Willingham Primary School

Remote Learning Policy

October 2020

Date Reviewed: October 2020

Next Review Date: October 2021

Willingham Primary School Remote Learning Policy

1. Aims

This Remote Education Policy aims to:

- Outline the school/pre-school's approach to educating pupils who will not be attending school, as a result of government guidance or the closure of a pod

- Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work

- Ensure that remote education is offered as soon as it becomes necessary

- Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who aren't in school through use of quality online and offline resources

- Provide clear expectations for members of the school community with regards to delivering high quality interactive remote learning

- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being

- Ensure that pupils learn new knowledge and concepts, as well as reinforcing prior learning

- Ensure that online tools enable appropriate interaction with pupils, the assessment of their work and the provision of feedback

- Outline training for staff about the appropriate use of online platforms, so that pupils and staff are safeguarded effectively and that data protection guidelines are adhered to

- Support effective communication between the school and families, so that parents and pupils can access and make the best use of resources

- Identify solutions for families without adequate access to digital equipment

2. Who is this policy applicable to?

- Individual or groups of pupils who are absent because they are awaiting test results and the household is required to self-isolate, but the rest of their school pod are attending school and being taught as normal.
    - These pupils will be supported with daily lessons and work that broadly mirror content being taught to the rest of the class who remain in school.

- Individual or groups of pupils who have tested positive, but are well enough to work within the 10-day isolation period
    - These pupils will be supported with daily lessons and work that broadly mirror content being taught to the rest of the class who remain in school.

- Pupils who are part of a whole pod or partial pod that is not permitted to attend school because a member of their pod has tested positive for Covid-19.
    - If the teachers within that pod are fit, well and are not being reallocated to work in other pods, the nature of home learning resources will be more bespoke, will mirror what would have been taught in class and the use of the school's bespoke materials (including teaching videos) will increase.

3. Resources

Resources to deliver this Remote Education Plan include:

- Microsoft Teams
- Numbots and Times Tables Rockstars
- Purple Mash
- YouTube
- Zoom
- National Oak Academy online lessons, BBC Bitesize, White Rose lessons and other online learning materials
- Printed learning packs for pupils without adequate digital resources
- Home Learning Books (for Homework and Home Learning)

4. Approaches to Learning: Our Principles

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Planning will be informed by the feedback from previous remote learning

- Pupils will study a broad range of subjects, as they would in school

- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning as laid out in the Framework of Expectations.

- Activities will be varied and not solely consist of 'screen time'; for example work to be completed in Home Learning Books.

- Resources will be quality assured within teams and, at times, by Senior Leaders, who will ensure consistency and quality are high

- Staff will have the training they need to provide online learning safely, including training on MS Teams, Zoom and through sharing of the Remote Learning Risk Assessment

- Teachers will be required to plan and resource daily lessons in Maths and English, supplemented by enough high-quality Foundation Subject lessons to ensure pupils have access to a content volume roughly similar to what they would have access to in school

- Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working, by demonstrating resources in the classroom and using IT lessons to support older pupils with independently accessing MS Teams.

- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families and ensure that suitable work, either online or offline, is provided for pupils with SEND.

- Staff workload will be managed by regular communication with staff and review of procedures to ensure that expectations are manageable and practice is as efficient as possible.

- Leaders will measure engagement in remote learning by assessing engagement within MS Teams and through feedback using online questionnaires. This information will be used to review provision and make changes as necessary.

5. Working with Parents

We are committed to working in close partnership with families, and providing remote learning in different ways when that is necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND)

We will provide guidance to parents on how to use MS Teams and support them with this through the delivery of weekly Homework and Learning letters.

We would encourage parents to support their children's work, and to establish a routine based around the school day wherever possible. We expect parents to engage with MS Teams and there will be some interaction necessary from parents, depending on the age and needs of the pupil – for example, uploading work for submission

Should parents be unable to access online work for any reason, they should contact the school so that other arrangements can be made.

All children abide by an 'Acceptable Use Policy' at school which includes e-safety rules. This applies when children are working on school provided platforms, on computers at home.

6. Roles and responsibilities

Senior and subject leaders

Alongside any teaching responsibilities, senior/subject leaders are responsible for:

- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement with particular focus on pupils from disadvantaged backgrounds
- Lead virtual/face-to-face meetings with staff to ensure consistency across the year/subject
- Monitoring the effectiveness of remote learning, through:
  - o ensuring curriculum coverage matches the WPS curriculum map
  - o monitoring of resources
  - o ensuring compliance with the expectations laid out in this policy
  - o ensuring compliance with the expectations laid out in the WPS Framework of Expectations
  - o assessing consistency within and across teams
- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning
- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance in this respect and that resources provide value for money
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Regular communication from SLT updating parents on local guidance and the ongoing school situation; weekly communication in the case of scenario 2 or 3 (see below).

Teachers

Teachers will be provided with the necessary training on how to use MS Teams and will be provided with time to complete the remote learning expectations. Home Learning resources will be uploaded to MS Teams every Monday. All follow-up phone calls to pupils and families will be carried out by the class teacher(s).

Remote Learning/Teaching will necessarily look different in different circumstances. This policy will lay out the expectations in three, key scenarios:

1. *Single/groups of pupils self-isolating due to a family member developing symptoms or testing positive <u>or</u> due to being in close contact with a positive case – most pupils in a pod are still being educated onsite and the teacher continues to have to teach a full day in the classroom.*

    - Teachers will be given 2 days per team per ½ term to prepare remote learning resources for the upcoming ½ term.

    - Daily maths lessons will be highlighted from the National Oak Academy lesson or White Rose equivalent, which match the units being taught each week in the school (according to the medium-term curriculum map)

    - Sequences of lessons that match the general focus of foundation subject units will be highlighted *or* narrated powerpoints and resources provided, for the units that are being taught in school

    - An English unit, equivalent in length for the longest isolation period (14 days) will be available either based on the SPaG priorities for the ½ term, or a National Oak unit that fits with the Literary Spine unit being taught (eg. The Golden Compass in Year 5/6).

    - All work will be available on Teams from the first day of isolation

    - Feedback will be given through Teams and teachers will be expected to check and reply to work each day following the principles in the responsive teaching section of the framework of expectation. Teachers will be expected follow up pupils who are not engaging.

    - Office staff will complete 'safe and well' phone calls to families every other day, so 2 or 3 times a week.

2. *Whole pods are required to isolate and stay away from school for up to 14 days – teacher(s) within that pod are not required to be reallocated to work in other pods around the school.*

    - *Daily Maths and English lessons set using a combination of Loom videos, Powerpoints, YouTube videos and online lessons, which would match either the content being taught in other classes in the year group onsite or, if the whole pod is closed, what would have been taught onsite according to the curriculum map.*

    - *Daily foundation subject lessons that closely match either the content being taught in other classes in the year group onsite or, if the whole pod is closed, what would have been taught onsite according to the curriculum map.*

    - *Weekly Zoom small group (6-8 pupils) 'check-ins' for each pupil in the class with follow-up phone calls to any pupils not in attendance and any pupils not submitting required work. These small group sessions should be used to assess pupils' welfare and their understanding of the work set/week's learning and used to inform future planning.*

    - *Daily contact, if necessary, between pupils/families and teacher through MS Teams*

- *Pupils will be required to submit work, daily on Teams and teachers will be expected to provide feedback, as per the principles of the school's responsive teaching section in the FoE.*

- *When providing remote learning, teachers must ensure that contact between themselves and pupils/parents/carers happens between the hours of 8.30am and 3.30pm – as per the general staff directed hours*

- *Teachers will not be expected to respond to emails or Teams messages outside of these hours*

- *Teachers will be expected to 'Zoom' into PD sessions and team planning sessions/PPA*

- *Should teachers be required to be reallocated to teach other year-groups/pods as a result of national requirements, these expectations will be reviewed to ensure that workload is manageable.*

3. *The whole school is closed due to either a local outbreak, a local 'lock-down' or a national lockdown.*

   o *Daily Maths and English lessons set using a combination of Loom videos, Powerpoints, YouTube videos and online lessons, which would match the curriculum map; content will be retrieval and new learning; learning will be split into manageable chunks and so there may be times when content is taught at a slower pace and retrieved more frequently than if the children were being taught onsite*

   o *Two short/one long Science/foundation subject lessons taught daily that match either the content that would have been taught onsite according to the curriculum map.*

   o *Short weekly Monday video for the class to introduce the week's learning, remind of expectations for work and share good practice from the previous week.*

   o *Weekly Zoom small group (6-8 pupils) 'check-ins' for each pupil in the class with follow-up phone calls to any pupils not in attendance and any pupils not submitting required work. These small group sessions should be used to assess pupils' welfare and their understanding of the work set/week's learning and used to inform future planning. Follow-up phone calls to any pupils not in attendance.*

   o *Pupils will be required to submit work, daily on Teams and teachers will be expected to provide feedback each day, as per the school's responsive teaching section in the FoE. Follow-up phone calls to any pupils not submitting required work.*

   o *Daily contact, if necessary, between pupils/families and teacher through MS Teams work feedback and posts*

   o *Contact tracking sheet would be restarted and teachers to inform SLT if they have not had contact with a child/family for a week*

   o *When providing remote learning, teachers must ensure that contact between themselves and pupils/parents/carers happens between the hours of 8.30am and 3.30pm – as per the general staff directed hours*

   o *Teachers will be expected to 'Zoom' into PD sessions and team planning sessions/PPA*

- *Should teachers be required to be reallocated to teach other year-groups/pods as a result of national requirements, these expectations will be reviewed to ensure that workload is manageable.*

Teachers unable to work for any reason at any time should inform the school of the reason for their 'absence' via the normal channels and will be expected to complete return-to-work forms on their return and provide a Doctors' note if the absence goes beyond the self-certification period. Teachers who are at home, self-isolating, but otherwise well will be required to comply with the expectations above.

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

- Teachers are expected to make contact as per guidance above
- If there is a concern around the level of a pupil's engagement, the teacher should initially make efforts to contact parents/carers to discuss this. Where there are issues with electronic devices, teachers should discuss this with SLT and delivery of any available school chromebooks or laptops.
- Teachers should only use their school email address to communicate with parents and pupils.
- Teachers should check emails at least once in the morning and once in the afternoon and should respond to all parents within 24 hours. If the matter cannot be resolved within that period, the teacher will acknowledge the email and explain to the parent the reasons for the delay and the actions they are taking
- Where a family displays difficult behaviour or is unable/unwilling to comply, teachers will contact SMT
- Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number is hidden from view

- Teachers will respond promptly to requests for support from families at home, by passing the request onto SMT/DDSLs
  - Any complaints or concerns shared by parents or pupils should be reported to the Headteacher or Deputy Headteacher; for any safeguarding concerns, refer immediately to the DSL and ensure concern is recorded on Myconcern/
- Staff who are required to self-isolate are expected to:
  - Follow the normal reporting procedure for planned absence
  - Following contact with school, the school business manager may set up a referral to Occupational Health to support that individual
  - Obtain a test and share the result of it with school so that appropriate plans can be made
  - If unwell themselves, teachers will be covered by another staff member. Planning and other activities will not be undertaken until the teacher is fit for work.

Honeypot Staff

- HP staff will only be expected to provide home learning resources in the event of partial or full pod closure. Staff will not be required to provide resources for single/small groups of pupils who are self-isolating short-term due to family members showing symptoms or contact with a positive case.
- In the event of a partial or full closure of the pre-school, as long as they have not been re-allocated to other roles in the school, HP staff will be expected to:
  - o Provide weekly phonics videos
  - o Provide weekly storytelling videos
  - o Provide ideas for home activities
  - o Make weekly contact with vulnerable families

Teaching Assistants

Teaching assistants must be available during their usual working hours.

If they 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 absence procedure.

During the school day, teaching assistants must complete tasks as directed by a member of the SMT. The following tasks/roles are examples and do not constitute an exhaustive list:

- Cover in other areas of the school, as directed by the Headteacher or SENDCo
- Assisting the class teacher with supporting pupils
- Preparing paper copies of home learning resources
- Preparing appropriate resources for children with specific SEND needs
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents
- Completion of work that accords with school improvement priorities

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

Liaising with staff to ensure that the technology/resources used for remote learning are 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 headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- In scenario 2 or 3, weekly contact with the TA team.
- Identifying the level of support required by pupils

The Business Manager

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

Governing Body

The governing body 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

7. Personal Data

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to their line manager if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices.

8. Keeping Devices Secure

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

- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters
- Ensuring the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device
- Making sure the device locks automatically if left inactive for a period of time
- Not allowing family or friends to use the device
- Storing the device securely to avoid theft
- Ensuring that anti-virus and anti-spyware software is up to date
- Installing updates to ensure that the operating system remains up to date

9. Safeguarding

Staff should ensure that all safeguarding concerns are reported immediately to a safeguarding officer. If you are unable to contact someone and it is an urgent matter, speak to a member of the senior management team. All safeguarding policies and procedures continue to apply.

Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.

10. Expectations of staff during online meetings

When attending virtual meetings all staff should follow expected professional standards in relation to:

- Attendance
- Dress code
- Location, e.g. avoid noisy areas, nothing inappropriate in the background
- Engagement in content

11. Links with other policies and development plans

This policy is linked to our:

- Safeguarding and Child Protection
- Self-regulation and Behaviour Management
- Data protection/GDPR policy and privacy notices
- Online safety: acceptable use policy
- Staff Code of Conduct
- Risk Management Assessment
- RBA for Online Learning and Meetings