The Welland Primary Schools Federation

(Pinchbeck East C E Primary School, Spalding Primary School, Surfleet Primary School)

Remote Learning Policy

This policy will be reviewed for any future lockdown. At every review, it will be approved by the Governing Body.

Last updated: January 2021

"Schools have a legal duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19)."
Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction

This policy is applicable to all staff, children, parents, governors.

Aims of the Remote Learning Policy

- To explain the Welland Primary Schools Federation approach to supporting pupils' learning at home during National Lockdown 3 (January 2021 onwards).
- To outline expectations for staff who will be delivering remote education.
- To outline expectations for parents and carers of children who are learning at home.

Policy Intent

- Ensure consistency in the approach to remote learning for pupils who are not in school.
- Ensure there is minimum disruption to pupils' education and the delivery of the curriculum.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.

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Roles and responsibilities

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Senior Leaders

- Alongside any teaching responsibilities, senior leaders are responsible for:
- Co-ordinating the remote learning approach across the school.
- Monitoring the engagement and impact of remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Providing time to facilitate training sessions for staff on how to use the remote learning platforms effectively.
- Monitoring the wellbeing of staff who are working remotely through regular conversations, either via the telephone or through Microsoft Teams
- Monitoring communication with pupil premium children and vulnerable families with regular contact via the telephone or, where appropriate, home visits. All communications to be recorded on CPOMS.
- If a teacher is unwell and unable to deliver and lead remote learning, SLT will direct who is to deliver that that teacher's remote learning.

Teachers

Teachers must be available for remote learning provision between 9am and 4:00pm each day.

There will be:

- One English lesson per day
- One Maths lesson per day, including times tables practice
- One non-core subject per day
- One RE lesson per week
- Links to a Joe Wicks PE lesson per day
- Phonics sessions for KS1 and EYFS pupils each day
- 3 x Reading sessions per week to include comprehension
- EYFS activities as appropriate and relevant to the current topic

Activities will, where appropriate, be supported by the relevant link to external on-line material, eg Oak Academy, White Rose Maths, BBC Bitesize….

There will be learning activities equivalent to 3 hours per day for KS1 pupils and 4 hours per day for KS2 pupils.

If a teacher is unable to work for any reason during this time, for example due to sickness or caring for a dependant, this should be reported using the normal absence procedure.

When providing remote learning, teachers are responsible for:

Work should be set appropriately to meet the needs of all learners.

The remote learning sessions should follow the same planning as would be delivered in school.

The work for each session should be uploaded onto Seesaw before 9am on the day which it is to be completed.

There must be at least one, one-hour tutorial via Microsoft Teams each day at a time to be agreed by the teacher. This time to be changed each week to enable all children to access over time. This tutorial can be split into two half-hour sessions if deemed more appropriate.

Teachers should continue to monitor their email when providing remote learning to ensure effective and timely communication with colleagues is still possible.

English and **Maths** work uploaded to Seesaw must be marked within a 24hour period. This is more than just a 'like' and 'approve to journal.' This must be completed by a teacher. E.g. Make a typed comment on their writing etc. this may be a comment highlighting a positive and a development point if needed or appropriate. This is not a dialogue between you and the child/parent – think of it as marking their books. You do not need to be ticking every calculation.

Any other subject only needs to be 'liked' and 'approved' – this can be completed by a TA (as well as the teacher) if they are able and willing throughout the school day.

Teachers must monitor which pupils are engaging with what learning as well as the frequency of engagement. If a pupil has not engaged with any activity for a five-day period, the teacher must inform SLT. A member of SLT will follow up with a phone call home.

Staff who are providing remote learning from home must be available for any staff meetings, which will be held via Microsoft Teams. If a member of staff cannot attend a meeting, a member of SLT should be notified in advance.

Delivering recorded videos and tutorials:

- Staff should ensure they are in an appropriate location without unnecessary background distractions.
- All live tutorials are to be recorded. This should start before the children join, and end once the last pupil has left. The recording will be stored on Microsoft Teams and then deleted at the end of the term.
- Teachers must take a register of pupils who attend the tutorial sessions.
- Once the tutorial starts, pupils should mute their microphone. If a pupil needs to ask or respond to a question, they should unmute themselves for the duration of their question, and then mute themselves again once they are finished. Alternatively, they could use the 'hand-up' function or the chat function, where appropriate.
- Staff should ensure they are appropriately dressed for the sessions.
- All pupils do not need to attend the tutorials for the full hour.

Identifying and reporting any safeguarding concerns:

Teachers are expected to report any safeguarding concerns that become apparent, whether through live sessions, conversations with pupils and parents, or work produced. These should be reported following the usual safeguarding procedures.

Teaching Assistants

Teaching Assistants will work within school, supporting remote learning and communication with families or they will work within Key Worker bubbles supporting pupils 1:1 or groups within the class. TA's will log into the Microsoft Teams tutorial each day.

SENDCO

The SENDCO is responsible for:

- Ensuring that pupils with EHC plans, who are not in school, continue to have their needs met while leaning remotely.
- Continuing to liaise with external organisations to ensure children with EHC plans are supported as they would be in school.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.
- Providing guidance to teachers on how best to engage and support SEND pupils via Seesaw

Designated Safeguarding Lead

The DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during remote learning period.
- Liaising with IT staff to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working.
- Ensuring all safeguarding incidents are accurately recorded on CPOMS.

Pupils and Parents

The Governors and leadership of the Welland Primary Schools Federation recognise the challenges faced by everyone during these exceptional times. We wish to make it clear that the completion of work set is in the very best interests of all pupils and will ensure that gaps between pupils learning at home and school will not become too great. This policy seeks to guide and inform families and not impose specific expectations that may impact negatively on the mental well-being of parents and/or children. Every family is unique with their own, individual circumstances. Lockdown affects families in very different ways; each family should, therefore, approach home learning in a way that supports their individual needs.

Within our expectations, we are also aware of the need for flexibility and understanding from all stakeholders:

- Parents/carers may be working from home, so access to technology, as a family, may be difficult at different times.
- There may be more than one child in the family trying to access technology; children may not be able to access all the learning during the day.
- Teachers may be managing their home situation and the home learning of their own children.
- IT systems may not always function as they should.
- Parents, pupils or staff may be ill and unable to set or complete the planned learning.

Pupils should, to the best of their ability

- Access the work set at the correct time if the family situation allows
- Complete work to the agreed deadline.
- Seek help if they are not able to complete work or are having difficulty with the work using Seesaw or the daily Microsoft Teams tutorials.

Parents should:

- Make the school aware if their child is sick or otherwise is unable to complete work.
- Ensure their child is prepared for the sessions, by providing a quiet area to work in (not a bedroom) and making sure the pupil is appropriately dressed.

- Seek help from the school if they need it by calling the school office, or using the designated email address.

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.

Safeguarding

Refer to the school's Child Protection and Safeguarding Policy for safeguarding procedures and protocols

Data Protection

Accessing personal data

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

- Only use school approved devices to access personal data. If personal mobile devices are to be used, this must be approved by the Executive Head Teacher and should only be in exceptional circumstances.
- Keep all data secure, following standard GPDR guidelines.
- Inform SLT if there has been a breach. SLT will inform the DPO.

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses, pupil logins or contact information 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 and possible online.

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
- Locking the screen if leaving the device for a period of time.
- Not sharing the device amongst family and friends.
- Ensuring the device is securely stored at all times when not in use.