

Weston Turville CE School

Remote Learning Policy



To pursue wisdom within a Christian ethos

Approved by: Karen Brooks

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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 4.30pm.

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 providing remote learning, teachers are responsible for:

- › Setting work –
 - For their own classes, and for other classes when asked to support those working in school with their remote learning delivery.
 - Which includes a combination of video input, live teaching, work sheets, tasks and activities.
 - That involves infant pupils working for a minimum of three hours and junior pupils working for a minimum of four hours on reading/phonics, writing, maths and topic work. This will include ongoing work for pupils including learning spellings and times tables, practising sight words etc.
 - That is set at least the day before pupils are expected to complete it.
 - Which is uploaded to Google Classroom, or emailed to parents or provided as hard copies for parents to collect where they are finding it difficult to access Google Classroom.
 - Which is communicated in good time with other staff involved, such as teaching assistants, the SENCo and other teachers involved in the delivery.
- › Providing a timetable/weekly overview on Google Classroom so parents and pupils know what to expect each day which is uploaded by 8am on a Monday morning.
- › Providing feedback on work with help from teaching assistants –
 - Using Google Classroom or email
 - Which is encouraging to pupils and enables them to continue to learn

- Between the hours of 8.30am and 4.30pm Monday to Friday. No work will be marked outside of these hours. If work is completed by pupils at the weekend it will be marked on the following Monday.
- Keeping in touch with pupils who aren't in school and their parents –
 - Through Google Classroom, Google Meet, email and/or phone calls on a regular basis.
 - Within working hours only.
 - And dealing with simple concerns and complaints. Where complaints cannot be resolved they should be referred to the SLT.
 - And addressing behavioural issues, such as not completing work or not engaging in lessons.
- Attending virtual meetings with staff, parents and pupils –
 - Appropriately dressed.
 - In a location where there is no personal information in the background and where background noise is low.

Teachers will be covering keyworker groups on one day per week, and at these times will be assisted to deliver their remote learning by teachers and teaching assistants who aren't able to be in school.

2.2 Teaching assistants

Teaching assistants must be available during their usual working hours (or the equivalent where family commitments require flexibility).

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:

- Supporting pupils who aren't in school with learning remotely by setting differentiated work and running short live sessions for specific individuals or small groups, creating resources and assessing/marking work under the direction of the class teacher.
- Recording video clips to model phonics, reading, demonstrations etc.
- Attending virtual meetings with teachers, parents and pupils -
 - Appropriately dressed
 - In a location where there is no personal information in the background and where background noise is low.

At least once a week teaching assistants who are not shielding themselves or relatives that they live with are expected to spend a day supporting one of the keyworker groups in school. Where they are unable to do this due to shielding they should give more support to teachers with remote learning.

2.3 SENCo

The SENCo is responsible for:

- Considering whether any aspects of the curriculum need to change to accommodate remote learning for children with special educational needs.
- Working with teachers and teaching assistants to make sure all work set is appropriate and consistent.
- Assisting with the setting and assessment of work for SEND and vulnerable pupils.
- Alerting teachers to resources they can use to teach SEND children remotely.
- Assisting teaching assistants in their roles supporting teaching staff in both face to face and remote learning.
- Supporting the mental health and well-being of pupils by making regular phone calls to parents and arranging Google Meets for small groups of pupils (or one pupil with a parent present).

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 regular communication with teachers and teaching assistants, reviewing work set and reaching out for feedback from pupils and parents.
- › Supporting staff with any difficulties or concerns they may have.
- › 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.
- › Complete work 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 aware when their children are attending live sessions.
- › Feed back to staff about how their child is getting on.
- › Be respectful when making any complaints or concerns known to staff.

2.6 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 SLT member
- › Issues with behaviour – talk to the relevant SLT member
- › Issues with supporting SEND or disadvantaged pupils – talk to the SENCo
- › Issues with IT or data protection – talk to IT staff
- › Issues with their own workload or wellbeing – talk to the relevant SLT member
- › Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

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

- › Keep it confidential and store it on their laptops or folders they use for the purpose of teaching.
- › Use school ipads/laptops for delivering remote learning and communicating with parents for which they complete a school equipment loan agreement.

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)
- › 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

The school has published an appendix to the Child Protection Policy to reflect Covid-19.

6. Monitoring arrangements

This policy will be reviewed as necessary by the Headteacher. At every review, it will be approved by the Full Governing Board.

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:

Protocol for Live Sessions Using Google Classroom

Live-Streaming Sessions/Class Meetings

Staff will be live-streaming lessons from their homes or from school to pupils and meeting with them remotely. This will only be done using the Google Meet platform that can be accessed via Google Classroom.

Live-streaming will only be used where the teacher feels this would be beneficial.

Expectations of staff, pupils and parents

- Teachers will provide one live session for each class on the four days when they are not covering the key worker groups. This may take the form of a demonstration or a lesson. Further live sessions may take place if the teacher feels it helpful (eg where a small group have misunderstood a concept, or where a teacher is teaching a keyworker group and wishes children at home to join).
- Teaching assistants will provide live sessions for individuals or small groups where the teacher feels they would benefit.
- All live sessions will be recorded and will last up to and no longer than half an hour. The expectation is that most pupils will attend at the advertised time but the recording will be uploaded to Google Classroom for anyone who misses the live session.
- Pupils must not share any materials from these sessions with anyone else.
- Teachers will arrange one small group meeting for the children not in school each week to catch up with them, enable them to talk and see how they are getting on with the work and with lockdown.
- The background should be neutral and should not contain any personal information.
- All participants should be appropriately dressed.
- Pupils should turn their microphones to mute before joining the Meet and when not talking as this prevents noise disruption during the lesson. If they wish to ask a question or respond they can either turn the microphone on or use the 'raise hand' icon. Teachers may decide to turn the chat function off to aid pupil concentration.
- If a pupil does not want to be recorded they can turn their camera off.
- Pupils must behave appropriately at all times. The teacher is able to mute the pupil and can remove them from the session if it is felt that behaviour is not appropriate.
- Parents should be present, particularly during 1:1 sessions, but should not get involved in the sessions; they should talk to their child about them afterwards and encourage them to take part.

Frequently Asked Questions

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

If pupils are in school when an announcement is made to switch to remote learning pupils will be provided with reminders on how to access Google Classroom, handouts and any texts they will find helpful for their work.

If pupils are already at home when an announcement is made they will be sent reminders on how to access Google Classroom, and parents will receive information about collecting class texts, hard copies etc if appropriate.

Reading, writing and maths work will be provided for the first day or two before the full remote learning package begins.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in PE there are no other children to engage with or the equipment that would be found in school.

Care will be taken to ensure the learning is not moved on too fast for those who have not accessed all the lessons.

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

<i>Pre-School (Foundation 1)</i>	<i>No expectation</i>
<i>Infants (Foundation 2 to Year 2)</i>	<i>3 hours minimum</i>
<i>Juniors (Years 3 to 6)</i>	<i>4 hours minimum</i>

How will my child access any online remote education you are providing?

The school is using Google Classroom and Tapestry, and usernames and passwords have been provided.

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, and carried out a survey last term to find out who does not. We take the following approaches to support those pupils to access remote education:

- *The school has been allocated 9 laptops by the DfE to distribute to children who do not have devices and these have been ordered.*
- *We have also enrolled with a charity and a local business who are stripping down donated laptops and preparing them for use.*
- *We have had some donations of laptops.*
- *These are allocated to those who don't have a laptop, or are sharing a laptop with siblings or working parents. Where requests outstrip supply we will allocate the devices according to need.*
- *The school has issued instructions on how to use the Playstation 4 and the Xbox One to access the internet and has offered to lend keyboards on request for this purpose.*
- *Parents are able to ask the school to request additional data allowances.*
- *If children are unable to access Google Classroom teachers can email some items and in some cases provide packs of hard copies or work, or workbooks.*
- *Those without access to Google Classroom can email work to their teachers or drop off work into the school office. The teachers come into school once a week to cover the keyworker groups and will be able to pick up the work at this point.*

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely.

Some examples of remote teaching approaches:

- *live sessions (online lessons)*
- *recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)*
- *printed paper packs produced by teachers (e.g. workbooks, worksheets)*
- *textbooks and reading books pupils have at home*
- *commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences*
- *project work and/or internet research activities*

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We expect children to engage with their remote learning every week day where possible but recognise that this can be difficult due to parental work commitments or a child's state of mind on the day.

Therefore there is an element of flexibility in terms of when the work is completed. However, parents are asked to prioritise some reading, some spelling and mental recall of number bonds and times tables.

Parents will have different commitments at home and some may be able to support more than others. However, as a minimum we would ask that an adult has an understanding of what the child is doing, provides them with a suitable environment to work in and encourages them to engage and behave appropriately.

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

- *Teachers will check and assess work on a daily basis between the hours of 8.30am and 4.30pm Monday to Friday.*
- *Where children are not engaging with their remote learning teachers will get in touch to find out what the barriers are and how they can assist.*
- *Where there are concerns about a child's welfare, including mental health, staff will also get in touch with parents.*
- *Serious safeguarding concerns will be referred to the Headteacher.*

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:

- *Comments on the work uploaded; marking and scores given as appropriate; responses to email queries; emails/calls to parents if work is not as expected.*
- *All work will be acknowledged within working hours.*
- *Where work is completed at the weekends or in the evenings it will be marked between 8.30am and 4.30pm the next working day.*

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 in the following ways:

- *Email and phone conversations with parents*
- *Live sessions with teachers or teaching assistants with individuals or in small groups*

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

Where practical teachers will provide the same activities as the children are learning in school.

In addition hard copies of worksheets and work books will be available at the school for collection.