Meet' catch-up session each week</p> <p>At least 3 recorded lessons each week sent through 'Google classroom'.</p> <p>Learning book used throughout week.</p>
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Accessing remote education

How will my child access any remote online education you are providing?

Directly or via the school website into a secure login to our Google Education Platform. Direct link is <https://classroom.google.com>
Guidance documents [Google Classroom Device Access Instructions](#) and our [Parent Guide to Google Classroom](#)

If my child does not have digital or online access at home, how will you support them to access remote education?

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:

- Parents can contact school directly if they need further resources, such as available laptops, iPads
- Technical support is available throughout the day including after hours by telephone between 8am to 4.30pm and email outside of these timings.
- If parents have no internet, they can collect work directly from school, or ask for it to be delivered

How will my child be taught remotely?

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

- live teaching (online lessons)
- assignments set on-line
- recorded teaching (e.g. Oak National Academy lessons, including video/audio recordings made by our own teachers)
- workbooks, textbooks and reading books distributed by the school
- access to commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- project work
- 1:1/small group Google meet with teacher if children need support

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Attend live lessons and online teaching and complete assignments

- Y1 – Y6 – engagement with Google Meets for 3 math's sessions and 3 phonics sessions, plus one catch-up session per week
- Completion of work set as per timetable for rest of week
- Completed work submitted via Google Platform or scanned and emailed to teachers
- Expectations of parental support, for example, setting routines to support your child's education
- For EYFS, children should be engaging when ready, with parents uploading work onto Learning |Book, or sending pictures of work via Gmail.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Register of pupils attending live lessons.
- Tracking of responses to classroom invites and assignments completed.
- Work checked as soon as sent in, emails sent out addressing concerns.
- One-to-one sessions with parents/children can be arranged
- Each week during staff meeting we check which children have been seen how, and how often, and check pupils' engagement with remote education
- Where pupils not engaging - email/phone call to establish barriers and provide support as appropriate support as necessary

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Feedback, comments, grades and assistance on assignments and via email for EYFS to Y6
- Quizzes and verbal assessments via Google Meet
- Pupils receive feedback on their work weekly.
- Rewards system in place

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

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:

- One to one sessions with a member of the teaching staff available
- Support and advice for parents as necessary to address barriers, issues and decide on any extra support
- One-to-one sessions for reading
- Arrange for school attendance if child deemed vulnerable
- EYFS – ‘Google meet’ catch-up session each week, plus three recorded lessons each week sent through ‘Google classroom’. Learning book used throughout week.
- Children can work at own pace with recorded work and assignments

Remote education for self-isolating pupils

Where individual pupils need to self-isolate, but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Children who are isolating would be expected to attend the live lessons and complete assignments as usual. Work provided in google classroom.

1-1/small group Google meets with a member of the teaching staff

Catch-up can be via recordings of specific lessons from within the school and through the use of Oak Academy videos

APPENDIX B

FOXES (KS2) TIMETABLE – TO SPRING HALF TERM 2021 – ONLINE LEARNING PATTERN

Day	8.45 8.45 - 9.00	9.00 - 10.00 (Live lesson Tues-Thur)	10.15- 10.30	10.30-11.30 (Live lesson Tues-Thur)	12.00- 1.00	1.00 - 2.00 (online only)	2.15 - 3.00 (online only)	3.00 - 3.15
Mrs O planning and preparation time - Google Classroom resources /One-to-one or small group Google Meets for assignments support if needed								
Monday*		<u>Maths</u> – Time (online materials only)		<u>English</u> - spellings (online materials only)		<u>PE</u> Joe Wicks workouts (youtube - parent permission needed)	<u>Espresso Coding</u> Remote login required	
Tuesday	Arrive (for children attending school) Registration/brain breakfast	<u>Maths (Google Meet class)</u>	B	<u>English (Google Meet class)</u>	L	<u>French</u> Adjectives	<u>Science</u> What is the solar system?	Tidy up/ end of day prayer and home time for children attending
Wednesday		<u>Maths (Google Meet class)</u>		<u>English (Google Meet class)</u>		<u>PSHE</u> Safety First - You are responsible	<u>Topic</u> The British Empire - The Indian Mutiny	
Thursday		<u>Maths (Google Meet class)</u>		<u>English (Google Meet class)</u>		<u>RE</u> The Good Samaritan	<u>Kahoot Quiz</u> What we've learnt this week and some fun stuff	
Friday*		<u>Art</u> - Using natural materials (online)		<u>Music</u> - Pulse and rhythm (online)		<u>Project-based learning</u> - Plastic - The Great Debate		
Mrs O assessment time (Google classroom assignments) / One-to-one or small group Google Meets for assignment support if needed								

APPENDIX C - BADGERS TIMETABLE (KS1) – TO SPRING HALF TERM 2021 – ONLINE LEARNING PATTERN

Day	8.45	8.45 - 9.00	10.00 - 10.30 (Live lesson Tues-Thurs)	10.15-10.30	11.30-12.00 (Live lesson Tues-Thurs)	12.00-1.00	1.00 - 2.00 (online only)	2.15 - 3.00 (online only)	3.00 - 3.15
Monday*	Staff planning and preparation time - Google Classroom resources /One-to-one or small group Google Meets for assignments support if needed								
			Maths (online materials only)		English (online materials only)		PE Joe Wicks workouts (YouTube - parent permission needed)	Espresso Coding Remote login required	
Tuesday	Arrive (for children attending school)	Registration/brain breakfast	Maths (Google Meet class)	Break	Phonics (Google Meet class)	Lunch	SPaG Verbs and adverbs	Science The environment	Tidy up/ end of day prayer and home time for children attending
Wednesda			Maths (Google Meet class)		Phonics (Google Meet class)		Geography Weather and Seasons	History Florence Nightingale project	
Thursda			Maths (Google Meet class)		Phonics (Google Meet class)		Class catch up And wellbeing	RE The Lost Sheep	
Friday*			Art - Using natural materials (online)		Music - Pulse and rhythm (online)		Project-based learning - Plastic - The Great Debate		
Miss Brookes assessment time (E-mailed work) / One-to-one or small group Google Meets for assignment support if needed									

APPENDIX D

Hedgehogs EYFS Timetable – Spring 2021 – first half term

Day	8.30-9.00	9.00 - 9.10	9.10 - 10.15	10.15-10.30	10.30-12.00	12.00 -1.00	1.00 - 2.00	2.00 - 2.15	2.15 - 3.00	3.00 - 3.15
Monday	Miss Emily planning and preparation time - Google Classroom resources									
Tuesday	Arrive	Registration	Maths	Break	Phonics/English	Lunch	Catch up Topic	Playtime	PSED	End of day prayer and home time
Wednesday	Arrive		Maths	Break	Phonics/English	Lunch	EAD	Playtime	Storytime	End of day prayer and home time
Thursday	Arrive		Maths	Break	Phonics/English	Lunch	PD	Playtime	RE	End of day prayer and home time
Friday										