WESTFIELD PRIMARY SCHOOL AND NURSERY
Remote Learning policy

Date ratified: December 2020
Ratified by: Full Governing Board
Date to be reviewed: July 2022

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

All staff are expected to work within the guidance set out in the staff code of conduct.

2.1 Teachers

When providing remote learning, teachers must be available between 8:30am-4pm on the days they are required in school. If a member of staff is 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. If it affects the completion of work required, ensure that arrangements have been made with SLT to ensure work is completed. When providing remote learning, teachers are responsible for:

■ Setting work:

- o Teachers will provide daily learning opportunities which where possible reflect the usual daily timetable. This will include at least English, Maths and one other subject. (For EYFS, weekly learning opportunities will be provided.)

- o Recording and posting of a daily morning video which covers the learning for that day

- o Work will be uploaded to the school's digital education online platform – Seesaw. Daily work will be uploaded by 8:30am each day.

- o Although some lessons may include recorded teaching, the core part of our remote curriculum is the tasks set. This is because an underlying principle of our remote curriculum is that it should be accessible and manageable for all pupils and staff. Recorded learning, therefore, is not intended to be a normal way of working and is supplementary to our main curriculum. Teachers will decide where and when recorded teaching may be beneficial and manageable within a sequence of learning.

- o Live streaming will not be used as a way of communicating or teaching the children at home.

- o Tasks will not always involve a written outcome.

- o A suggested timetable will be provided for how to manage the learning through the week

- o External resources (including Oak National Academy, BBC Bitesize, Times Table Rockstars, Mathletics) may be used

- o Teachers will try to make sure pupils with limited access to devices can still complete the work.

- o If the work is unable to be uploaded by 8:30am for any reason (e.g. technology failing or staff illness), the school will contact families to make them aware and find an alternative way to the share work in the meantime

■ Providing feedback on work:

- o Teachers will receive completed work from pupils on the online platform **by 2pm each day**

- o Feedback will be given electronically, using the feedback feature on the online platform for that day's work only

- o Some feedback may be developmental, some praise; feedback may be also left as an audio comment to the whole class rather than written text
- o Feedback will only be provided between 9am and 4pm. Pupils and parents **should not expect feedback on the same day if work is handed in after the 2pm deadline. Any work not submitted on the same day as it is set, must be handed in by 12pm the following day, otherwise feedback will not be given for that piece of work.**

- Keeping in touch with pupils who aren't in school and their parents
    - o If there is a concern around the level of engagement of a pupil (either in learning activities or because they haven't completed tasks during the first half of the working week), parents will be contacted via phone or email by a member of staff in school before the end of the week to assess what the school can do to support engagement. These calls or emails should be logged on CPOMS.
    - o Phone contact may be made by telephone only when teachers are in school (in line with our Online Safety Policy). Those pupils or parents requiring phone calls may not be called by their own teacher, depending on which staff are in school at that time.
    - o Parent/carer emails should be sent to the school admin email account and not to teachers directly. However, through the online platform (Seesaw), questions about learning can be sent.
    - o Teachers should only respond to communication from pupils or parents between 9am and 4pm. Teachers should aim to respond to all communication from pupils or parents in 48-hours.
    - o Any complaints or concerns shared by parents and pupils should be shared by the teacher with a member of SLT. Any safeguarding concerns must be shared immediately with the DSL and logged on CPOMS (see section 2.6 below)
    - o In line with our Behaviour Policy, any behavioural issues (including failing to complete work) should be dealt with initially by the teacher, in communication with the parent, and logged on CPOMS. More serious breaches (or ongoing concerns) should be shared by the teacher with a member of SLT.

2.2 Teaching assistants

If school is closed due to a National lockdown, teaching assistants will be coming into schools for their normal hours to support the key worker and vulnerable children provision. However, if remote learning is being provided due to a bubble closure, teaching assistants should be available during their normal working hours on the days they are normally required in school. 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 may:

- Provide virtual support with learning remotely for identified pupils who aren't in school (through the seesaw platform)
- Attend virtual meetings with colleagues, parents and/or pupils

If teaching assistants are working in school part-time as part of a rota system to support childcare for vulnerable children and those of critical workers, teaching assistants may be asked to provide support for individuals outside of their allocated class.

2.3 Subject leaders

Alongside their teaching responsibilities, as outlined above, subject leaders may:

- Consider whether any aspects of the subject curriculum need to change to accommodate remote learning
- Work with teachers teaching their subject to make sure work set is appropriate and consistent
- Work with other subject leaders and senior leaders to make sure work set across subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other

- Monitor the work set by teachers in their subject, through accessing the Seesaw pages for each year group.
- Alert teachers to resources they can use to teach their subject remotely

2.4 Special educational needs co-ordinator (SENCO)

The SENCO is responsible for co-ordinating provision for children with SEND across the school. During periods of remote learning, the SENCO will continue to:

- Lead on liaison with SEND children at home and their families
- Ensure any additional support for SEND children is provided and assist with this where needed.
- Ensure completion of necessary SEND paperwork and/or applications

See our SEND Policy.

2.5 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 – for example, through contact with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Identifying which families may have no access to the internet and ensuring that hard copies of learning activities, planned by teachers, are made available to the parent for collection or delivery

2.6 Designated safeguarding lead

The Designated Safeguarding Lead (DSL) is responsible for managing and dealing with all safeguarding concerns. For further information, see our child protection policy.

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Complete all work to the best of their ability
- Complete work to the deadline set by teachers
- Read every day. This may include being read to.
- Practise number facts (number bonds and times tables)
- Have an adult or older sibling available who can talk to them about their learning and support them
- Seek help if they need it, from adults at home or teachers/ teaching assistants through the learning platform
- Let teachers know if they're not able to complete work

Staff expect parents with children learning remotely to:

- Set parental settings on the devices they are using to ensure they are only accessing appropriate content
- Make the school aware if their child is sick or otherwise can't complete work
- Support their children as best they are able, given their own home circumstances, health and work commitments etc. Where possible, this should include a 'round up' of the days learning which reflects on what has been covered and learnt today.
- Set a filtered screen colour to support their child if required
- Seek help from the school if they need it

- Be respectful when making any complaints or concerns known to staff through the online Platform
- If work is not completed through Seesaw or an external resource, please take a photo and upload it to Seesaw so the teacher can see it.

2.8 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

3. Who to contact

If staff have any questions or concerns, they should contact the following individuals:

- Issues in setting work – talk to a member of SLT , the relevant subject leader or the SENCO
- Issues with behaviour – talk to a member of SLT
- Issues with IT – talk to member of SLT or Computing co-ordinator
- Issues with their own workload or wellbeing – contact member of SLT
- Concerns about data protection – contact Head teacher / DPO
- Concerns about safeguarding – talk to the DSL and log any concerns or incidents on CPOMS

If parents have any questions or concerns, they should contact the following individuals

- Questions about the learning – contact the class teacher
- Questions or concerns regarding safeguarding, data protection or anything else – contact SLT through admin@westfieldprimary.herts.sch.uk

4. Data protection

4.1 Accessing personal data

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

- Use their official school email account (Office 365) and no personal messaging systems (eg iMessage or WhatsApp)
- Use CPOMS to record parent contact, or concerns about children or their engagement

For more information, refer to our Online Safety Policy.

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 as described in our Online Safety Policy
- 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

Our child protection policy (September 2020) includes an appendix applicable to coronavirus.

6. Links with other policies

This policy is linked to our:
- Behaviour policy
- Child protection policy including coronavirus appendix
- Data protection policy and privacy notices
- Home-school agreement
- Online safety policy, including acceptable use agreements

Appendix: links to professional guidance, advice and support

Safeguarding and remote education during coronavirus (UK Government)

https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19

"There is no expectation that teachers should live stream or provide pre-recorded videos. Schools should consider the approaches that best suit the needs of their pupils and staff."

Joint union advice on COVID-19 (ASCL, NAHT, NEU)

https://neu.org.uk/media/9826/view

"We cannot 'home school' the nation's children."

Coronavirus advice (NEU)

Distance teaching and learning for school leaders

https://neu.org.uk/advice/coronavirus-distance-teaching-and-learning-school-leaders

"A maximum of two to three hours of "work" per day is plenty."

Distance teaching and learning for primary teachers

https://neu.org.uk/advice/coronavirus-distance-teaching-and-learning-primary-teachers

"Teachers should not live-stream lessons from their homes, nor engage in any video-calling unless in exceptional circumstances, with the parent. Online lessons are not desirable for primary children as the teacher-pupil interaction is not easily replicated."

Undertaking remote teaching safely (NSPCC)

https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely

Safe remote learning: advice from the PSHE Association

https://www.naht.org.uk/news-and-opinion/news/curriculum-and-assessment-news/safe-remote-learning-in-pshe-education-advice-from-the-pshe-association/

Coronavirus: How do I home-school my children (BBC)

https://www.bbc.co.uk/news/education-52314856

Becky Francis, professor at the UCL Institute of Education: "What is more important, say educationalists, is maintaining a degree of normality, rather than worrying about a child's progress in English or maths. Home-schooling for now is 'about encouraging parents to help their children create regular routines and study habits'".

Helena Gillespie, professor of learning and teaching in higher education at UEA: "if [children] can stay focused for between an hour and three hours, a day that would be fantastic".