Remote Learning Policy

Wellington Primary School

Approved by:	Governing Body	**Date:** February 2024
Last reviewed on:	February 2023	
Next review due by:	February 2025	

Contents

This policy is to be read in conjunction with:

- ❖ **The WELLINGTON Contagious Disease Risk Assessment**
- ❖ **WELLINGTON Protocols**
- ❖ **Behaviour Policy**
- ❖ **The Child Protection Policy and Appendix**
- ❖ **Expectations for Learning**
- ❖ **Off-site Roles and responsibilities**
- ❖ **Parent Phone Call guidance**
- ❖ **Remote learning Guidance**
- ❖ **Early Years Provision**
- ❖ **Guidance for Home Learning**

1. Aims

This remote learning policy aims to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Reflect the school's commitment to the UN Conventions of the rights of the child specifically article 28, 29 and 31.

2. Roles and responsibilities

2.1 **Teachers in the event of a move from Face to Face to Remote Teaching**

2.2 Teachers must be available between 8.30am and 4pm. 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 procedures between 7am and 2:30pm to a member of SLT.

If absence affects the completion of any work required, ensure that arrangements have been made with year group team or SLT to ensure work is completed.

Teachers are responsible for:

Running their Virtual Classroom - setting work for remote learning when a year group or class cannot attend face to face lessons

- Use pre-recorded videos to set out the work expected each day
- Include teaching elements to pre-recorded videos see guidance documents
- daily lessons span across the curriculum; lessons are closely matched to the curriculum normally delivered in school.
- Create a timetable and overview for the week (with year group partners)- similar to that taught in school.
- Include subjects from across the curriculum weekly
- Liaise with year group partners to produce weekly overviews that include English and Maths plans
- Set differentiated Doodle, My Maths, Times Table Rockstars, Reading Eggs and Bug club where appropriate
- Send weekly overview to DHT for upload to Google Classroom and Website by Thursday
- Create online resources to support lessons throughout the week on Tapestry and Google Classroom. These will range from daily pre-recorded lessons by the class/ year group teacher and other tailored age appropriate learning.
- Plan and use online resources available such as Doodle, Phonics and White Rose videos to meet the needs of our pupils.
- Ensure children and parents know how to complete assigned work, how to return it via upload or scan, use templates, take photos of written work and upload
- Mark and feedback comments on children's work via google classroom and Mote
- Deliver online safety lessons to children - how to interact on the live stream, cyber bullying, appropriate language, safe searching
- Continue the use of the 'Think U know' and National Online Safety/ National College resources which support children's online safety at a time when they will be spending much more

time online.

For those children we know do not have access to a device we have provided paper packs of home learning which closely follow the activities planned in Google Classroom and Doodle.

Providing feedback on work:

- Children can send any completed work to teachers via Google Classroom and Tapestry.

- Teachers can mark and return work to pupils via the comments features or use verbal comments through Mote

- Teachers should mark work as appropriate and provide at least bi weekly feedback in subjects.

Keeping in touch with children and parents:

- Via the Google Classroom or Tapestry, email or calls.

- Via weekly parent phone calls according to the Phone Call list established and published on Staff shared

- Class Dojos

- Weekly newsletter to all parents

- Emails received from parents are to be checked between 9am and 4pm, Mon- Fri. Emails must be replied to within 48hrs. Only send replies between these times.

- Any issues that are received are to be dealt with professionally by the class teachers and a member of SLT should be copied or Bcc'd in the communication. If necessary teachers to contact a member of SLT for advice (see emailing tips and strategies in the appendix)

- Withheld numbers are to be used as teachers can use their mobile phones from home. Contact details can be accessed from Integris, please ensure you log off and do not share information with a third party. Record all contact safeguarding or concerns with parents on CPOMs and add any relevant actions. Alert the DSL and safeguarding team with any immediate concerns via telephone.

- Contact should be polite and encouraging. Teachers must adhere to the email policy and not give out any personal details. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly.

Attending virtual meetings with staff parents and children:

- Staff are expected to attend a number of virtual meetings weekly

- Locations - avoid areas with background noise, professional with appropriate background.

2.3 Teaching assistants

Teaching assistants must be available between 8:30 am – 4pm, Mon to Fri. During this time, they are expected to check work emails and be available when called upon to support the children with their learning on and off site. 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

Teaching assistants are responsible for:

- Supporting pupils with learning remotely either in school or on line and off site if directed. If agreed please log on early to 'host' and ensuring that sessions are 'recorded' if you are in a 1:1 situation so they can be viewed by SLT and follow the safeguarding policy. Recordings will be agreed by all parties involved and deleted once a member of SLT has seen them.

- When requested by the SENCO attending virtual meetings with teachers, parents and children

- Attend virtual meetings when requested

- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

2.4 Subject leads

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for supporting teachers with setting relevant online learning via Google Classroom and monitoring their subject during any period of lockdown.

2.5 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for co-ordinating the remote learning approach across the school.

- Monitoring the effectiveness of remote learning – reviewing work set by teachers weekly, monitoring use of online resources such as Reading Eggs, Bug Club, Monster Phonics, MyMaths and Doodle, monitoring email and phone correspondence between school and home.

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.6 Designated safeguarding lead

The DSLs are responsible for maintaining contact, collating information from the Covid safety logsCPOMS, passing on information and responding to any concerns as detailed in the Safeguarding & Child Protection Policy.

2.7 IT staff

IT staff are responsible for:

- Creating emails

- Fixing issues with systems used to set and collect work

- Ensuring filtering and monitoring of the system is in place and working.

- Helping staff with any technical issues they're experiencing

- Reviewing the security of systems and flagging any data protection breaches to the data protection officer

- Assisting children and parents with accessing the internet or devices

- Setting up any new IT resources for children or staff.

2.8 Children and parents

Staff can expect children to:

- Be contactable during the hours of the school day 9am – 3.15pm – although they may not always be in front of a device the entire time

- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Conduct themselves when using google classroom and behave in the manner expected when in the classroom, either live or not, abiding by class charters and teacher expectations as set out in the Behaviour Policy.

Staff can expect parents to:

- Seek help from the school if they need it – staff should refer parents to the 'Home Learning' section on our website and the 'News' page for the Google Classroom information and other useful links for learning.

2.9 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 systems are appropriately secure, for both data protection and safeguarding reasons

- Monitor this policy in the delivery of remote learning for all stakeholders.

3. Who to contact

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

- Issues in setting work – talk to the relevant subject lead / SENDCO / KS Lead /DHT/HT

- Issues with behaviour – talk to the SENCO / SLT

- Issues with IT –Strawberry 7

- Issues with their own workload or wellbeing – talk to their KS Lead or a member of SLT.

- Concerns about data protection – talk to the data protection officer- the School Business Manager

- Concerns about safeguarding – talk to the DSL and record on CPOMS

- All staff can be contacted via the school email addresses, please respect Business Hours unless in an emergency.

4. Data protection

4.1 Accessing personal data

When accessing personal data, staff are reminded of the following:

- Staff have access to CPOMS to record any parent contact or concerns about children, this is accessed via a secure password or Key. Ensure you log out after use. Do not allow access to the site to any third party.

- Teachers are able to access parent contact details via Integris using a secure password. Do not share any details with third parties and ensure you logged off upon completion.

- SLT have the ability to locate personal details of families when required through securely accessing Integris. SLT are not to share their access permissions with other members of staff.

- School laptops and iPads are the school's preferred devices to be used when accessing any personal information on children.

4.2 Sharing personal data

Staff members may need to collect and / or share personal data such as emails or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions. While this may be necessary, staff are reminded to collect and / or share as little personal data as possible.

4.3 Keeping devices secure

These tips are based on The Key article on GDPR and remote learning. Talk to our data protection officer for more help -the SBM if there are concerns or issues.

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 online.

5. Safeguarding

Please see the following for updates concerning safeguarding in relation to home learning.

- Safeguarding & Child Protection Policy. This policy is available on our website.

- KCSiE

6. Monitoring arrangements

This policy will be reviewed as and when updates to remote learning are provided by the government. At every review, it will be approved by Mrs Norton (Head Teacher), SLT and the Chair of Governors before being reviewed at Committee.

7. Links with other policies

This policy is linked to the following school policies available of the school website:

- Behaviour policy

- Safeguarding & Child Protection Policy

- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy including Filtering and Monitoring.

8. Teacher guides / support resources

Further guidance on the use of Google Classroom, Tapestry and associated resources can be found on the staff shared drive.Video tutorials are also available via google and through Strawberry 7.

Appendix 1 – Expectations for Learning

Expectations for Learning

Home Learning Class Teachers
- Four hours' at KS2 and Three at KS1 and EYFS worth a day of work provided for their year group. A Maths task, an English task (A balance of Writing and Reading over the week.) and a full 'range of subjects' covered over the course of the week, replicating the usual school timetable.
- Expectations set of children reading every day.
- Produce two teaching and learning videos which explain the tasks and key learning set for the day and demonstrates an example for parents and children to enable them to understand the expectations.
- Use a program such as Google Meet where you can share your screen with your audience so they can identify what resources look like and how to complete them.
- Add your video and resources to all rooms for your year group on Google Classroom.

Home Learning support (TA/HLTA)
- Assist the Home learning lead for that day to support with resources where necessary.
- Children's work to be acknowledged on Google Classroom and Tapestry three times a week and feedback given twice a week in core subjects.
- Assist with the calls for those children at home.

On call (All Staff)
- Support planning and preparing resources and to prepare for the week ahead.
- To be ready to cover in school or home learning if members of staff were to become ill or if bubbles need to be adapted.

KS Leaders & Deputies
- Communicate with other KS leaders and ensure that work set is appropriate and tailored for the children in their year group who are in and out of school. Links to work set with remote learning to match at school as far as it is possible.

To be responsible for the KS work and to monitor that it is to the year group standard and expectations.

- To ensure there is both support and challenge for children in the activities provided.
- Ensure that weekly phone calls have been made from your team in all classes. Each class teacher will make the calls to their class. (TA's to assist with the task.)
- SENDCO, HT and Deputies will be making well-being and vulnerable children / SEND phone calls.
- Subject leaders to monitor coverage that has been able to be taught and implications for next year.
- Daily checking of emails to ensure that parent queries are answered. Communicate queries from parents of children in the other classes to the class teacher concerned and to SLT if necessary.
- Reply to parents queries and inform Louise Gleeson and Kuldip Kahlon and Debbie copied in for all.

Class teachers
- Weekly phone calls and regular google meets to monitor well-being, learning and 'check-in' with your class.
- Plan and prepare resources on an equal basis within the year group to support other colleagues
- Videos on google classroom for teaching and supporting learning every day.
- Provide feedback via google classroom
- Attend virtual meetings where organised to discuss matters.
- Raise concerns immediately to SLT

TA's
- Make phone calls and support sessions in liaison with the class teacher and SENDCO as directed.
- Continue with professional development courses when they arise and keeping up to date with National Online Safety and national College website.
- Attend In-school provision as rota and available to support on site if others are sick.
- Keeping up to date with emails and reading communication from other staff.
- Attending virtual meetings for Staff meetings where necessary.

Appendix 2 - Tips for Home Learning

- Daily lessons must follow your normal weekly lessons- daily English and Maths lesson.
- Share planning and preparation
- Create a weekly timetable of lessons (see template and complete)
- Each teacher is in control of their own classroom unless ill- responding to pupils, marking work
- Continue to follow the curriculum taught in school
- Keep English and Maths at the same times every day and vary the lessons either side
- Ensure there is a mixture of live meets and support and pre-recorded lessons.
- Remember it is best to upload PDF versions of documents or to create documents with google docs/slides to use
- When holding live lessons use google meet and share your screen, here you can use prepared Google slides or explain everything on which you can annotate and share with the children to model strategies
- Keep live catch ups and pre-recorded lessons focused on the learning, pause to give children time to think, ask them to share their ideas in the chat or show to the screen
- Provide the children with a google doc on which they can complete their work and submit it
- All assignments must have a due date set and be allocate to the topic- Home Learning
- Children must submit every piece of work completed throughout each day, this must be recorded on the teacher tracking tool.
- Teachers are to acknowledge all work received and give feedback where necessary
- Quizzes can be set for independent work at the end of lessons to check learning.