

Remote Learning Policy



**Whitmore
Park**
Primary School

Approved by:

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Aims

At Whitmore Park, we are following the Department for Education guidance for Remote Learning.

“Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school’s curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, 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 schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils’ understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils’ age, stage of development or special educational needs, for example where this would place significant demands on parents’ help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.”

DFE updated guidance January 2021 ‘Restricting attendance in Primary Schools during the National Lockdown’ which specifies the hours of learning for each Key Stage: EYFS 2 hours, KS1 3 hours, KS2 4 hours.

This policy aims to:

- Set out our approach to remote learning whether pupils are self-isolating, in quarantine or in the case of a lockdown where restrictions only allow key worker and vulnerable pupils to come to school.
- 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.

To enable this to happen, we are planning to provide access to our school curriculum online and through text books, workbooks and printed resources. The school curriculum will be available on the learning platform from w/c 28th September. It will be available for children who are either self-isolating, in quarantine or in the situation where there is a local or national lockdown and only key worker and vulnerable children are in school. (S1,S2,S3)

For the rest of this policy we will refer to the following scenarios:

- I. Scenario 1 - Individual children are self-isolating (teachers and TAs are in school teaching classes) (S1)
- II. Scenario 2 - A class or year group bubble are self- isolating (teachers and TAs in the bubble are self-isolating (S2)
- III. Scenario 3 – There is a lockdown and only children of key workers and vulnerable children are in school (Some teachers and TAs are in school teaching classes and some are working from home (S3)

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers are responsible for setting work in English and Maths daily and Science and Foundation subjects weekly (as per the school timetable). Teachers will collaborate to provide work for the whole year group, Year Group leaders will disseminate responsibilities and oversee the remote learning for the year group.

› Subject specific guidance KS1 and KS2

- Maths - teachers are responsible for providing daily maths lessons (1 hour MNP and 20 minutes arithmetic). Textbooks and workbooks will be sent home with information on which lesson to cover each day. To support the learning, a video modelling the task for the day will be uploaded to our learning platform. The videos will be from White Rose, Oak National Academy or created by teachers. The answers will be posted on the learning platform daily. Arithmetic questions and answers will be posted daily too.
- English – teachers are responsible for providing daily English lessons (2 hours). This includes reading, writing, spelling and grammar. The daily English lesson resources should be uploaded on to our learning platform. This includes extracts of texts to read and comprehension questions to answer; model texts to support writing; videos of teacher’s modelling a skill; (could be National Oak Academy where appropriate); PowerPoint lesson resources with questions and instructions for the task. Children will be expected to ready daily for 10-20 minutes (age appropriate) in addition to their English lessons. An exercise book will be sent home for children to complete their work in.
- Science – a weekly Science lesson should be uploaded to the learning platform. This may be the Science lesson PowerPoint resource being used in school or a link to the National Oak Academy Science lesson.
- Foundation subjects – a weekly lesson for each foundation subject on the school timetable should be uploaded to the learning platform. This may be the resource being used in school

and/or a link to the National Oak Academy lesson. (The PE team and art teachers will provide the work for their subjects)

WHERE PARENTS DO NOT HAVE APPROPRIATE ICT DEVICES AND CONNECTIONS AVAILABLE AT HOME AND THE SCHOOL WILL ENDEAVOUR TO SUPPLY DEVICES.

➤ General guidance

- Each child should be provided with a 'Home Learning' exercise book and pencil case with personal equipment
- Interactive quizzes should be used for assessment and to provide an interactive approach for children
- Children should upload completed work to the learning platform daily by 3.30pm
- Or return completed paper copies weekly (left in the foyer for 48 hours before being given to teachers to mark)
- The work set by teachers needs to be uploaded during PPA where possible and no later than 3.00pm the day before the lesson. Uploads can be scheduled via the school learning platform to facilitate this
- Training will be provided for staff on how to use the school learning platform
- Guidance will be sent to parents on how to use the school learning platform

All lesson resources should be saved on One Drive in an organised file system and the year group should support the admin team to print the resources for the week for any pupils who do not have access to a device. Printed resources should be labelled with the day and date on which it is to be completed.

➤ Providing feedback on work

- Children can take a photograph of their learning to upload to the platform for feedback from the teacher or can ask the teacher a question via the chat function. (S1 S2 S3)
- Teachers should provide daily feedback on work completed at home and uploaded onto the learning platform and respond to any questions daily. (S1 S2 S3)
- Teachers should mark any paper learning (after being isolated for 48 hours) and keep in school. Where possible, the teacher will give verbal feedback via a telephone call.
- S2 S3 KS2 only Chat Room live with teacher once a day at 2.30 for teachers to provide support with learning and keep in touch with children.

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

- **S1** Where children are using remote learning online, teachers will have regular contact (at least 3 times a week online) with children. The remote learning team should also make a weekly phone call to check on learning, address misconceptions, give feedback and provide next steps. If a child, who is learning from home is not in regular contact online, then the class teacher should notify the remote learning support team who will make daily phone calls to check on learning, address misconceptions, give feedback and provide next steps. If they are unable to make contact with the family, they should contact the Welfare Team.
- **S2** Where children are using remote learning online, teachers will have regular contact (daily) with children. If a child, who is learning from home is not in regular contact online, then the

class teacher should make daily phone calls to check on learning, address misconceptions, give feedback and provide next steps. If they are unable to make contact with the family, they should contact the Welfare Team.

- **S3** Where children are using remote learning online, teachers will have regular contact (daily) with children. If a child, who is learning from home is not in regular contact online, then the class teacher or teacher designated to the class should make daily phone calls to check on learning, address misconceptions, give feedback and provide next steps. If they are unable to make contact with the family, they should contact the Welfare Team.
 - All staff should use a school telephone where possible when making phone calls home. If this is not possible (for example when they are working from home) they should follow the protocol so that their personal number is withheld. Staff should not use their school email to contact parents. Online contact should be made via Seesaw/Showbie or ClassDojo. Emails should be sent via the admin team.
 - Communication from parents and children should be kept within the working hours of 8.30am to 5.00pm.
 - If parents or pupils share concerns or complaints, they should be handled in the following way. Concerns or complaints about learning should be handled by the class teacher or remote learning team in the first instance and where appropriate. Any further concerns/guidance needed from class teachers should be referred to SLT. Any Safeguarding concerns should be shared with the Safeguarding team in the usual way (CPOMs) Any technical complaints or concerns should be shared with the IT staff. Requests for passwords or administrative concerns should be shared with the admin team.
 - Any behavioural issues, such as failing to complete work should be dealt with via a phone call with encouragement and motivation. Any inappropriate behaviour or language online should be dealt with via a phone call to parents and referred to SLT where appropriate.
- › Attending virtual meetings with staff, parents and pupils:
- Dress code mindful professional attire (ref. code of conduct)
 - Locations (e.g. avoid areas with background noise, nothing inappropriate in the background, GDPR, photographs of staff children, personal possession, confidentiality of personal life)

S3 In the situation of a lockdown where only children of key workers and vulnerable children are in school

The Head Teacher and the Deputy Head Teacher will work in school. For each year group, one/two teachers will work in school with the keyworker/vulnerable children for their year group and the other teachers will work from home planning, setting work and providing feedback and contact for the children learning from home. This is flexible depending on the numbers of key worker/vulnerable children in school. Non class based teachers will provide support for their lessons and may be asked to support with resourcing at school. One teaching assistant will also work in school with the keyworker/vulnerable children and the others at home providing support for learning or in school providing support for resourcing.

When providing remote learning, teachers must be available between 8.30am and 5.00pm.

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.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.30am and 4.00pm.

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.

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

- Phone call to support learning

- 1:1 support for SEND children at home explaining learning in greater depth
- Making resources
- Attending online training
- Attend meetings on Teams
- Creating displays
- Welfare phone calls
- Planning for interventions

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Reviewing the videos and other resources available to support learning and sharing with class teachers (for example Oak National Academy, BBC Bitesize, White Rose, Maths No Problem)
- 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 – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely including apps and virtual reality experiences.
- Consider interventions that could take place remotely and support staff to deliver
- Monitor progress and feedback regularly
- Continue with action planning and other subject leader responsibilities

SENDcos

SENDco are responsible for co-ordinating remote learning for children with SEND across the school

- Support teachers to adapt the curriculum for children with SEND
- Monitor closely children on the SEND register
- Provide individualised learning for ECHP pupils
- Work closely with subject leaders particularly English and Maths to support differentiation for SEND pupils
- Support staff and parents with appropriate apps for example to support dyslexia
- Support parents with strategies to support their children learning at home for example children with ADHD or ASD
- Consider additional phone calls to support with learning for individual children and liaise with support staff

Early Years

- Phonics, Writing, Maths lessons daily uploaded on to Seesaw

- Provide tips for parent to support their children at home
- Provide examples of activities for all areas of learning
- Daily feedback on Seesaw

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- › Head Teacher and Deputy Head Teacher creating the Remote Learning Policy
- › The Deputy Head teacher and Assistant Head are responsible for co-ordinating the remote learning approach across the school including staff training and guidance, parent information and guidance, organising remote learning teams and task, keeping in touch with staff working from home and checking on well-being, workload and feedback on how their remote role is working
- › The Deputy Head teacher and Assistant Head Teacher are responsible for monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for:

- › The school continues to work under the KCSIE/WTTSC (Working Together to Safeguard Children) policies when children are learning at home.
- › Any safeguarding concerns regarding children who are learning at home are reported to the DSL via the usual school procedure (CPOMs)

2.6 IT staff

IT staff are responsible for:

- › Fixing issues with systems used to set and collect work
- › Helping staff and parents with any technical issues they're experiencing
- › Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- › Assisting pupils and parents with accessing the internet or devices
- › Setting up accounts and password for remote learning site eg. TT Rock Stars

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- › Be contactable during the school day – although consider 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

Staff can expect parents with children learning remotely to:

- › Make the school aware if their child is sick or otherwise can't complete work
- › Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here

- › Be respectful when making any complaints or concerns known to staff

2.8 Governing 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

3. Who to contact

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

- › Issues in setting work – talk to the relevant subject lead or SENCO
- › Issues with behaviour – call parents and contact SLT
- › Issues with IT – talk to IT staff
- › Issues with their own workload or wellbeing – talk to their year group leader, remote learning leader (AHTs) Mental Health First Aider (SBM) DHT or HT
- › Concerns about data protection – talk to the SBM
- › Concerns about safeguarding – talk to the DSL and DDSL

4. Data protection

4.1 Accessing personal data

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

- › Access the data on the OneDrive which is a secure cloud service.
- › Use school devices to access the data where you have been provided with an iPad or a laptop.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses or phone numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- › Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- › Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- › Making sure the device locks if left inactive for a period of time
- › Not sharing the device among family or friends

- › Installing antivirus and anti-spyware software
- › Keeping operating systems up to date – always install the latest updates

5. Safeguarding

Updated Child Protection and Safeguarding policy in place September 2020 (see policy)

6. Monitoring arrangements

This policy will be reviewed annually by the Head Teacher. At every review, it will be approved by the full governing board.

7. Links with other policies

This policy is linked to our:

- › Behaviour policy
- › Keeping children Safe in Education policy
- › Data protection policy and privacy notices
- › Home-school agreement
- › ICT and internet acceptable use policy
- › Online safety policy

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