Weston Village Primary School

Remote Learning Policy

Version 1.0

Staff/ Committee involved in development:	Thomas Cutts
For use by:	All staff, supply teachers, agency staff, trainees and volunteers
Policy relates to statutory guidance:	
Key related policies:	Curriculum Policy; Child Protection and Safeguarding Policy; Behaviour Policy
Reviewed by:	Curriculum and Standards Committee
To be reviewed in the light of operating experience and/or changes in legislation	

Presented to the Curriculum and Standards Committee on 10th February 2021 and subsequently approved and adopted on the same date.

Jennie Adlam, Chair of the Curriculum and Standards Committee

Signature: _____

Date: _____

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

2.1 Teachers

When providing remote learning, teachers 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, by calling the headteacher.

When providing remote learning, teachers are responsible for:

> Setting work

- o For every child in their class, liaising with teaching assistants regarding the needs of children who have EHCPs.

- o The work that is set should be of equivalent length to the core teaching that pupils would receive in school and a minimum of 3 hours per day in Key Stage 1 or 4 hours a day in Key Stage 2, on average.

- o The work should be uploaded at the end of the previous working day, between 3.30 and 5pm.

- o Work should take the form of a daily timetable (see appendix), complete with any relevant hyperlinks. Associated resources such as worksheets, videos (including those recorded by staff) and presentations should be explicitly referred to in the timetable. The timetable and associated resources will uploaded to our home learning platform, Class Dojo – classdojo.com All staff, children and parents are connected to the platform and access is via a username (work email address) and password (staff are required to set their own).

- o If teachers are unable to resolve any parent or child Class Dojo access issues, they should see advice from the assistant headteachers, in the first instance.

- o This timetable aligns with the school's curriculum. Teachers should use White Rose Maths (WRM) as the main vehicle for delivering maths content. All staff have access to WRM via a username (work email address) and password (staff are required to set their own). The address is whiterosemaths.com/homelearning/ All other planning is adapted from in-school planning. Teachers provide structure, prompts, modelling and expectations via short recorded videos, as appropriate. In addition to the daily timetable and recorded content, all teachers provide daily live sessions via Zoom. These include a daily registration at 9am to set expectations, review

prior learning and reinforce good home learning behaviours. Monday's live registration takes the form of an extended live lesson related to the learning content for the week. Friday's live registration is also an extended live lesson in which the teacher reviews the week's learning with the children. Other live sessions include phonics and guided reading sessions and other lesson content may be subject to live lessons, when appropriate.

- o Teachers with parallel year groups (Y1 and Y6) should communicate daily ahead of uploading work to ensure consistency and efficient working practice.

> Providing feedback on work

- o Children are expected to upload completed work to Class Dojo. Through this platform, teachers are expected to provide constructive written feedback in relation to learning objectives and other non-negotiables such as aspects of spelling, grammar and punctuation as well as written presentation.

- o Teachers have dedicated time throughout the day (up to 3.30pm) to deliver this feedback. It is for the teachers to use this time efficiently and effectively, for example by offering developmental feedback rather than evaluative feedback. Some self-marked work may only require approval, to acknowledge that the teacher has seen it. Other work, particularly written work, may require specific feedback.

- o Teachers will provide a daily live feedback session for the purpose of providing tutorials for individuals and small groups of children. Children are identified based on uploaded work, engagement and general interaction and invited by teachers. Where possible, these sessions should also address commonly held misconceptions and thus mirror our in-school approach to whole class feedback as an alternative to less impactful and more time-consuming individual written feedback.

- o All aspects of feedback will be kept under constant review. Any changes to approach will take into account the impact of potential feedback on learning and the impact on teacher workload.

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

- o Teachers should maintain daily contact with the children in their class. This includes their interaction with work on Class Dojo and involvement in daily live sessions. Where necessary and where teachers have not had contact with children for a day without good reason, they should contact parents via Class Dojo message or a phone call to establish the reasons and offer support. Where parents have contacted teachers by email, it is appropriate to reply by email or to contact them by phone call.

- o Teachers are expected to respond to emails, Class Dojo messages and phone calls from parents within the working day. Teachers are not encouraged to respond to parents outside of these hours.

- o Any parental complaints should be addressed following the AMAT procedure. Any safeguarding concerns should be recorded and reported following the school's usual procedure, as stated in the Child Protection and Safeguarding policy. This includes the use of the recording and reporting function of CPOMS.

- o Where children are not completing work, teachers should engage in constructive dialogue with parents in the first instance. Every child's home situation may differ and it is imperative to establish any barriers to accessing home learning before deciding what action to take. The most common course of action will be working with parents and children to support an agreed aim.

> Attending virtual meetings with staff, parents/carers and pupils:

- o All staff are expected to adhere to the AMAT code of conduct with regard to dress code

- o Meetings should take place in a quiet environment away from the risk of anything inappropriate appearing on camera or on microphone

Teachers will deliver remote learning from home or from school, if they choose to. All teachers are also on a rota to work in school, in order to support in-school provision, if necessary. The rota is subject to change. In

some cases, teachers are expected to provide in-school learning. On those occasions, an identified colleague will cover all or some of their remote learning responsibilities for the day. All in-school learning reflects remote learning and planning is identical for both.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their contracted 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, by calling the headteacher.

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

> Supporting pupils who aren't in school with learning remotely:

> - o 1:1 teaching assistants may deliver live lessons where appropriate to that child and use remaining time to prepare resources in accordance with planning and the requirements of the EHCP, or other tasks, as directed by the SENDCO. Note that all children with EHCPs are subject to a risk assessment and will attend school unless there is a particular risk to their learning or wellbeing. Such risks include staffing levels.

> - o Teaching assistants may also deliver live intervention sessions to individuals or small groups, in accordance with their needs and as coordinated and directed by the SENCO.

> - o All live lessons are planned in conjunction with the child's/children's teacher.

> Attending virtual meetings with teachers, parents/carers and pupils:

> - o All staff are expected to adhere to the AMAT code of conduct with regard to dress code

> - o Meetings should take place in a quiet environment away from the risk of anything inappropriate appearing on camera or on microphone

Where 1:1 children are attending school, their teaching assistant will work with them in school.

Other teaching assistants will deliver in-school learning using the class teacher's planning.

If teaching assistants are required to isolate but are otherwise well enough to work, they will deliver live lessons to 1:1 children (where relevant) or to small groups of identified children, planned in conjunction with class teachers and use remaining time to prepare related resources.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

> Reviewing the subject curriculum to determine any 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

> Monitoring the remote work set by teachers in their subject by sampling planning and resources on Class Dojo and providing feedback where appropriate

> Alerting teachers to resources they can use to teach their subject remotely

> In addition to the usual requirements of the role, the SENCO is responsible for ensuring that teachers and teaching assistants continue to access the necessary support and training required to meet the needs of all the learners. They are also responsible for coordinating the deployment of the teaching assistants in conjunction with other senior leaders

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

> Co-ordinating the remote learning approach across the school. The remote learning lead is the headteacher.

> Monitoring the effectiveness of remote learning. The assistant headteachers will monitor the quality and consistency of planning and teaching by sampling lessons on Class Dojo and speaking to subject leaders on a regular basis. Feedback will be sought from parents and pupils and all information will be considered by the senior leadership team, to inform any changes or other actions necessary to ensure that the complete remote learning offer is both consistent and of the highest quality.

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

2.5 Designated safeguarding lead

The DSL is responsible for:

> Fulfilling the role as described in the 2020-21 Child Protection and Safeguarding policy, including all aspects that pertain to remote learning and the related context, such as a higher proportion of children being out of school and the increased use of internet connected devices.

2.6 IT staff

Apex are responsible for:

> Fixing issues with systems used to set and collect work

> Helping staff 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 there exist many acceptable reasons why any child 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 so that school can provide support and identify resources that they can point parents towards if they're struggling in other ways, including those to support pupil mental health and emotional wellbeing

> 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 – talk to the relevant assistant headteacher

> Issues with IT – talk to Apex

> Issues with their own workload or wellbeing – talk to their line manager

> Concerns about data protection – talk to the data protection lead (headteacher)

> Concerns about safeguarding – record via CPOMS for the attention of the DSL and other relevant staff

4. Data protection

4.1 Accessing personal data

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

> Access this information from the school server in accordance with their allocated access. Staff working from home will do so in the same way by logging into the server remotely at remote.weston.cheshire.sch.uk

> When staff are working from home, they may use their personal devices. As they are working via the remote server, no data will ever be saved locally. Some staff may need to borrow school hardware, which is set up for home use and must be logged out and in, in accordance with the school's 'borrowing IT' system.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses 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)

> 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

The Child Protection and Safeguarding policy can be found on Staff Shared (T:) – Policies.

6. Monitoring arrangements

This policy will be reviewed in light of operating experience and/or changes in legislation by the headteacher. At every review, it will be approved by the Curriculum and Standards committee.

7. Links with other policies

This policy is linked to our:

> Behaviour policy

> Child protection and safeguarding policy

> Data protection policy and privacy notices

> Home-school agreement

> ICT and internet acceptable use policy

> Online safety policy