



Woolpit Primary Academy

NURTURE • RESILIENCE • INSPIRATION • RESPECT

Remote learning policy

September 2020

Reviewed By	Sarah Clayton
Signature	
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Our vision:

Our core values are; **Nurture, Resilience, Respect, Inspiration**, which are at the heart of all we do. This is to ensure children leave Woolpit Primary Academy with a love of learning, as resilient individuals who are prepared for their futures. Our nurturing approach will ensure all pupils grow into well-rounded individuals with healthy minds. Children will leave our primary school as respectful members of the community; inspired to learn and motivated to achieve.

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

Our Expectation for a whole school closure or bubble closure:

- Our aim is to keep our core purpose of teaching and learning continuing as effectively as possible.
- We will expect children to complete all work set.
- Families will need to have access to a Chromebook/laptop/PC and internet access (please contact us using the office email address as soon as possible if you require support with this - we may have the capacity to provide this for families who do not have a computer or internet connection)
- Children will be permitted to borrow books from the school and will be provided with an exercise books to use as well. If they need additional resources, they will be asked to let the class teacher or office know.

Teachers

When providing remote learning, if there is a whole school closure or a closure of a bubble, teachers must be available between 9am - 3pm on their usual working days.

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 so that we are able to let the parents know their children's online lessons will be affected for this day and arrange alternative measures.

When providing remote learning, either a whole bubble closes or the school goes in to a complete lockdown, teachers are responsible for:

- Providing daily maths and English/phonics lessons online, via the Google Classroom platform, for their class, or possible other bubbles where needed, from their curriculum plans already used in school.
- There will be at least one lesson a day which is face to face, some recorded by the teacher and some Independent work set using other resources.
- Online lessons using The Oak Academy, <https://classroom.thenational.academy/>, will supplement the daily face to face lessons where appropriate.
- Reading books will be taken home for all children and brought back to change regularly. School will ensure the book is quarantined for 48 hours before sent home with another child. Accelerated Reader quizzes after each book will continue.
- Where families have to duplicate the use of laptops or technology at home, a time table for each year groups live lessons will be put together
- At times, teachers may video the lesson or learning so that parents and children can access it at a time that is convenient.
- Children with an EHCP or passport are receiving targeted support on their targets set

- Teachers will provide feedback to children on their progress towards the objectives during the lesson and for any written work submitted.
- Teachers will be expected to pitch the lesson to meet the majority of learners with an extension activity if appropriate.
- Work will be set on a daily basis and timetables shared with parents. Work will be uploaded onto Google class rooms.
- Teachers will phone each child weekly to check on their wellbeing and whether there is further support needed. For example, need IT equipment or to borrow resources from school to enable access to their learning, which we will support with.
- Children will be provided with the relevant material needed to complete work, such as work books, google logins.
- Star reader assessments, White Rose assessments tasks and phased phonics assessments will continue to be used remotely to track progress at the usual times.
- Follow the safeguarding policy and e-safety policy for lockdown, which is on our website

Teaching assistants

When assisting with remote learning, teaching assistants must be available for their usual working hours on their usual working days.

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 so that we are able to adapt the learning they would have been supporting and tasks set.

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

Supporting pupils with learning remotely:

- Class teachers may ask teaching assistants to prepare activities or tasks for groups or individuals, which could include setting remote learning, or photocopying home learning paper-based tasks.
- Teaching assistants will be expected to support school-based learning and remote learning following reasonable request and guidance from teachers and SLT.
- Teaching assistants may cover the role of teachers and in this instance will be required to fulfil the teacher responsibilities outlined in this policy.
- Learning platforms are for education purposes only and are not used as a social media platform.
- Follow the safeguarding policy and e-safety policy for lockdown, which is on our website

Attending virtual meetings with teachers, parents and pupils:

- Teaching assistants may be invited to attend a meeting with a pupil or parent, particularly if they usually work closely with that child or family on a day-to-day basis.

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 and meeting all of the progressions of skills and knowledge set out in school.
- 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

Head teacher

Head teacher will be responsible for:

- Co-ordinating the remote learning approach across the school to ensure it is consistent across all classes and at a good standard
- Monitoring the effectiveness of remote learning – explain how they'll do this, 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

SENDCO

The SENDCO for our school Mrs Clayton. The SENDCO will be responsible for:

- Ensuring all children with an EHCP have specific targeted provision daily from a member of staff face-to-face.
- Oversee the work for all children with a pupil passport and the quality of work set
- Support teachers and teaching assistant delivering support the SEND children
- Monitor the progress of children on the SEND register but looking at their data and monitoring their progress.
- After data received, SENDCO to support teachers with setting new targets

Designated safeguarding lead

The Designated Safeguarding leads for the school are:

- Mrs Clayton
- Mrs Brown

The DSL is responsible for ensuring the statutory responsibilities in the safeguarding policy are fulfilled, with particular attention to the addendum which relates to the change of procedure as a result of the Covid-19 pandemic.

Parents, children, staff and anyone in the community should report any concerns they have about the safety or welfare of a child to either one of the DSLs immediately. We as a school will ensure all concerns are followed up.

DSL will:

- Ensure all vulnerable children on our safeguarding register have weekly contact and visits to check on wellbeing and safety
- Parents of vulnerable children on our safeguarding register have weekly contact from a DSL to ensure they are coping at home and whether they need any additional support
- Contact any outside agencies weekly for any reports and updates on the children who are on their caseload
- Contact Alternative provisions weekly to get an update on any safeguarding concerns

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the required times – although we acknowledge that they will 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
- Not use learning platforms as a social media platform
- Behave online as they would in school.
- Make the school aware if their child is ill or otherwise can't complete work
- Support the school to ensure their child is behaving appropriately and able to continue to learn.

Expectation for remote learning when a child goes into isolation:

Due to teachers and teaching assistants being used during school hours work will be set to complete at home. The class teacher will:

- Put together a learning pack that will be emailed to them to complete.
- There will be links to the learning that is going on in the classroom and possible links to other educational sites that will compliment the learning they need to complete, such as: Oak Academy.
- Teachers will mark work and give feedback to the children.

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
- Ensuring the workload of senior leaders (including the head teacher) and teachers does not become unmanageable

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, head teacher or SENCO
- Issues with behaviour – talk to the relevant class teacher or Claire Elomri
- Issues with IT – contact IT support (Richard Blott at William de Ferrers School)
- Issues with their own workload or wellbeing – talk to Sarah Clayton
- Concerns about data protection – talk to the data protection officer (Justine Berkley at SBM)
- Concerns about safeguarding – talk to Sarah Brown in the first instance, or Sarah Clayton, Mrs Homes in the second.
- Concerns about the expectations – Audrey Finch

Data protection

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
- Keeping work and information on the shared drive, which is secure
- 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
- Collect and share as little personal data as possible

Monitoring arrangements

This policy will be reviewed at each stage of the lockdown, where changes or adaptations will need to be applied according to Government guidelines. This will be reviewed by Sarah Clayton and the Governing body.

Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding policy and coronavirus addendum to our Safeguarding policy
- Data protection policy
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy