WEMBLEY PRIMARY SCHOOL

Like the phoenix we
Rise to our challenges
Strengthen our Learning and
Shine in our community

Remote Learning Policy

Introduced	Approved by	Date of next review
01/10/20	FGB Meeting Updated Reviewed by Provision and Effectiveness Committee February 2021	
Completed by: Annmarie Taylor-Kent		

Schools are expected to have a contingency plan for providing remote education in place by the end of September 2020

This policy includes a plan that can be put into action immediately if:

- There's a local outbreak and we are asked to close temporarily for most pupils like during the initial school closures in March (For primary Schools Tier 4) or
- Individuals or groups of pupils need to self-isolate, but the rest of the school is still open
- There is a full lockdown

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
- Gives access to high quality remote education resources

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be working between 8.30 and 3.45pm (with a 1 hour lunch break)

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:

- Setting work

    - Teachers need to set differentiated work that reflects the sequence of learning outlined in the curriculum overviews so that knowledge and skills are built incrementally, with clarity about what is intended to be taught and practised in each subject. Curricular goals should be made as explicit remotely as they would in the classroom.
    - As in the classroom teachers should provide pupils with an overview of the bigger picture and where a specific lesson or activity sits within a sequence of lessons or activities.
    - Teachers must plan a programme that is of equivalent length to the core teaching pupils would receive in school
    - Learning should as far as possible reflect the curriculum subjects taught over the day/week.
    - Teachers should use the Education Endowment Foundation learning sequence to support planning-activate, explain, practise, reflect and review
    - The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:
    - *ensuring pupils receive clear and frequent explanations of new content*
    - *supporting growth in confidence with new material through scaffolded practice*
    - *application of new knowledge or skills*
    - *enabling pupils to receive feedback on how to progress-feedback and assessment are still as important as in the classroom.*

At Wembley Primary School we will ensure that these elements are included in plans for remote teaching and learning:

- The daily timetable will be available each morning so that children and families can clearly see the plan for the day. This will be discussed at registration.

- There is a daily registration on google Meets or through Zoom for Reception-this is an opportunity to give general feedback on learning for the previous day and to discuss the learning and expectations for that day.
- If children do not attend the session, contact is to be made with those pupils via a telephone call from a withheld number. Contact should be polite and encouraging. Teachers must not give out any personal details. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly.

- At least 2 teaching videos (Reading, Writing & Maths) that are linked to the school's curriculum expectations will be uploaded every day. These may be live lessons or recorded lessons. Where it is appropriate links may be made with Oak National Academy or other resource.
- Where it is appropriate the teaching of writing will be modelled either through a 'live' lesson or a recorded lesson.
- The teaching of maths will also include live or recorded lesson to ensure that the learning is clearly modelled.
- Teachers will ensure that learning and tasks are set in relation to the child's stage of development and SEND/EAL.
- Teachers will use Active Learn/ Bug Club / Oxford Owl to ensure that children have access to reading books and that they are continuing to read regularly.
- Teachers will continue to teach reading through phonics sessions, Destination Reader sessions and targeted guided reading sessions.
- The work should be set by daily registration
- We will continue to promote a love of reading and books through regular 'story times'
- All lessons/tasks work should be uploaded to google classroom/Tapestry (EYFS)
- We will celebrate learning through a weekly or Daily 'shout out'
- The children's wellbeing needs to be referred to daily, with activities where appropriate
- Teachers must continue to liaise with their staff team and SLT member

- When a child returns to school-assessments are completed to ensure that there are no gaps in a sequence of learning. If gaps are identified targeted support is put in place.
- Where a child is not able to access Google Classroom, we will provide printed resources.

(Teachers will not set long term projects or internet research activities)

- Providing feedback on work:

  - Pupil send completed learning to teachers via google classroom /Tapestry / learning email
  - Teachers respond to learning daily, providing constructive feedback where necessary (through conferencing, developmental comments and/or verbal feedback in lessons)
  - Teachers to gauge how well pupils are progressing through the curriculum, using questions and suitable tasks-this will enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments.
  - Teachers should respond to any emails and /or comments on google classrooms from parents/children within 48 hours (not including weekends)

- Attending virtual meetings with staff, parents and pupils
  - Dress code-smart workwear.
  - Locations -avoid areas with background noise, check background-nothing inappropriate in the background *(or use virtual background)*
  - *Refer to safeguarding measures within COVID Safeguarding addendum policy*

2.2 Teaching assistants/HLTAs

Teaching assistants/HLTAs must be available between 8.30am – 3.15pm, Mon to Fri on their usual working days. During this time, they are expected to check work emails and be available when called upon to support the class teacher. 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/HLTAs are responsible for:

- Supporting pupils with learning in class bubbles or remotely when requested. This may be via phone call from a withheld number or google meet.
- Attending virtual meetings with teachers, parents and pupils in suitable locations (e.g. avoid areas with background noise, nothing inappropriate in the background)
- Teaching Assistants/HLTAs will be directed by the class teacher/Senco this may involve preparing resources for children.

2.3 Subject leads

Alongside their teaching responsibilities, as outlined above, curriculum leaders are responsible for:

- Working with and supporting teachers to ensure that all work/learning set is appropriate and consistent and meets our children's needs.
- Monitoring the work set by teachers in their subject
- Review their subject in light of home learning during a potential class/bubble closure or local lockdown. Evaluate what changes will need to be made and keep track of these in subject action plans.
- Alert teachers to resources they can use to teach their subject remotely.

2.4 Senior leaders

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – reviewing work set by teachers weekly, monitoring engagement and taking action where required.
- If families are not engaging after contact with the teacher- a member of SLT to make contact with the families. Identifying barriers and agreeing solutions.
- Ensure there is an agreed plan in place for vulnerable children-both in terms of accessing the learning and contact
- To ensure all children can access learning. To identify children who do not have access to a device and provide a school loan laptop/BT hotspot/Sim card
- To have daily contact with teachers.
- Monitoring correspondence between parents and teachers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead/Deputy Designated Safeguarding Lead

The DSL is responsible for;

- Maintaining contact, collating, passing on information and responding to any concerns.

(See the COVID-19 amendments to the Child Protection Policy).

2.6 Network Manager/Computing Lead

The Network Manager together with the Computing Lead are responsible for:

- Creating individual log-ins

- Fixing issues with systems used to set and collect work
- Helping staff/parents/pupils with any technical issues they're experiencing
- Reviewing the security of systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices where applicable
- Promoting/teaching online safety
- Supporting staff with the use of google classroom/technical issues

2.7 Pupils and parents

Staff can expect pupils to:

- Be contactable during the hours of the school day 8.30am – 3pm, 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 via a comment on Google Classrooms or an email via home learning.
- Alert teachers if they're not able to complete work via usual methods e.g. call or email.

Staff can expect parents to:

- Seek help from the school if they need it via Google Classrooms or through the learning email.
- Have a dialogue with a member of staff if there is a reason why their child is not completing the work.
- 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 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:

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

- Issues in setting work – talk to the relevant curriculum lead/AHT/DH
- Issues with behaviour – talk to the relevant AHT/DHT
- Issues with IT – Computing Lead/Network Manager

- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to Headteacher
- Concerns about safeguarding – talk to the DSL/Deputy DSL

All staff can be contacted via the school email addresses

4. Data protection

4.1 Accessing personal data

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

- Not share any contact details with third parties.
- SLT have the ability to locate personal details of families when required. SLT are not to share their access permissions with other members of staff.
- Office staff and SLT will supply class staff with the phone numbers of their class's families. This should be kept in a secure place/document and not shared with any 3rd party.
- School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils.

4.2 Processing 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 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

5. Safeguarding

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

- COVID-19 amendments to the Child Protection Policy this also details reference to remote learning curriculum and risks online.

This policy is available on our website.

6. Monitoring arrangements

This policy will be reviewed monthly with regard to its implementation by the Senior Leadership Team. The policy will be agreed by the Provision and Effectiveness Governors' Committee

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
- ICT and internet acceptable use policy
- Online safety policy

https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice