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 Reviewed: 09/23 01/26	Provision and Effectiveness	On-going to reflect updates/reviews
Completed by: Annmarie Taylor-Kent-Headteacher		

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 provision and resources

2. Use of remote learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

Occasions when we decide that opening our school is either:

- Not possible to do safely
- Contradictory to guidance from local or central government

Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:

- They have an infectious illness
- They are preparing for or recovering from some types of operation
- They are recovering from injury and attendance in school may inhibit such recovery
- Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an

education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school

Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity

Set a time limit with an aim that the pupil returns to in-person education with appropriate support
Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be working between 8.45 and 3pm (with a 1 hour lunchbreak)

If they are 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 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.
- Teachers must plan a programme that is of equivalent length to the core teaching pupils would receive in school

Good practice is considered to be:

  - 3 hours a day on average across the cohort for Reception & Key Stage (KS) 1
  - 4 hours a day for KS2

- 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*

  At Wembley Primary School we will ensure that these elements are included in plans for remote teaching and learning
- Where it is appropriate links should be made with Oak National Academy or other resource-at least 2 teaching videos that are linked to the school's curriculum expectations should be uploaded every day.
- Teachers will ensure that learning and tasks are set in relation to the child's stage of development and SEND.
- Teachers will use Oxford Owl to direct children to appropriate reading books.
- The work should be set by 3pm the day before
- All lessons/tasks work should be uploaded to google classroom
- 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.

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

Providing feedback on work:

- Pupil can send any completed work to teachers via google classroom
- Feedback to follow our feedback policy. Teacher may use google forms as an assessment tool.
- 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 48hours (not including weekends)

Keeping in touch with pupils who aren't in school and their parents

- Emails/Messages received from parents and pupils are to be checked between 9am and 3pm, Mon- Fri. Emails must be replied to within 48hrs (excluding the weekend). Only send replies between these times. Emails will be sent via the home learning email
  - Any issues that are received are to be dealt with professionally by the class teacher. If necessary, teachers to contact a member of SLT for advice.

In the case of a whole school Lock down/Closure

- Google Meet sessions should happen once a day During the morning session, teachers are to take a register and explain the timetable for the day during their Google Meet session.

  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.

- Teacher must monitor the engagement/participation of children in the learning.
- In the case of a lockdown –Teachers will set work on google classroom-Day 1 & 2. Learning will mainly relate to the Core Subjects. On Day 3 Teachers will use Google Classroom to deliver 'live' sessions.

Attending virtual meetings with staff, parents and pupils

- Dress code-smart/casual workwear.
- Locations -avoid areas with background noise, check background-nothing inappropriate in the background *(or use virtual background)*

2.2 Teaching assistants

Teaching assistants must be available between 9am – 3pm, Mon to Fri on their usual working days. During this time, they are expected to check work emails/group whatsapp 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 are responsible for:

- Supporting pupils with learning remotely when requested. This could be via phonecall from a withheld number.

- 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 will be directed by the class teacher/SENDCO. Any resources prepared by a TA will be checked and uploaded by a teacher.

2.3 Subject leads

Alongside their teaching responsibilities, as outlined above, curriculum leaders 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

- 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

- Making decisions about the use of online video lessons such as Oak National Academy

2.4 Senior leaders

- Ensuring that Remote Learning is of a high quality for their phase

- Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents/carers

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

- Ensuring staff remain trained and confident in their use of online digital education platforms

- Training staff on relevant accessibility features that your chosen digital platform has available

- Providing information to parents/carers and pupils about remote education – specify if you will do this on your website or via email

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.

2.6 Network Manager/Computing Lead

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

- Creating class emails

- Fixing issues with systems used to set and collect work

- Helping staff with any technical issues they're experiencing

- Reviewing the security of systems and flagging any data protection breaches to the data protection officer

2.7 Pupils and parents

Staff can expect pupils to:

- Be contactable during the hours of the school day 9am – 3.45pm, 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.

- Alert teachers if they're not able to complete work via usual methods e.g. call or email the school office.

- Act in accordance with normal behaviour rules / conduct rules of the school

Staff can expect parents to:

- Seek help from the school if they need it via Google Classrooms or through the admin/home 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/AHTL/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 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

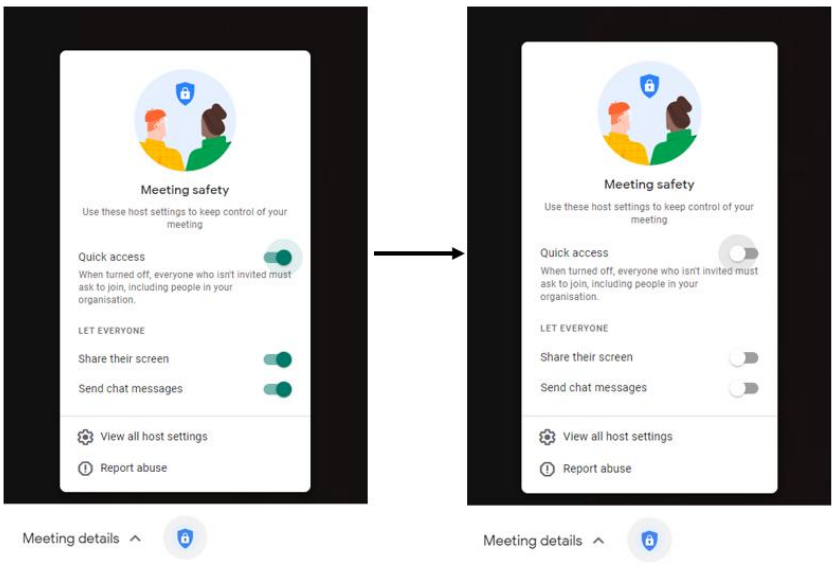
All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- 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
- If using mobile device, must log out of google classroom and google meet when not using.

5. Safeguarding

Staff must be aware of what is visible in the background and use a virtual background or blur the background if possible.

Google meet host settings must be checked and changed before each meeting:



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

This policy is available on our website.

Twenty Safeguarding Considerations for Lesson Livestreaming LGFL

Livestreaming

6. Monitoring arrangements

This policy will be reviewed every two years by the Senior Leadership Team

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- 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