



Wyton on the Hill Remote Learning Policy

1. Aims

This Remote Education Policy aims to:

- Outline the school's approach to educating pupils who will not be attending school, as a result of government guidance or the closure of a bubble
- Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work
- Ensure that remote education is offered as soon as it becomes necessary
- Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who aren't in school through use of quality online and offline resources
- Provide clear expectations to members of the school community with regards to delivering high quality interactive remote learning
- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being
- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning
- Ensure that pupils engage in learning they would have completed had they been in school as normal
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources
- Ensure that pupils who lack any necessary equipment have this sourced for them

2. Who is this policy applicable to?

- Children who are absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school
- Children who are part of a whole bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19.
- This policy is **not** applicable to children who are absent from school because they are unwell with Covid-19 or any other illness. Children who are absent from school because they are unwell should be resting and recuperating.

3. Resources

The school uses a range of resources in order to support children's learning at home including the following:

- Two online learning platforms for communicating, sharing and feeding back on learning to be undertaken remotely: Tapestry (for KS1) and Google Classroom (for KS2). Information for parents (including suggested timetables and structure for home learning) will also be shared on these platforms.
- Power Maths resources
- Reading activities based on physical or online books
- Online school subscriptions for *Times Tables Rockstars*, *Numberbots* and *Big Maths* for fluency practice – which the children already use and know how to access
- Online school subscription for *Purple Mash* for computing and general curriculum revision / consolidation – which the children already use and know how to access
- School subscription to *Reach Academy History, Geography and Science* workbooks
- Oak National Academy resources (only where these match the school's published curriculum).
- Subject specific workbooks written by teachers to enable home study, for example in Music and RE
- Recorded lesson clips
- Audio lessons
- Use of live teaching / video calls where appropriate / necessary (please see the school's Risk Assessment for the use of Zoom / other video calling platforms, which is available on the policy page of the school's website). This may be for individuals, groups or whole classes as appropriate / necessary to the nature of the learning
- Printed learning packs for families without access to our online offer
- Books and other physical learning materials

4. Approaches to Learning: Our Principles

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Planning will be informed by the feedback from previous remote learning
- Pupils will study a broad range of subjects in line with the school's published curriculum
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning
- Those who cannot attend school will access similar learning to that which their bubble is completing within school
- Activities will be varied and not solely consist of 'screen time', for example, through the use of workbooks for History and Geography can be printed and read as a book, or in Art and Science opportunities for close observational drawing and description.
- Teachers will have access to a wide variety of resources to share remotely, such as those listed above in section 3. Resources
- Resources will be quality assured by subject and senior leaders (including the school's SEND / Inclusion Leader), who will use Tapestry and Google Classroom regularly to monitor and evaluate the quality of learning in their subject / area of expertise across the school, including: work set by teachers, learning undertaken by pupils and dialogue between pupils and teachers
- Staff have the training they need to provide online learning safely, including specific training on the use of Tapestry, Google Classroom and Purple Mash.
- All pupils will have access to the resources they need to learn. We will ensure this by ensuring that paper copies of work are available or (where financially viable) pupils have access to school-based hardware to support online learning

- Teachers will communicate the purpose of activities and their success criteria for pupils through clear instruction, opportunities for self-assessment and examples of what good work looks like
- Pupils will access remote learning resources such as Purple Mash, Numberbots, Times Tables Rockstars, Power Maths, Google Classroom and the school's workbooks for History, Geography, Science Music and RE as part of in-school delivery, so that they become used to these ways of working
- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families by communicating with parents and scaffolding or differentiating work appropriately and by ensuring that the programs chosen for online learning have a range of accessibility features (these may include voice-text to support children with SEND needs)
- COVID catch-up funding will be used effectively to ensure that in-school catch-up sessions missed due to bubble closure or self-isolation are delivered remotely as far as possible on the days sessions were scheduled in school via remote video link or via Tapestry or Google Classroom
- Staff workload will be managed by reducing the length of staff meetings and ensuring staff are well supported in class through the use of TAs and lunch time supervisors
- Leaders will measure engagement in remote learning by checking the frequency of access to the learning platforms; monitoring the volume and quality of work submitted and using pupil and parent voice activities such as interviews and surveys. This information will be used to review provision and make changes as necessary.

5. Working with Parents

We are committed to working in close partnership with families, and providing remote learning in different ways when that is necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND)

We will provide guidance to parents on how to use Tapestry and Google Classroom to any new family (these systems are already in place for communication and home learning purposes)

Resources will be shared with pupils and parents via Tapestry and Google Classroom

We would encourage parents to support their children's work, and to establish a routine based around the school day wherever possible, using the suggested / model timetables posted on Tapestry and Google Classroom

Should parents be unable to access online work for any reason, they should contact The School Business Manager or Head Teacher so that other arrangements can be made

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules. Pupils and their parents should remember that this applies when children are working on computers at home as well.

6. Roles and responsibilities

Senior and subject leaders

Alongside any teaching responsibilities, senior/subject leaders are responsible for:

- Assisting with the adaptation of schemes of learning so that teachers are aware of how the intended key components can be taught remotely
- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement
- Leading virtual meetings to ensure consistency across the year/subject
- Monitoring the effectiveness of remote learning, including by monitoring the volume and quality of work submitted and using pupil and parent voice activities such as interviews and surveys
- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning

- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance in this respect
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Teachers

Teachers will be provided with the necessary training on how to develop their existing use of Tapestry, Google Classroom and Purple Mash

When providing remote learning, teachers must be available between 8.30am and 3.15pm

Teachers unable to work for any reason during this time should inform the Head teacher.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for any pupil in their class who is self-isolating so that they have meaningful and ambitious work each day
 - The work set should follow the usual timetable for the class had they been in school, wherever possible and should continue to deliver a well sequenced curriculum which allows skills to be built incrementally
 - Teachers will set work using the Tapestry or Google Classroom online platform (depending on the Key Stage they teach)
 - Daily English and mathematics work and one other subject
 - Planning and resources will be monitored by subject and senior leaders
- Providing feedback on work:
 - Where possible, teachers will provide pupils with opportunities to self-mark and correct their reading, writing and mathematics work before they upload it to Tapestry or Google Classroom for teachers to approve and / or comment on via the platform
 - Work in other subjects will be fed back on in the same way
 - Work submitted via Tapestry or Google will be checked and acknowledged daily, with at least one written feedback on one piece of work every day.
- Keeping in touch with pupils who aren't in school and their parents:
 - Teachers are expected to make daily contact with pupils via Tapestry or Google Classroom
 - Teachers are expected to make weekly contact with parents via emails, phone calls or video calls
 - If there is a concern around the level of a pupil's engagement, the teacher should contact the parent in the first instance to ask if the school can assist in any way and then inform a member of the Senior Leadership Team of the outcome of the discussion
 - Teachers should only use Tapestry or Google Classroom or their school email address to communicate with parents and pupils. All parent/carer emails should come through the school admin account
 - Teachers should check emails at least once in the morning and once in the afternoon and should respond to all parents within 24 hours. If the matter cannot be resolved within that period, the teacher will acknowledge the email and explain to the parent the reasons for the delay and the actions they are taking
 - Where a family displays difficult behaviour or is unable/unwilling to comply, teachers will contact the Head teacher
 - Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number is hidden from view

- Teachers will respond promptly to requests for support from families at home, by contacting the relevant member of the school team
- Any complaints or concerns shared by parents or pupils should be reported to the Head teacher
- Any safeguarding concerns will be referred immediately to the Designated Safeguarding Leads via *MyConcern*, with a phone call to follow up
- Staff who are required to self-isolate are expected to:
 - Follow the normal reporting procedure for planned absence
 - Following contact with school, the school business manager may set up a referral to Occupational Health to support that individual
 - Obtain a test and share the result of it with school so that appropriate plans can be made
 - If unwell themselves, teachers will be covered by another staff member. Planning and other activities will not be undertaken until the teacher is fit for work.

Teaching Assistants

Teaching assistants must be available during their usual 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 should report this using the normal absence procedure.

During the school day, teaching assistants must complete tasks as directed by a member of the SLT. The following tasks/roles are examples and do not constitute an exhaustive list:

- Cover in other areas of the school as directed by the Headteacher or SENCOs
- Assisting the class teacher with supporting pupils
- Preparing home learning resources
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents
- Completion of work that accords with school improvement priorities
- Monitor and feedback on pupils' work under the direction of the class teacher

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

The SEND / Inclusion Leader

Responsibilities include:

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support required by pupils

The Business Manager

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.
- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- 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

Staff can expect parents with children learning remotely to:

- Wherever possible, maintain a regular and familiar routine, making reference to the model timetable posted on Tapestry and Google Classroom
- Support their children in their reading as far as they are able, so that they continue to read their home reading book (through book drops / collect and quarantine times) or access online reading resources via the Oxford Reading Tree website.
- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus
- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources such as printed copies will be offered
- Seek help from the school if they need it, communicating with class teachers via Tapestry and Google Classroom or by contacting the school office via email or telephone
- Be respectful when making any complaints or concerns known to staff

Governing Body

The governing body 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

7. Personal Data

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to their line manager if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices.

8. Keeping Devices Secure

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

- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters
- Ensuring the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device
- Making sure the device locks automatically if left inactive for a period of time
- Not allowing family or friends to use the device
- Storing the device securely to avoid theft
- Ensuring that anti-virus and anti-spyware software is up to date
- Installing updates to ensure that the operating system remains up to date

9. Safeguarding and welfare

Staff should ensure that all safeguarding and welfare concerns are reported immediately to a safeguarding officer via MyConcern, followed up with a phone call.

All safeguarding policies and procedures continue to apply. Staff will follow the guidance they received given during their most recent annual update training.

Staff must ensure all communication with parents and pupils is conducted through the school's learning platforms (Tapestry and Google Classroom) or via the school email system, following normal guidance and ensure this remains professional.

10. Online safety

This section of the policy will be enacted in conjunction with the school's E-Safety / Acceptable Use Policy and the school's Zoom / video calling Policy.

All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.

- Always remain aware that they can be heard.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.

The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

The school will communicate to parents via email and online platforms about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school,

11. Links with other policies and development plans

This policy is linked to our:

- Safeguarding & Child protection policy
- Behaviour policy
- Data protection policy and privacy notices
- Online safety / acceptable use policy
- The School Improvement Plan for 2020-21
- Zoom / video call policy
- End User Agreements for all online platforms

12. Policy Review

This policy will be reviewed by the Senior Leadership Team half-termly during exceptional circumstances (such as a pandemic), or at least annually. Changes will be monitored by the Governing Body.