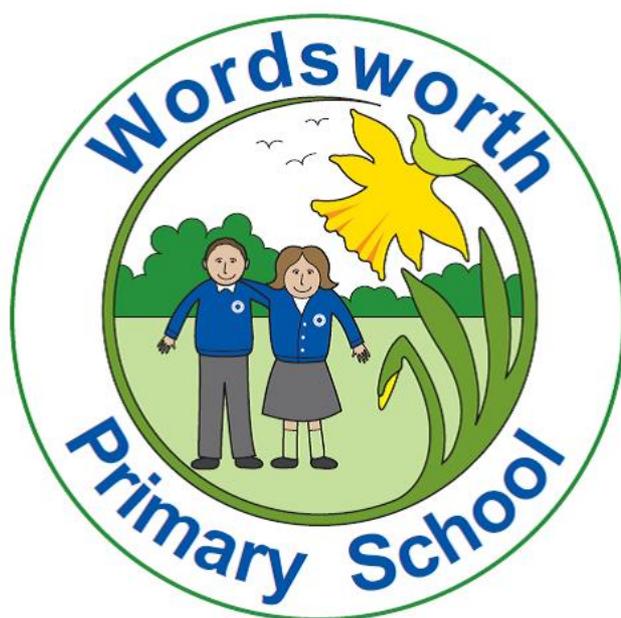


Remote learning policy

Wordsworth Primary School



Approved by: [Julie-Anne Palfrey] **Date:** [20.9.20]

Last reviewed on: [02.11.20]

Next review due by: [September 2021]

Contents

1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning

2. Roles and responsibilities

It is the school's responsibility to ensure that all children receive immediate high quality teaching that is linked to the curriculum if they are required to remain at home.

2.1 Teachers

In the event of a bubble closure or full school closure, when providing remote learning, teachers must be available during normal working hours.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they will report this using the normal absence procedure.

When providing remote learning, teachers are responsible for providing a recommended timetable that closely resembles the school day by:

- Ensuring all children are active on Tapestry
- Setting regular work on Tapestry that is progressive, linked to the curriculum and appropriate to the needs of individual children. Examples of this will include:
 - EYFS- Phonics, numeracy lesson, discovery time, reading opportunities
 - KS1 – literacy lesson, numeracy lesson, phonics, reading and a foundation subject
 - KS2 – literacy lesson, numeracy lesson, spelling or Spag, reading and a foundation subject
- Ensuring children understand the learning they have been set
- Giving prompt feedback, via Tapestry about children's completed tasks
- Being available to talk to parents and children about home learning
- Informing parents if there is a problem regarding home learning
- Spend time setting up the lessons and test resources before sending to pupils

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available within their normal working 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

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

- Supporting pupils who are not in school learning remotely, guided by their class teacher or year leader
- Attending virtual meetings with teachers and leaders when requested by year leaders or SLT

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Supporting teachers, when requested, to provide relevant, achievable curriculum tasks
- Monitoring the remote work set by teachers in their subject through virtual meetings with teachers or by reviewing work set on the school website
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school, and supporting when necessary e.g. if teachers are unwell and unable to work
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day but be aware that they will not always be in front of a device for the entire time
- Complete work to the deadline set by teachers, and wherever possible send back to their teacher via Tapestry
- Seek help from teachers if they need it
- 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 cannot complete work because they are ill and to notify the school if they cannot access Tapestry
- Activate their Tapestry account and ensure children access online work set by teachers, and send back completed work whenever possible
- Make the school aware if their child is struggling with the work and needs support
- Seek help from the school if they need it for any reason
- Be respectful when making any complaints or concerns

2.8 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains of a high quality
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. Blended Learning

In order to provide immediate learning opportunities for any pupils who are self-isolating, teachers will:

- Update Tapestry, by 9am on a Monday with a range of high quality learning tasks linked to the curriculum being provided in school. There will be clear learning overviews attached with a daily recommended timetable
- Provide links to relevant video units of work from Oak Academy
- Give regular feedback to tasks that children complete with ongoing encouragement
- Support children to complete their learning from home

If whole bubbles or the whole school are required to move to remote learning then teachers will provide daily recorded lessons that are well planned, sequenced and link to current curriculum teaching. Year groups will plan as a team and distribute specific lesson planning, resourcing and delivery fairly. If one member of the

team is unwell and unable to contribute, then the other members will take on the responsibility. If 2 members of the team are unwell then a discussion will be held with SLT to provide appropriate support.

A daily overview will be written and posted on Tapestry, this will include a recommended timetable (that closely matches current timetables in school) and summary of lessons, links to lessons and messages to the children. The majority of the lessons will be pre-recorded. Video lessons will have the same characteristics that are normally used in school, they will include:

- A clear explanation of learning objectives
- Effective modelling and clear expectations of the lesson including what resources or equipment will be needed
- Effective flow through the lesson, e.g. reminding children of previous learning, introducing the learning, practising etc. A pause symbol will be added to the slides where children may need to pause and the children will be told when to pause the video
- New material will be scaffolded to support confidence e.g. using Bitesize video, PPT with verbal explanation
- Children will be given the opportunity to apply new knowledge and work independently (following time management, staggering tasks and frameworks for review)
- Children will be given the opportunity for self-assessment
- Teachers will provide timely feedback to the children via Tapestry and such feedback will be used to inform planning and next steps. Good work will be rewarded as per the Behaviour Policy.

At the beginning of the lesson children must be told what equipment or resources they will need.

Clear expectations need to be given for what the task is and what information needs to be submitted to Tapestry eg video of work, child concerns

Teachers are expected to give timely feedback via Tapestry. Ongoing Assessment for Learning will inform future planning.

4. Who to contact

If staff have any questions or concerns about remote learning, contact the following individuals:

- Issues in setting work – Gillian Fay/ Becky Hinton
- Issues with behaviour – Angie King
- Issues with IT – Tech4Education
- Issues with their own workload or wellbeing – Year Leader or a member of SLT
- Concerns about data protection – Nicky Tregear
- Concerns about safeguarding – Julie-Anne Palfrey, Angie King, Sarah Barwell or Penny Gordon

5. Data Protection

5.1: Accessing personal data

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

- access any data via the remote school server, Tapestry, Bromcom or CPOMS
- use IT equipment that has been provided by the school where possible e.g. teacher laptops

5.2: 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. Such data will be held on the school systems and only these systems will be used to provide remote learning. No personal data will be shared outside of the school systems. However, staff are reminded to not share personal data online.

5.3: 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
- Ensuring the hard drive is encrypted. Therefore, 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. Use an encrypted USB if required.
- Making sure the device locks if left inactive for a period of time
- The device is to be used by members of staff only
- Tech4Education have Installed antivirus and anti-spyware software
- Keeping operating systems up to date allowing system updates to process

All staff will need to follow the Acceptable use of IT policy

6. Safeguarding

All staff need to follow the Virtual Meetings etiquette and protocols from Hamwic.

Please see safeguarding policy.

7. Monitoring arrangements

The policy will be reviewed annually by the Headteacher, unless government changes in policy are required.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Safeguarding policy
- Data protection policy
- ICT and internet acceptable use policy
- Online safety policy
- Virtual meeting etiquette and protocols
- Marking and feedback policy