REMOTE LEARNING POLICY

INTENT

At Norwood Primary School remote learning will be needed for a number of different reasons:

- Children are self-isolating because of a confirmed case in their home support bubble
- Children are shielding because of their own medical needs
- Children are off school with symptoms
- Whole year group/class bubbles have been asked to self-isolate because of a confirmed case within their bubbles
- Schools are closed due to a local or national lockdown

Our intent with remote learning, regardless of the reasons, is to:

- Be aware of the potential isolation, loneliness or the mental health of children from not being in school with their friends and peers
- Create new quality learning opportunities, which tries to ensure that no child falls behind.
- 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

This policy was put together from gathering the views of children, staff, parents, Governors and from reviewing best practice case studies from schools in the Local Authority. It will be regularly updated as our experience increases, we receive feedback from children, staff and parents.

FLEXIBILITY OF LEARNING

The circumstances that cause classes, year groups or the whole school to close or children to self-isolate will affect families in a number of ways. In our planning and expectations, we will be aware of the need for flexibility from all sides:

- Only a few children may be self-isolating at home while the rest of the class will be in school
- Parents may be trying to work from home so support for children may be limited
- Access to technology as a family may be limited
- Parents may have two or more children trying to access technology
- Teachers may be trying to manage their home situation and the learning of their own children
- IT systems may not always be functioning as they should
- Language or learning barriers may pose difficulties for parental support.

An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

REMOTE EDUCATION PROVISION

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

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 will my child expect from immediate remote education on the first day or two of pupils being sent home?

- We will send children home with 4-a-day books, jotters and other exercise books we feel they may require.
- Worksheets/textbooks will be sent home with children if time allows.
- A Google Meet will be set up for the next day.

Following the first few days of remote education, what will my child be taught?

We will teach the same content in each area of curriculum remotely as we do in school wherever possible and appropriate. However, we will need to make some adaptations in some subjects based around whether children require paper copies, which will be slightly different to digital materials.

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

The Department for Education has stated a minimum expectation that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

- Reception   up to 3 hours
- KS1   3 hours
- KS2   4 hours

How will my child access any online remote education the school is providing and how I can support my child at home as we don't have sufficient or any digital or online access at home?

Please refer to Appendix 1 - Remote Learning Access Information

How will my child be taught remotely?

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

- recorded teaching (e.g. Oak National Academy or White Rose lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets).
- textbooks and reading books pupils have been given commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Some short term project work and/or internet research activities.

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

Pupils

Staff expect pupils learning remotely to:

- Be assured that your wellbeing is at the forefront of our thoughts and that there is a need for you to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities.
- Remote learning will begin at the start of a full day.
- Begin the day as it was a normal school day. Get up, have breakfast and get dressed.

- Log on to your Google Meet on your computer ready for the agreed time by your year group.
- Once Google Meet has finished, watch any videos that explain what you need to do during the day.

Rec/KS1

- Check your Class Dojo for an outline of the day, videos or links to websites which will explain the activities.
- Try and complete work on the day it is set for, but if you have any difficulties let staff know
- By the end of the day, send one piece of work that your child is proud of and make sure you message staff with any difficulties you may have had.
- Read at least three times a week, preferably daily, with an adult.

KS2

- Be contactable during the school day, when asked to be.
- Complete work to the deadline set by teachers.
- Seek help if you need it, from teachers or teaching assistants by messaging on Google Classroom. Alert teachers if you're not able to complete work.
- By the end of the day, you should share one piece of work you are proud of and one piece of work needs improving. Teachers will comment directly to the children.
- Read daily, either independently or with an adult
- Use the class/year group/school closure to learn a new skill, follow their own interests to discover more about the world or just be creative

NOTE:

When you are online with their class teacher and your fellow classmates, you are expected to be dressed suitably for your learning, complete your work in a suitable location and behave online exactly as you would be expected to behave in school.

Parents

We expect that for remote learning, parents will try to ensure that their child:

- Completes as much of the work which has been set for the age of the children.
- Begins the day as it was a normal school day. Ensure your child gets up, has breakfast and is dressed suitably for the day of learning.
- Has a suitable location for them to work.

- Is encouraged to access and engage with the morning message through Google Meets, and Google Classroom (KS2) or Class Dojo (EY/KS1) posts from their teacher at the year group agreed time. If your child is struggling with attending Google Meet emotionally please let the class teacher know?
- Watches any of the instructional videos and completes work.
- Is supported with their learning to the best of their ability.
- Has completed work each day and is encouraged with the progress that is being made
- Is encouraged to read daily, either independently or with an adult

It would also help the whole remote learning process if parents could:

- Make the school aware if their child is sick or otherwise can't complete work

- Make the class teacher aware if their child is having any difficulties and seek help from them by sending a message through Class Dojo or Google Classroom.
- Be mindful of the mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax
- Ensure your child is using devices safely and report any concerns to the school
- Be respectful when making any complaints or concerns known to staff

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

- Staff will keep a record of which pupils have engaged with Google Meets and uploaded/messaged about any work, which will be reviewed by the Head and Deputy Head on a weekly basis.
- Class teachers will contact parents through Class Dojo messages or by telephone if a child hasn't engaged for 2 days and will be checking if there is any further support needed for home.
- If there is no response received within the next 2 days, another message is sent by the class teacher,
- If there is still no engagement after, this matter will be passed onto a member of the Leadership Team for further investigation.

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

- Work will be assessed in a number of different ways - through self-marking with the answers being made available as well as videos.
- In Reception and KS1 - individual comments will be given to children through Class Dojo daily and any general feedback about any areas will be given in the Google Meet.
- In KS2, 2 or 3 individual constructive comments via Google Classroom and general feedback through Google Meet. This will also be used to address any basic misconceptions and keep the children on the right track.
- If you are using paper copies only and want them marking or checking, parents should bring them to school and put them on their year group book trolley on their specific day for the Year group reading books. Feedback to parents will then be on Class Dojo Messenger over the next few days.

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 to support those pupils in the following ways:

The SENDCO is responsible for coordinating remote learning for children with SEND across the school and ensuring that activities planned are Pupil-Centred.

Please see the section on The Role of the SENDCo on page 8.

RESPONSIBILITIES AND ROLES

Teachers

When providing remote learning, teachers must be available between 8.15am to 3.15pm. 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 as followed.

On the first day of sickness

- Staff must notify the school of their absence prior to their normal start time. Make sure you give the specific reason ('under the weather' or 'unwell' is not sufficient) and indicate how long you will not be in work. Either email the Deputy Head Teacher or leave a message on the emergency phone 07864 723 078. Also inform your Year Group as they will need to take temporary shared responsibility for the class.
- On the same day of absence phone school by 2.30pm about the following working day.

On subsequent days

- Staff must notify the school if they continue to be absent beyond three days. Weekends and non-working days count towards this total
- On the 8th (this includes weekends and non-working days) and any following days of absence you must provide a Statement of Fitness for Work from your GP (a fit note).
- For extended absences, line managers will keep in touch via email or phone. In stress cases, a referral to the Health Unit will be made in the second week of absence. Referrals for other reasons will be made in the fourth week of continuous absence.

Remote learning will only begin on the full day stipulated by the Head Teacher and each Key Stage will access their remote learning in a specific way (Appendix 1).

When providing remote learning, teachers are responsible for the following:

1. Planning, Setting and Delivering Work for Their Year group

- Complete planning timetable for each week, plus any required resources, worksheets, videos
- Plan for work to be completed as a minimum of 3 hours per day for KS1 and a minimum of 4 hours per day for KS2.
- All work needs to be shared with the parents at an agreed time by the year group but ready for the start of the school day.
- Begin the day with a morning message by Google Meet. This is to check in on children, thank them for the work from the day before and discuss any minor issues that may have arisen.
- Send out any videos explaining what each activity requires.
- All work needs to be shared on Dojo (EYFS/KS1) and Google Classroom (KS2).
- Clear deadlines need to be set for when completed work needs to be submitted.
- Ensure all staff within the year group have specific roles, in order to ensure consistency and that year groups are responsible to support each other if one is absent or unable to work.
- Allow the children to begin their learning.

2. Giving feedback

- Collate any issues as the day goes on. Do not feel that you have to respond to children throughout the day.
- In Reception and KS1 - individual comments will be given to children through Class Dojo daily and any general feedback about any areas will be given in the Google Meet.
- In KS2, 2 or 3 individual constructive comments via Google Classroom and general feedback through Google Meet. This will also be used to address any basic misconceptions and keep the children on the right track.

- If children are using paper copies only and parents want them marking or checking, the work should be brought to school and put on their year group book trolley on their specific day for

the Year group reading books. Feedback to parents will then be on Class Dojo Messenger over the next few days.

- Identify any children who have not engaged in any activity or the meet by completing the shared register with the Leadership team.
- Complete all CPOMS records and there is clear guidance to be given to your TA or assigned adult the next day.

Communicating with TA or Assigned Adult

- All year groups will have TAs or assigned adults to them who will take part in Google Meets and assist the class teacher.
- Speak to your TA or assigned adult through a phone call or virtually and identify which parents they need to contact whose children are either not accessing remote learning, have not been completing work or Pupil Premium or SEND children who need checking in with. This contact can either be made by phone call or by Class Dojo messages.

Communicating with Children

- It is really important that we keep in contact with children isolating at home.
- Discuss the expectations of the children outlined in this policy regarding location, dress code, behaviour and conduct. Please remind the children not to use the chat facility to make comments while instructions and the Meet is taking place, unless it is a question about the activities, which the teacher will address.
- Only use school channels for contact as listed in this policy.
- Children's completed work can be sent via Dojo (KS1) and Google classroom (KS2). Any children who do not have access to electronic devices can drop their work off at school on Wednesday so teachers can read and feedback later in the week via a phone call. Be clear when the deadline for feedback will be.
- Portfolios for KS1on Dojo. Staff can decide their own time for the Google Meet, but the purpose is to greet, encourage engagement and set expectations.
- Teachers only respond to parents between the hours of 9am-3pm. If making a phone call make sure a blocked number is used.
- If any safeguarding issues arise, please ensure they are put on CPOMS. Pass on any parental complaints to DH.
- Dress appropriately for any 'live' chats with children or parents and maintain professional boundaries at all times. Also consider the location that these meetings will be taken in - this should be neutral.
- Each week, invite the children to take part in the whole school Star of the Week or the year group, whichever is relevant.

Communicating with Parents

- Parents should make the school aware if their child is sick or otherwise can't complete work
- Seek help from the teacher by sending a message through Class Dojo if any help is needed
- All communication with Parents should be on Class Dojo through Messenger or by phone calls.
- Staff will keep a record of which pupils have engaged with Google Meets and uploaded/messaged about any work, which will be reviewed by the Head and Deputy Head on a weekly basis.
- Class teachers will contact parents through Class Dojo messages or by telephone if a child hasn't engaged for 2 days and will be checking if there is any further support needed for home.
- If there is no response received within the next 2 days, another message is sent by the class teacher,

- If there is still no engagement after, this matter will be passed onto a member of the Leadership Team for further investigation.

<u>Communicating with Other Staff</u>

- Staff to be in regular daily contact with their year groups to discuss issues/tasks for the day
- Attend timetabled virtual meetings with other staff

Teaching Assistants

Remote Learning will only begin on a full day stated by the Head Teacher.. When assisting with remote learning, teaching assistants must be available between 8.15am - 3.15pm. Identified laptops will be available for staff for use when their year group is closed.

If Teaching Assistants 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 school absence procedure.

When assisting with remote learning, teaching assistants will:

- Be available during the opening Google Meet assisting the class teacher.
- Reassure SEND children that they will talk through instructions or work with them after the meet.
- Communicate daily with the class teacher through a phone call or virtually. During this time, the class teacher will identify which parents will need to be contacted directly. This may be done by Class Dojo or by telephone, but ensuring that safeguarding guidance is followed as outlined in Appendix 2: Contacting Parents and Children. This may be non-learners, Pupil Premium or SEND children.
- Find and/or make resources for their year group by accessing online resources such as Twinkl, Hamilton Trust, NCETM, TES or Teaching Ideas websites
- Give feedback to the class teacher. This can be done through a shared Google document. Children will be highlighted to staff if there are any concerns regarding observations of children or any information that TAs feel the teachers should be informed about.
- When attending virtual meetings with teachers, parents and pupils. Dress appropriately for any 'live' chats with children or parents. Also consider the location that these meetings will be taken in.

Teachers and Teaching Assistants who are self-isolating

Whilst self-isolating, and if able to do so, staff will be given individual tasks from their year groups or an individual work project to work on which is in line with whole school development priorities. These will be communicated by the Leadership Team and will be allocated on a case-by-case basis. Staff may also be asked to support with the online learning provision for their year group.

Subject Leaders

Alongside their teaching responsibilities, subject leads are responsible for:

- 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 asking for samples of learning.
- Alerting teachers to resources they can use to teach their subject remotely.
- Liaise with Curriculum lead, keeping them updated with subjects and regarding any queries or issues that arise.

SENDCo

The SENCO is responsible for coordinating remote learning for children with SEND across the school and ensuring that activities planned are pupil-centred.

This can be done through:
- Communicating with teachers, TAs (especially 1:1 TAs) to ensure that the work set is appropriate.
- Communicating with parents of any SEND children, to ascertain family support structure, mental health, home environment for learning, and well-being of the children.
- Liaising with all subject leads ensuring that quality provision is accessible for all
- Communicate with SAFs team regarding any further academic issues with children/parents struggling with work.

Deputy Headteacher

Alongside any safeguarding responsibilities, the Deputy Head Teacher is responsible for:

- Ensuring the school is staffed satisfactorily during the period of remote and school learning.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Liaising with teachers regarding children NOT taking part in remote learning.
- Arranging for direct contact of parents whose children/parents are not engaging with learning or meetings.
- Ensure good communication with and support for disadvantaged families.
- Ensuring any year group working from home have access to their usual year group assembly.

Head Teacher

Alongside their daily responsibilities, the Head Teacher is 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
- A weekly message "News from Norwood" will be sent out via Class Dojo. This will be full of positive messages, the school newsletter, information and extra activities for families and pupils to get on with.
- Any year group working from home have access to their usual year group assembly.
- The Friday Star of the Week, which will take place live and will be recorded, to ensure all children and staff still feel part of the community.
- Ensuring that workload is manageable for all staff
- Keeping staff up to date with any new information regarding remote learning or health and well being of the staff.
- Liaising with teachers regarding children NOT taking part in remote learning.

Designated Safeguarding Lead and Pastoral Leader

They are responsible for:

- Arranging the ordering of Free School Meal vouchers and liaising with the office for their delivery
- Seeking out extra resources to support vulnerable or needy families such as laptops and other digital devices
- Communicating regularly with vulnerable families, ensuring they feel supported by staff.
- Liaising with all staff regarding any concerns/ enquiries regarding all children.
- Monitoring CPOMS, external agencies referrals and attendance issues
- Collating and passing on information responding to concerns
- Making direct contact of parents whose children/parents are not engaging with learning or meetings.

IT Network manager

The IT Network Manager is responsible for:

- Ensuring the availability and suitability of laptops and tablets for loaning to families
- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing and offer over the phone support
- 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

Office Staff

The office staff is responsible for:

- Co-ordinating attendance registers and completing statistical information for the Local Authority and the Department for Education.
- Ensuring that all children receive Free School Meal vouchers once arranged by the Pastoral Leader
- Liaise with safeguarding leads regarding vulnerable families.

- Copying and arranging the delivery of homeschool learning packs for children unable to access on-line learning. (packs copied beforehand)
- Organising the distribution of the loaning of laptops to families
- Delivering any correspondence such as certificates or non-contact cards.

Governing Body

The Governing Body is responsible for:

- Monitoring and evaluating the school's Remote Learning policy and that the school is fulfilling its statutory responsibility to have it published on the school website
- 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

WHO TO CONTACT

Staff

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

- Issues in setting of work – the relevant subject lead or SENDCo r.brookfield@norwoodmail.co.uk
- Issues with behaviour – Trisha Bennet (Deputy Head) p.bennet@norwoodmail.co.uk
- Issues with IT – Kev Hefferan k.hefferan@norwoodmail.co.uk
- Issues with their own workload or wellbeing – the Staff Health and Wellbeing team a.mccarthy@norwoodmail.co.uk   d.parry@norwoodmail.co.uk k.taylor@norwoodmail.co.uk
- Concerns about data protection – Data Protection Officer j.todhunter@norwoodmail.co.uk
- Concerns about safeguarding – Safeguarding team p.bennet@norwoodmail.co.uk k.taylor@norwoodmail.co.uk   l.dumbell@norwoodmail.co.uk

Parents

If you have any questions or concerns about any aspect of remote learning, your child's engagement or their well being or behaviour, you should firstly contact your child's class teacher.

For the following specific issues please contact:

- Free School Meal vouchers - k.taylor@norwoodmail.co.uk
- Safeguarding – Safeguarding team p.bennet@norwoodmail.co.uk   k.taylor@norwoodmail.co.uk l.dumbell@norwoodmail.co.uk
- Support for children with SEND - r.brookfield@norwoodmail.co.uk

DATA PROTECTION

Accessing Personal Data

When accessing personal data for remote learning purposes, all staff members will:
- Use Arbor to get personal details of pupils.
- Use school email addresses and laptops

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.

Keeping Devices Secure

When working with devices please:
- Talk to your Data Protection Officer for more help, and the ICT Network Manager if you want to include details on how to put these measures in place.

Also take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- keeping the device protected with a strong password – 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 screen 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 update
- Beware of all downloaded files
- Always connect to a known secure WIFI
- Email – beware of all emails from an unknown sender containing links or attached files

SAFEGUARDING

Staff and parents can find the Child Protection and Safeguarding Policies COVID 19 Addendum on the school website - About us - Safeguarding and Child Protection.

MONITORING ARRANGEMENTS

This policy will be reviewed regularly by the Leadership Team, as the situation or experience arises. It will be discussed termly by the Standards and Curriculum Committee and annually by the Full Governing body.

LINKS WITH OTHER POLICIES

This policy is linked to the following policies:

- Attitude, Behaviour and Discipline and Coronavirus Addendum
- Child Protection and Safeguarding Coronavirus Addendum
- Data Protection and privacy notices
- ICT and Internet Acceptable Use
- Online Safety.

APPENDIX 1

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REMOTE LEARNING ACCESS INFORMATION

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Early Years and Key Stage 1

- Year R, Year 1 and Year 2 teachers will use Google Meet for the morning meeting, which includes short teaching activities. Shout outs and feedback will also be given for work that the teacher has received and photos will occasionally be shared during this time.
- All year groups will send parents work each week. In addition, daily messages each morning will be sent to parents which include video links for the day. Year 2 will add each individual task to Portfolio.
- A range of videos will be used to support learning - these will include pre-recorded Phonics sessions, pre-recorded counting/4 A Day sessions, Oak Academy and White Rose for Maths, pre-recorded English (sometimes by staff) and an end of the day story. Occasionally, staff may also upload a subject knowledge video as guidance for parents.
- Knowledge and Understanding, Foundation subjects and Science videos will be recorded when necessary.
- Learning packs containing printed learning resources will be available for children unable to access an electronic device or internet.
- Children are expected to read at least three times a week, preferably daily, with an adult
- Books are available to collect from the book trolley in school on the specific day for each year group.
- At the end of the day, ask children to share one piece of work they are proud of.
- In Reception and KS1 - individual comments will be given to children through Class Dojo daily and any general feedback about any areas will be given in the Google Meet.
- If children are using paper copies only and parents want them marking or checking, the work should be brought to school and put on their year group book trolley on their specific day for the Year group reading books. Feedback to parents will then be on Class Dojo Messenger over the next few days.

Key Stage 2

- KS2 teachers will use Google Meet for the morning meeting and then Google Classroom.
- Separate videos explaining what each activity requires will be posted.
- Learning packs containing printed learning resources will be available for children unable to access an electronic device or internet.
- Jotters are sent home for children to complete their work in.
- Children are expected to read daily, either independently or with an adult
- Books are available to collect from the book trolley in school on the specific day for each year group.
- Children have access to the Times Table Rock Star website
- Log on details have been sent home to all KS2 children
- In KS2, 2 or 3 individual constructive comments via Google Classroom and general feedback through Google Meet. This will also be used to address any basic misconceptions and keep the children on the right track.
- If children are using paper copies only and parents want them marking or checking, the work should be brought to school and put on their year group book trolley on their specific day for the Year group reading books. Feedback to parents will then be on Class Dojo Messenger over the next few days.

APPENDIX 2

CONTACTING PARENTS AND CHILDREN BY PHONE

Unions and Safeguarding agencies all recognise the importance of regular interaction and communication with pupils who are not in school due to Covid and the advice below is taken from them.

The purpose of this personal communication is twofold - from a positive mental health point of view - 'keeping in touch' and also as a Safeguarding check, so pupils do not go under the radar - these areas fall within our duty of care as professionals.

- Contact numbers for children can be obtained from the school office.
- If there is no alternative to staff using personal phones, it is recommended safety measures are put in place. Staff should dial 141 before dialling the pupil's number using a landline phone or if staff are using their mobile phone, change your settings. Both of these will withhold the caller's number, thereby protecting and safeguarding the teacher's personal number. Staff should delete pupils' numbers from their phones after use.
- Staff will be reimbursed for private calls.
- Staff should not communicate with parents or pupils outside school channels (e.g. they should NOT talk to parents using their personal Facebook accounts, or contact pupils using their personal email addresses or phone numbers).
- Staff should contact parents/carers to agree a time for all agreed calls, since families are juggling many commitments.
- Staff should ask to speak to a parent at the start of the call, giving their name and explaining why they are calling, and should end the call by speaking to the parent again. No personal information should be disclosed during the call.
- Call in school hours as much as possible
- Make sure someone else at school is aware calls are being made, and keep a record of the date and time of each call
- If you feel vulnerable speaking to families there is always the option to use speaker phone.