



WEST BOROUGH
PRIMARY SCHOOL

REMOTE LEARNING POLICY

Chair of Governors

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Guidance

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I. 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. Background Information

The DFE have provided clear [guidance](#) for schools about remote learning. It states:

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision. This planning will be

particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

3. Roles and responsibilities

3.1 Teachers

This policy covers remote learning for 3 different sets of circumstances:

1. When an individual child is self-isolating/quarantining
2. When a bubble has to close
3. When the school has to close due to National Lockdown/Government guidance

These circumstances are highlighted, as during a period of individual isolation, it is likely that the teacher will be in school teaching the rest of the class and will therefore restrict their availability for remote teaching.

When providing remote learning, teachers are responsible for:

➤ Setting work:

- For the children in their class/year group
- This will be sufficient to meet the needs and expectations of the weekly timetable with a minimum of one English, one Maths and one Foundation Subject lesson a day
- This needs to be set by 8.30am each day
- The learning will be uploaded onto the school website – Children – Remote Learning and also the Class Dojo page
- Teachers must plan to ensure that learning is accessible for all pupils. This should also follow guidelines from SLT to ensure consistency across the year/subject
- Putting a sticker in each exercise book explaining the period the child is absent if circumstance 1 above (stickers are provided)

➤ Providing feedback on work:

- Parents may use Class Dojo portfolio or the class email to send learning to the teacher for feedback. This can be a photo of the learning
- Teachers will acknowledge the learning, giving feedback in line with the school's feedback and marking policy
- Teachers will ensure every child is sent one feedback message for every school day that they are in isolation/the class bubble is closed
- A feedback message will be sent via Class Dojo. Where possible this will be the same day as learning is received but will be dependent on the number of pupils in attendance/absent

- Where to school is closed to all but vulnerable pupils and those of critical workers, teachers will feedback more regularly to those pupils working remotely
- Keeping in touch with pupils who aren't in school and their parents:
 - When the school is notified that a child is having to self-isolate, the class teacher will be informed. The class teacher is expected to make contact with the parent at least once a week via Class Dojo, email or telephone. Teachers are not expected to answer emails outside of working hours (8am – 4pm)
 - Should a teacher be concerned regarding any correspondence received from a parent, they should direct this to a member of SLT/DSL. This will be dependent on the nature of the concern.
 - When there is school closure, teachers will ensure they have made contact with a pupil at least weekly through daily Zoom, Class Dojo or via a telephone call. Where this has not been possible, SLT will be alerted
- Remote teaching when a bubble is closed or there is enforced closure:
 - Teachers will follow the above guidance and learning will be uploaded onto the school's website
 - In addition, a taught video introduction to each Maths and English lesson will be delivered by the teacher via Zoom and uploaded on the Class Dojo page (Years 1-6). For Year R this will have a phonics and a Maths focus. Nursery will have a daily story session.
 - Should this not be possible due to teacher absence/illness, parents/carers will be directed to other teaching videos such as White Rose/Oaks National Academy/BBC Bitesize.
 - Teachers will run a daily Zoom 'check-in' session at a set time each day. Parents/Carers will receive the time and link.
 - Parents will be provided with a weekly timetable overview so they know what is being covered during the week.
 - Teachers will be available from 9am to 3pm daily (provided they are well enough) to respond to parents via Class Dojo/email to provide feedback.
 - Where a teacher is not well enough to be available to parents/carers, a non-class based member of SLT will be available to support
 - Teachers are not expected to phone parents from home
 - Teachers will adhere to the school's Code of Conduct, including dress code, and will ensure they are teaching from an appropriate location, avoiding areas with background noise and ensuring nothing inappropriate is in the background)
 - Teachers will ensure they have access to the Class Laptop/Class iPad when working remotely, adhering the school's AUP

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9am and 3pm. Teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely
 - Adapting resources for SEN children under the direction of the class teacher/SENCo
 - Supporting with feedback/parental contact via Class Dojo
 - Continue to support the teacher in delivering lessons within the classroom
- Remote support when a bubble is closed:
 - TAs will continue to support the class teacher if their bubble is closed
 - They will be available from 9am to 3pm daily (provided they are well enough) to support in responding to parents via Class Dojo/email to provide feedback if they have the technology to do so.
 - Where a teacher is not well enough to be available to parents/carers, a TA may be asked to support, alongside a non-class based member of SLT
 - TAs will adhere to the school's Code of Conduct, including dress code, and will ensure they are supporting from an appropriate location, avoiding areas with background noise and ensuring nothing inappropriate is in the background)

3.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Alerting teachers to resources they can use to teach their subject remotely

3.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Supporting the Headteacher in co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning by reviewing work set and supporting teachers, pupils and parents where necessary (for staff and families within their team)

3.5 Designated safeguarding lead/DPO

The DSL/DPO are responsible for:

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

3.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're 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

3.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers, provided they are well enough to do so
- 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 respectful when making any complaints or concerns known to staff

3.8 Governing Body

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

4. 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 subject lead/SLT/ SENCO
- Issues with behaviour – talk to the relevant SLT
- Issues with IT – log a ticket with Bode Communications
- Issues with their own workload or wellbeing – talk to their Leader of Learning
- Concerns about data protection – talk to the data protection officer, Paula Martin
- Concerns about safeguarding – talk to one of the DSLs

5. Data protection

5.1 Accessing personal data

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

- Use the school's server, laptop, encrypted USB drive or iPad to access their data

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses, telephone contact numbers 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.

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 (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

6. Safeguarding

Safeguarding remains key throughout this time and particularly in this new area of remote learning. The Child Protection Policy and any addendums added during this time remain in place and should be adhered to at all times

7. Monitoring arrangements

This policy will be reviewed as guidance from the DFE changes. It will be monitored by the Governing Body

8. Links with other policies

This policy is linked to our:

- Behaviour Policy
- Child Protection Policy, including the Online Safety Policy
- Data protection policy and privacy notices
- Acceptable Use Policy
- Marking and Feedback Policy

Appendix I

Remote Learning: How to Support Pupils with SEND

In order to provide special educational provision for pupils who need it whilst learning remotely, we will work with families and put reasonable adjustments in place so that pupils with SEND can successfully access remote education alongside their peers.

Pupil-Centred Approach

Teachers will:

- Look at each pupil's individual profile and consider what this means for remote learning in the context of their subject and the curriculum they're covering;
- Talk to the SENCO about what's going to work best for the child, and the support available; and
- Talk to the family and the pupil themselves if appropriate, about the set-up they have at home and what worked well or was challenging during lockdown (if it isn't possible for teachers to do this, the SENCO can do it and report back).
- In these conversations, find out:
 - How much and what kind of family support would be available at home. Would parents be helping with remote learning, or maybe siblings? Are parents working from home and therefore less available to help?
 - The pupil's level of access to technology (if this is something they need to access our remote learning offer) and how confident they are using this technology
 - What the home environment is like for learning. Do they have a dedicated space for working? Are there lots of distractions in the space they'd be learning in?

The kind of work set will be very dependent on this, e.g. fully online learning might work if an adult can sit with them, but simpler games and activities might be needed if they're working independently or have limited access to technology.

Replicate School Support As Much As Possible

The school will focus on how to recreate the support that helps each child in school, at home.

- If it's pre-teaching that really helps in school, this may be replicated this with a phone call from a TA/LSA the day before the lesson to go through the content (in the event that a bubble is closed, this may be via Zoom where appropriate as the member of staff may be at home)
- If 1:1 support helps during specific subjects, a TA/LSA may be on speakerphone or a video call while the pupil is completing the learning for that subject, so they can answer questions and give encouragement (either a parent or another staff member must be present on any phone or video calls)
- Any physical resources that support the pupil in school, such as visual timetable strips, workstation trays, pencil grips, vocabulary charts, task planners, writing slopes, spell checkers, maths manipulatives, fidget toys or sensory resources may be sent home
- Predictable routines will, where possible, be created to avoid anxiety, e.g. learning resources will be made available before the lesson so pupils know what's coming
- Regular contact with someone from school will be prioritised, to keep those relationships strong. The aim will be to have meaningful conversations with every child with SEND and/or their family every week (ideally this would be with their teacher, but it could be a TA/LSA or SENCo)

Consistent Use of Support Staff

We will look at what works in school and where possible, aim to provide the closest equivalent at home.

- Where possible, support may be replicated e.g. with support phone calls to model activities, providing extra scaffolding, or giving instant feedback on work to maintain motivation. This may also be done through comments and messages on Dojo
- TAs/LSAs may be able to do video calls, or make some form of contact to maintain their relationship with the child – this could be a phone call once a week to ask how they're getting on with the activities they've been set
- The teacher will talk to the TA/LSA ahead of setting remote work and check in after any contact the TA/LSA has with the child to check how things are going

Support Parents of Pupils With SEND

When pupils are learning remotely, we will maintain contact with families at least once a week.

Adults in school will:

- Reassure parents that this is a huge challenge and all they can do is their best
- Celebrate what's going well, and encourage parents to be honest when things aren't working
- Let parents know that you can change things if they're causing stress, and help them come up with creative solutions
- Support parents to create a learning environment that's different to the rest of the home as this will help pupils struggling to understand "school at home", e.g. an area that's away from where they sleep and eat, a school timetable on the wall, or even putting on school uniform
- Encourage parents to aim for a consistent routine, e.g. breakfast and lunch at the same time as on a normal school day
- Encourage parents to embrace the flexibility that comes with remote learning

Universally Accessible Resources

Teachers will follow the best practice for making resources as inclusive as possible.

Teachers will:

- Use the flexibility of remote learning when it comes to moving between year groups. If a year 2 child is better suited to year 1 work for a certain subject, they can be set year 1 work for that subject.
- Think about how well resources will translate to independent working. Add instructions to parents on how to use the resource if they'll be helping, or simplify them if there's not much adult support at home
- Have an open dialogue with the family and child about resources. Ask: are these helpful? Which resources helped you learn best? Are there too many resources, or not enough? Adapt resources as they go, and make changes if things aren't working

Design Resources for Accessibility

Teachers producing online instructions, worksheets, PowerPoints or paper-based resources will:

- Use very clear language
- Keep words on the page to a minimum
- Break activities down into numbered steps or bullet points
- Use symbols or pictures to support understanding
- Use easy to read fonts and avoid underlining and italics
- Use buff coloured paper (where appropriate)
- Have online resources in an editable format (e.g. a PowerPoint or word document, not PDF) so that pupils can increase text size or change the background colour

Teaching Videos for Pupils with SEND (pre-recorded)

Teachers will:

- Give very clear explanations and instructions, with no room for ambiguity
- Carefully structure what they're saying – preparing a script or list of key vocabulary beforehand
- Keep the information short and sweet, with lots of repetition. Whatever the pupil's attention span is in class, assume it is halved
- Heighten actions, facial expressions and “performance” by 100%
- Remember to provide scaffolding, as they would in class – show pupils exactly what they need to do (rather than just tell them) if this is possible
- Not have too much visual clutter in the video, keeping it simple: avoiding busy backgrounds, moving words or images
- Have lots of pause-points in their videos so pupils can pause and repeat sections of the video if they need to
- Try to have as much consistency as possible in the structure and length of the video

High-Quality Resources

Recommended pre-made resources for pupils with SEND who are learning remotely:

- [Oak National Academy specialist classroom](#)
- [BBC Bitesize Parents' Toolkit: SEND](#)
- [Chatter Pack](#)

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