

Remote Learning Policy

Whitley Park Primary and Nursery School



Member of Staff responsible for this policy – Louise Cox and Sue Jackson

Governor responsible for this policy – Scarlett Murphy (Teaching and Learning Committee)

Approved by:

[Name]

Date: [Date]

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1. Aims including a statement of intent

Statement of Intent

At Whitley Park, we understand the need to continually deliver a high quality education to all pupils. Where a class, group or small number of pupils need to self-isolate, or there are local restrictions/national lockdown requiring pupils to remain at home we will continue to offer our children a high quality education through our remote education plan.

Although our expectation and aim is for all children to be able to access remote learning via Google Classroom, we understand for some children this may not be possible, and in this instance we will provide a printed learning pack that compliments the online learning. For children in Early Years we will supplement our remote learning via Google Classroom with additional learning pack resources on a regular basis.

We are committed to delivering and teaching a planned and well-sequenced curriculum so that knowledge and skills are taught and practiced in each subject so that pupils can progress through the school's curriculum. Throughout this policy, we aim to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- 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.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Provide appropriate guidelines for data protection.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy and supported during periods of remote learning.

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- 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

The headteacher (Nathan Butler-Broad) is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.

The Senior Leadership Team and Remote Learning Leads (Louise Cox and Sue Jackson) 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 Google Classroom and monitoring email correspondence between parents and teachers.

The Health and Safety Officer (Sue French) is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

The Data Protection Officer (Sue French) is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.

- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

The Designated Safeguarding Leads are responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the Softegg to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working ensuring all safeguarding incidents are adequately recorded and reported on CPOMS.
- Ensure risk assessments are completed for all children on the Child Protection register.

The SENCO's (Julie Rivers and Charmaine Lynch) are responsible for:

- Liaising with the Softegg to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHCPs 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.
- Ensure risk assessments are produced for EHCP pupils.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

The School Business Manager (Sue French) is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- 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.

Softegg are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate and recording it on CPOMS.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- Adhering to the Staff Code of Conduct at all times.

Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available and supported to learn remotely and that the schoolwork set is completed on time and to the best of their child's ability.
- Supporting Early Years children to access Google Classroom and associated paper resources.
- Reporting any technical issues to the school as soon as possible.
- Reporting absence. Pupils who are unwell are not expected to be present for remote working until they are well enough to do so. Parents will inform the attendance officer no later than 9:30am if their child is unwell. The school will monitor absence and lateness in line with the Attendance Policy.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Ensuring they apply appropriate parental controls on all devices.

Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.

- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering the school behaviour policy at all times.

2.1 Teachers

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors we would apply in a live teaching classroom:-

- ❖ Ensure pupils receive clear explanations
- ❖ Supporting grown in confidence with new material through scaffolded practice
- ❖ Application of new knowledge or skills
- ❖ Enabling pupils to receive feedback on how to progress
- ❖ Provide parents with support and instruction for EYFS children

We also believe that frequent contact between pupils and teachers is crucial and this may be through delivered lessons, questioning, feedback or so other form of on or offline exchange about school work.

Our chosen remote learning platform is Google Classroom.

When providing remote learning, teachers must be available between 8:45am and 3.15pm.

When providing remote learning, teachers are responsible for:

Setting work –

- Teachers will work within year group or phase teams. They will be required to set work for the children working in school and across their year group. They may well also set work across phase teams.
- They will teach the same curriculum remotely as we do in school where possible.
- Teachers in Key Stage One are required to set a minimum of 3 hours a day.
- Teachers in Key Stage Two are required to set a minimum of 4 hours a day.
- There is no set expectation of time for Early Years but learning will be set each day.
- The priority for Early Years will be progress in early reading and phonics and to ensure that the learning is to develop whole child.
- These hours include direct teaching and time for pupils to complete the tasks independently.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- The day must include at least a maths/reading/literacy/topic session.
- Every lesson will be presented with instruction. This may be: pre-recorded, on slides, through audio or as written instructions.
- The expectation is that children will have at least two pre- recorded videos each day.
- Ensure that learning is sequenced and are not opened projects.
- All work for the working day will be uploaded by 8:45am
- All provision for remote learning will be subject to the class/group's age and ability.

- Teachers will ensure lessons are inclusive for all pupils and can be adapted and scaffolded to account for the needs of disadvantaged pupils and pupils with SEND.
- Take a daily register of attendance and contact all pupils who are absent from their school bubble or do not submit work to Google Classroom.
- Follow reporting attendance flow diagram to ensure no child is missing education ([see link](#))

The school will use a range of teaching methods to cater for all different learning styles, this includes:

- Quizzes
- Online materials and resources
- Educational Websites
- Live Meet sessions
- Pre-recorded video or audio lessons. This may include materials from other recognised websites, such as Oak Academy and White Rose.
- Various reading tasks – e.g. comprehension, inference and prediction
- Rising Stars Reading Planet
- Daily challenges
- Times Table Rock Stars
- Daily access to RWI phonics videos
- Mental Health/ Well-being activities
- Pupils will be encouraged to take regular exercise to maintain their fitness.

Teachers will co-ordinate with other teachers, including those teaching in school, to ensure consistency across their year/subject and to make sure that pupils who aren't accessing Google Classroom are still able to complete their work (using school allocated devices or via delivered home learning packs).

Providing feedback on work

- ❖ Pupils will submit work via Google Classrooms or Year group emails.
- ❖ If children are accessing work on Google Classroom but are failing to submit any work for feedback then teachers will offer children assistance.
- ❖ Feedback will be age appropriate.
- ❖ Feedback will be given within 24 hours of work being submitted.
- ❖ Feedback may be through self- marking. Teachers will schedule answers to questions to be submitted on google classroom. During planning, teachers may determine which pieces of work will/will not receive feedback.
- ❖ Feedback comments may be audio. E.g. Mote voice recording (<https://sites.google.com/wheatleypark.org/wpsedtech/quick-guides>).
- ❖ Challenge questions
- ❖ Individual comments
- ❖ Return all function
- ❖ A feedback slot via a 1-2 minute video that will include:
 - ✓ 3 or 4 pupil shout outs for something great
 - ✓ 2-3 things to work on, possibly including another quick model or instruction

Teachers are not expected to mark all work for all children. Teachers will aim to give 5/6 children a day quality feedback. This feedback may be: generic feedback- acknowledgement of their hard work and a best bit **or** specific to a subject e.g. writing conference feedback. 5/6 children a day will equate to all children receiving at least one quality piece of marking approximately once a week. This quality marking will inform future lessons.

Year group email and Google Classroom comment queries 24 hours if related to any remote learning all other queries 72 hours.

If a teacher is required to be working in school, remote learning for their class will be covered by another member of their year group or phase team.

Staff workload should not exceed that of the workload when school is fully open. If staff find that they are having difficulty with managing the workload within their usual time frame, they should bring it to the attention of their team leader initially and then the senior leadership team.

Remote teaching for staff who are self-isolating

Teaching staff are required to self-isolate if they show symptoms of Covid-19, through Track and Trace, if a family member has tested positive or they have been told to shield. If a member of staff has to self-isolate they are expected to report this following normal school procedure.

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

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8:30am and 3:30pm. 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:

- Organising, collating and delivering home learning packs
- Marking work and offering feedback.
- Making contact phone calls to children who are working remotely.
- Pre-recording videos for the children. (These will be agreed by the teacher).

If teaching staff are required to support any live sessions with teachers, parents and pupils. They must:

- Following the school staff dress code
- Ensure that they work in an appropriate location. (e.g. avoid areas with background noise, nothing inappropriate in the background)

Some teaching assistants will be required to support the teaching of a small group of children in school. Their role in school will include their usual responsibilities.

2.3 Subject leads

- ❖ Alongside their teaching responsibilities, subject leads are responsible for:
- ❖ Considering whether any aspects of the subject curriculum needs 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

2.4 Senior leaders

- ❖ Alongside any teaching responsibilities, senior leaders are responsible for:
- ❖ Co-ordinating the remote learning approach across the school – Louise Cox and Sue Jackson
- ❖ Monitoring the effectiveness of remote learning, such as 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 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
- ✓ Find a quiet place to access their remote learning
- ✓ Be ready to learn from 8.45am – 3.15pm
- ✓ Complete work to the deadline set by teachers to the best of their ability
- ✓ Seek help if they need it, from teachers or teaching assistants
- ✓ Alert teachers if they're not able to complete work
- ✓ Follow school behaviour expectations and online safety guidance
- ✓ When engaging in any live session, follow Google Meet rules and expectations

Staff can expect parents to:

- ✓ Make the school aware if their child is sick or otherwise can't complete work (by 9:30 am)
- ✓ Be responsible for setting routines at home that will support their child's education
- ✓ Encourage their child to follow the daily remote learning timetable
- ✓ Support, where possible, their child to access home learning through Google Classroom
- ✓ Report any technical issues when accessing the remote learning to see if we can help
- ✓ Seek help from the school if they need to via year group emails or by contacting the school office
- ✓ Be respectful when communicating with staff
- ✓ Ensure that they have appropriate parental controls on devices
- ✓ Ensure that their child does not record, store or distribute video or audio materials without permission

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 remote learning leads, relevant subject lead or SENCO
- Issues with behaviour – talk to the phase lead or SLT
- Issues with IT – talk/email Softegg
- Issues with their own workload or wellbeing – talk to their phase lead or Natilie Cocker
- Concerns about data protection – talk to the data protection officer (Sue French)
- Concerns about safeguarding – talk to the DSL (SLT)

4. Data protection

When accessing personal data for remote learning purposes, all staff members will only use devices provided by the school

Staff members may need to collect and/or share personal data such as year group email addresses or class login details 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.

All staff have access to CPOMS to record any parent contact or concerns about children. Staff must make sure they log out of this when it is not in use.

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

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

All members of staff will have access to the following policies:-

Child protection policy

Keeping Children Safe in Education

Amendments to our behaviour policy

Data protection policy and privacy notices

Online safety policy.

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.

The DSLs and headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) and invite to school.

The DSLs will arrange for regular contact to be made with vulnerable families alongside Jo Buckner, Children's Welfare Office and Natilie Cocker Play Therapist.

Phone calls made to vulnerable pupils will be made using school phones where ever possible.

The DSLs will arrange for regular contact with pupils who have an allocated social worker once per week at minimum, with additional contact arranged where required.

All contact with vulnerable pupils will be recorded on CPOMS and suitably stored in line with the Data Protection Policy.

The DSLs will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required and any attend professional meetings.

All home visits must:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be recorded on CPOMS.
- Actively involve the pupil.

DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the DSLs immediately.

Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

All online activity is undertaken in school within the parameters of our e-safety policy ([link here](#)) and leaflet ([link here](#)).

- Teachers use only official school email accounts and are encouraged only to use school equipment.
- We recognise that home learning may bring with it extra opportunities to be vigilant about safeguarding. For example, video conferencing can provide an insight into home situations. Safeguarding concerns are reported according to our policy and via CPOMS.
- Children are encouraged to report any concerns they may have to a member of staff.
- Teachers regularly discuss with children the importance of keeping passwords secure and secret, we recognise that this is especially important beyond the protection of the classroom.
- Children are reminded about taking breaks from screens and the dangers of overuse.
- Equally, teachers are encouraged to set their own parameters around when they are available online. It is made clear to parents that they will not always be so.
- Unsupervised one to one tuition is not permitted in order to protect both the child and the adult.
- Acceptable use policy guidelines (see our Online Safety Policy) apply equally with remote learning
- Teachers may record video sessions and make these available to children after checking (it can be a valuable support tool for some children to be able to watch explanations repeatedly). Where this takes place it is made clear from the outset that this is happening.
- Expectations are made clear to children about not sharing such recordings further, and that they will be kept only for as long as is necessary.
- Children are not permitted to record live video sessions.

This section of the policy will be enacted in conjunction with the school's Online Safety Policy.
All staff and pupils using video communication (pre-recorded or live) must:

- Communicate in groups – one-to-one sessions are not permitted.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.

The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

The school will consult with parents about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

The school will communicate to parents via email and parent mail about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school but will be able to guide parents to the appropriate bodies who can help.

6. Monitoring arrangements

This policy will be reviewed termly by the remote learning leads when we are in a national lockdown. At all other times it will be reviewed annually. At every review, it will be approved by the Head Teacher and Remote Learning Governor.

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

Acceptable use policy and agreement

E-safety policy



E-Safety Policy
2018-19.docx



E-Safety-Policy-2018
-19 review 21.pdf



Acceptable Use
Policy and Agreeemen



Behaviour Policy and
Agreement Social Distancing WP.



Behavioural_Policy
Final Jan 20.docx



COVID 19 addition
to Safeguarding polic



Data Protection
Policy Oct 19.docx



Internet-Safety-Bookl
et.pdf



Privacy notice for
pupils and families 20



Safeguarding Policy
Sept 20 FINAL.doc