Whitley Abbey Primary School
Remote Learning Policy

Contents

1. Aims

This remote learning policy for staff aims to:

> 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

2. Roles and responsibilities

Miss Samantha Carter is the identified lead of Remote Learning for Whitley Abbey Primary School. Mrs Amanda Webb (ICT Technician) is the lead support for technical issues. Mrs Michelle Reeve is the Designated Safeguarding Lead with Mr Robbie Walker, Mrs Donna Haynes and Miss Samantha Carter acting as deputies.

2.1 Teachers

When providing remote learning, teachers must be available between 9am and 3pm.

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 providing remote learning, teachers are responsible for:

- o Setting work for all pupils within their class, which may extend to pupils within their year group of phase in light of any staff absence.

- o Ensure that English and Maths work is set by 9:00am each day.

- o Ensure that reading work is set daily and incorporates all content domains.

- o Ensure that foundation subject work is set by 1pm.

- o Ensure that pupils are familiar with the software used for remote learning and have had opportunities to practise accessing the remote learning platform at school and regularly access the platform to complete homework tasks.

- o Take responsibility for one core subject in line with their identified subject leader role (English or Maths/ Science or Computing) to ensure consistency across the year/subject.

> Providing feedback on work :

- o Provide feedback on pupils work within a 24hour period in line with the updated feedback policy September 2022.

- Set clear expectations for the completion of work including deadlines.
- Provide feedback in line with the whole school feedback policy or utilising MOTE voice note feedback.
- Provide feedback that is purposeful, powerful and practical.

Purposeful

> Any feedback given should further the child's learning and be timely; where possible given at the point of learning. It should be given in a meaningful way that is relevant to the child's stage and ability. Feedback should be directly linked pupil's progress, the development of knowledge and understanding or the development of skills. Feedback can be given individually, to groups or may become a whole class teaching point. Feedback should be given to make a 'real difference' to the outcomes for the pupils.

> Feedback can be delivered in a number of ways: annotations, verbal, written. However, the most Powerful feedback will be given through means of 'a learning dialogue' that can then be acted upon and applied by the learner, live in a lesson, or series of lessons.

Powerful

> All feedback given, should be carefully chosen to motivate and celebrate pupil's success. Feedback should enable pupils to recognise when they have produced a high standard of work and support them in striving to improve their work and having high aspirations of themselves.

Practical

> Feedback must be manageable for both staff and pupils. Therefore, some pupil work may not feature 'teacher marking' but will be used to inform future teaching or to deliver small group interventions. The quality of the dialogue will be demonstrated through pupil's ability to edit and improve their work and through progress over time. Pupils will be able to articulate their learning as a result of high quality pupil teacher dialogue.

> Keeping in touch with pupils who aren't in school and their parents –:
- It is expected that pupils who are not at school will keep in regular contact with their teacher through the use of Google Classrooms.
- Teachers will only be expected to respond to emails from pupils or parents between the hours of 9am and 3pm. All correspondence should be completed within a reasonable timeframe – e.g. if not urgent within 48 hours.
- Any complaints, concerns or safeguarding issues must be referred to the relevant members of the Senior Leadership Team or to the Pastoral Team and Designated Safeguarding Leads.
- Any behavioural issues e.g. failure to complete work will be dealt with by the Senior Leadership Team and Pastoral Team but must be reported in a timely fashion.

> Attending virtual meetings with staff, parents and pupils –:
- Should the need arise to attend any virtual meetings careful consideration should be given to the following:
- Dress code – professional address in accordance with the school code of conduct.
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background consider using a function to blur the background)
- Professional conduct – there is an expectation that professionals act in accordance to the teaching standards and should not act in any manner that could cause them or the name of the school to be held in disrepute.
- Confidentiality – Careful consideration should be given to the content and potential audience of any meeting. Ensure only necessary information is shared with relevant personnel – be aware that virtual meetings can be recorded.

o   Safeguarding – It is best practice to have a minimum of two staff members present during any online meeting with parents and essential for any meeting with pupils. In these instances the staff members should be present before admitting any other person /child or adult to the meeting.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal working hours.

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:

o   Marking foundation subject work within 24 hours of it being submitted.

o   Make weekly safe and well calls to all pupils during any period of whole school or partial school closure.

o   Attend any meetings as directed by their line manager or class teacher if held within normal working hours.

> Attending virtual meetings with staff, parents and pupils –:

o   Should the need arise to attend any virtual meetings careful consideration should be given to the following:

o   Dress code – professional address in accordance with the school code of conduct.

o   Locations (e.g. avoid areas with background noise, nothing inappropriate in the background consider using a function to blur the background)

o   Professional conduct – there is an expectation that professionals act in accordance to the teaching standards and should not act in any manner that could cause them or the name of the school to be held in disrepute.

o   Confidentiality – Careful consideration should be given to the content and potential audience of any meeting. Ensure only necessary information is shared with relevant personnel – be aware that virtual meetings can be recorded.

o   Safeguarding – It is best practice to have a minimum of two staff members present during any online meeting with parents and essential for any meeting with pupils. In these instances the staff members should be present before admitting any other person /child or adult to the meeting.

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

> 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

> Having an awareness of the extent to which any distance learning may impact on the implementation and impact of their subject

2.4 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 through parent, teacher and pupil voice and by sampling pupils work and lessons assigned

> Monitor standards across the school to ensure that work set or produced through a remote method maintains the school's high expectations and follows the schools planned learning

> Communicate with all stakeholders regarding all issues surrounding remote learning

> Reporting to the Governing Body each incident of partial school closure and the duration and reasons

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

2.5 Designated safeguarding lead

The DSL (Michelle Reeve) is responsible for:

Ensuring that staff have an appropriate means of contact with a DSL or Deputy DSL in the incident of a disclosure or safeguarding concern

Making regular checks of vulnerable families during any period of school closure.

Monitoring the engagement of all pupils who have active safeguarding concerns.

Following all safeguarding procedures in accordance to school policy.

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

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

> 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 Class Teacher or Phase Leader

> Issues with behaviour – talk to the Deputy Headteacher, Miss Carter

> Issues with IT – talk to The Deputy Headteacher, Miss Carter or IT Technician Mrs Webb

> Concerns about data protection – talk to the Headteacher Mr Robbie Walker

> Concerns about safeguarding – talk to the DSL Mrs Reeve or her deputies

4. Data protection

4.1 Accessing personal data

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

Explain:

> Ensure that they take all precautions to ensure that there is no breach of data including but not limited to:

Use devices provided by the school

Use passwords to protect and store work

Not leave a device logged into any account without locking the screen

Not disclose personal information or images

Only share information that is necessary

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as; pupils names, classes or year groups, date of birth, individual email addresses etc. 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

See the safeguarding policy and addendum

6. Monitoring arrangements

This policy will be reviewed annually but during a global pandemic it will be reviewed more frequently in line with the changing national and local situation. At every review, The Chair or Vice Chair of Governors will be alerted to any minor changes. Significant changes to this policy will be shared and ratified by the full governing body.

7. Links with other policies

This policy is linked to our:

> Behaviour policy

> Child protection policy and coronavirus addendum to our child protection policy

> Data protection policy and privacy notices

> Home-school agreement

> ICT and internet acceptable use policy

> Online safety policy

Appendix A
Remote Learning Curriculum Government Expectations

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. In order to meet this expectation at Whitley Abbey we will:

- deliver a remote 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 (Mote – voice note feedback)
- provide access to remote learning through the provision of Wireless Routers and Laptops for those families who need them.
- 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, schools Should:
- 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

Appendix B

Whitley Primary School Remote Learning Programme

Any pupil who is isolating, but remains well enough to access work from home, will receive:

Access to their curriculum equal in length to that of pupils attending school. It is expected that pupils will have access to remote learning from the second day of their school absence.

This will be achieved through:

- Live streaming of lessons, direct to the pupil or pupils at home.

- Provision of pre-recorded lessons through the google classroom platform sometimes provided by third parties i.e Oak Academy.

- Provision of prepared lessons and resources through the Google Classroom platform

- Provision of tasks to complete through third party resources i.e. times table rock-stars, Accelerated reader etc.

In KS1 and KS2 we teach the same curriculum remotely as we do in school wherever possible and appropriate. However, some adaptations may be required in some subjects.

In Reception and Nursery, the children will have access to some short live lessons however, much of the content will be provided through videos and activities set by teaching staff to enhance home learning. This decision has been made to support younger children with reduced screen time and to allow parents to access learning at a time that is suited to their situation.

All children are expected to complete the learning set each day and submit their work. Staff will mark and comment in line with the school feedback policy and utilise MOTE to provide verbal feedback.

All remote learning information will be provided through Google Classroom Platform.

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

We recognise that some pupils may not have suitable online access at home. Please raise this issue with us so that we can take steps to support those pupils to access remote education as we may be able to offer devices to support working remotely and accessing online content; provide additional data cards for children working on mobile devices or provide paper copies.

We appreciate that due to other commitments such as work or a lack of technology in the home, parents may not always be on hand to support their children or have the technological means to

support online learning at all times. If you are experiencing difficulties, please contact the school pastoral team via the school office where a member of the team will be on hand to support.

Behaviour and Expectations on Google classrooms

Our school behaviour policy will be applied during any period of remote learning as it would be in school. We expect any comments made by the children to be respectful and to support the school's values and code of conduct. If concerns are raised by the content of your child's comments, the class teacher or pastoral team will contact you. Should there be serious concerns you may be contacted by the senior leadership team.

Children are encouraged to use the chat for work and not for general conversations. When a chat becomes overloaded with general conversation, it makes it increasingly difficult to support children who have asked a work-related question.

We ask for the children to only sign in during school time and complete the work set. Staff will only respond during school hours.

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

Children's engagement will be monitored by teachers and support staff and parents will be contacted if we have concerns . A daily register will be taken for each session and a record of work submitted will be held by the class teacher.

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

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

- Teachers and support staff will monitor chat and give verbal feedback (KS2).

- Work set and submitted will be checked and / or marked. If staff have any concerns, they will contact you directly.

- Teachers will leave voice note feedback for individuals using MOTE

Additional support for pupils with particular needs

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

We recognise that some pupils, for example some pupils with Special Educational Needs and Disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils. Mrs Moynihan is on hand to provide any additional support. If you would like to speak directly to her please make a request through the school office.

It is expected that any professionals from outside agencies will continue to provide support remotely.