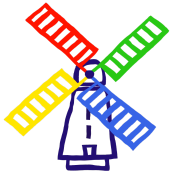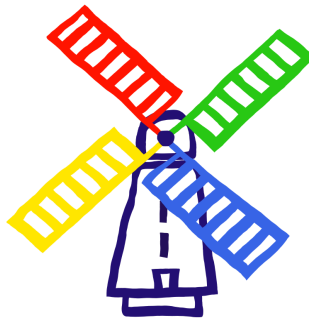# Remote Learning Policy

Unity
Trust
Courage
Curiosity
Respect
Kindness

A community for learning. Raising expectations. Fulfilling high standards.

Policy Revised: **September 2024**

Policy Review Date: **September 2025**

Headteacher: **Mrs Gemma Hillier**

# Widmer End Community Combined School & Pre-School

## Remote Learning Policy

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# Widmer End Community Combined School & Pre-School

# Remote Learning Policy

The temporary provisions in the Coronavirus Act 2020 expired on 24 March 2022. As a result the [Remote Education (England) Temporary Continuity (No.2) direction](#) no longer has effect.

The priority is always for Widmer End Community Combined School & Pre-School to deliver high-quality face-to-face education to all pupils. Remote education will only ever be considered as a short-term measure and as a last resort where in person attendance is not possible.

**Scenarios where remote education should be provided**

Attendance is mandatory for all pupils of compulsory school age. We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance. This might include:

- Occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government.
- Occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with an infectious illness.

In these circumstances pupils should have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.

Where needed, we will consider providing remote education equivalent in length to the core teaching pupils would receive in school and including recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently.
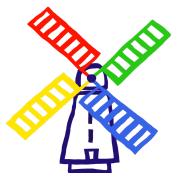
## 1.     Aims

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.
- Provide appropriate guidelines for data protection.

## 2.     Roles and responsibilities

### 2.1 Teachers

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When providing remote learning, teachers must be available for their normal working hours. If they are working in school, there is no expectation to work outside these hours until the following working day.

When providing remote learning, teachers are responsible for:

- Setting the work for your class in conjunction and collaboration with other team members, where appropriate.
- In EYFS/ Key Stage 1, the expectation is for remote directed tasks for a minimum of three hours per day, across the cohort.
- For Key Stage 2 children, the expectation for remote directed tasks is for four hours minimum per day. - Expectations are as follows:

EYFS/Key Stage 1

- Phonics - Using online resources such as Read Write Inc
- English - Oak National Academy
- Maths - Power Maths
- Spelling - Spelling Shed (where appropriate)
- Reading
- Topic areas to focus on the wider curriculum/EYFS areas of learning/development e.g. History, Geography, PSHE, P.E. and Music.

Key Stage 2

- English - Oak National Academy
- Maths - Power Maths
- Spelling - Spelling Shed
- Reading and associated activity

The wider Curriculum:

- Topics to include Geography and History, following the subjects that would be taught in school. Art/DT - can be an ongoing project linked to National curriculum expectations.
- Music
- French
- PSHE
- PE – e.g. Joe Wicks - Mon/Wed/ Fri- https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ

The above resources outline the primary sources that we, as a school, will use. Staff may create or use other resources to support pupils' remote learning in order to meet the needs of their class.

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The daily planning for pupils will be uploaded to Class Dojo, the expectation is that any work will be completed and returned via the same method or to the School office, the same day. The office email for work is office@widmerend.bucks.sch.uk.

Remote provision is not expected to be a medium to long term solution. Pupils are expected to attend School in person where possible.

In the unexpected event of medium to long term remote learning, due to School closure or teacher absence, Key Stage leads will make personal or remote contact with their team members and teachers will make contact with their support staff.

Work completed by pupils is to be uploaded daily to their relevant Class Dojo page, where teachers and LSAs will acknowledge work and feedback where relevant, preferably within 48 hours (Monday – Friday) from submission. There is no expectation to feedback or comment on every piece of work. Staff will use their professional discretion in order to provide the most effective feedback. Equally, we are understanding of differing family circumstances which may mean pupil's work is not uploaded daily.

Using a whole class tracker, any child failing to engage with remote learning provision will be identified and contacted in the first instance by the class teacher, through direct message on Class Dojo, an email or telephone call, either using the school telephone when on site or by withholding the number and using their own personal telephone, free minutes allowing, asking if there is anything further that the school can do to support them at home, for example, delivering paper worksheets. In the event that no further progress regarding engagement evolves, a telephone call home from a member of the SLT will follow.

There is no expectation on staff to answer queries or respond to emails outside of their contracted hours.

Any complaints or concerns shared by parents and pupils, or for any safeguarding concerns, staff should follow normal operating procedures and record on Arbor and CPOMs.

We acknowledge the importance of maintaining regular contact with pupils and, as such, staff will hold a virtual meeting with their class at least once a week, if the whole class has resorted to remote learning. Etiquette expected of all participants as follows:
- Please dress in a professional manner, as expected in the school setting.
- Discourage children from using the chat function.
- Be on time and ready for your zoom meeting. Gather any materials you need ahead of
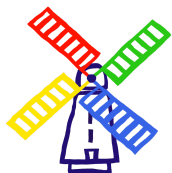
time.

- Be respectful- behave as you would in class at school.
- Request that the children do not use a fun background.
- Use a recognisable name on the device.
- If uninvited guests enter the meeting, Teachers will close to all participants immediately and report to DSL, Mrs G Hillier.
- Know when and how to mute: this will be turned on and kept on until the Teacher wishes to invite a child to unmute themselves.
- Find a quiet place.
- If they wish, staff may blur or insert a different background via the online platform settings.

Teachers working in school - the remote learning plans will still be their responsibility. Learning objectives and coverage of the Curriculum will be followed as far as is practicable.

### 2.2 Provision for pupils with SEND

If pupils with special educational needs or disabilities (SEND) are not able to be in school and require remote education their teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress.

The role of the SENDCo during periods of remote education, continues to be to support the children and families with specific needs, to enable them to engage with their learning. Identifying needs and making sure effective plans are in place. Support staff with planning for children with SEND and liaising with outside agencies as and when appropriate remotely. Take on teaching responsibilities when needed. Support the staff and disseminate training, e.g. DfE Mental Health and Well-being.

### 2.3 Teaching assistants

When assisting with remote learning, teaching assistants must be available as per their contracted hours.

Inability or unavailability to work for any reason during this time, for example due to sickness or caring for a dependent, should be reported using the normal absence procedure.

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

- Responding to work submitted on Class Dojo and posting on Class Story.
- Supporting pupils who are not in school with learning remotely where identified and directed by the class teacher or SENDCo, for example those with an EHCP. This could be in person whilst on site or remotely as agreed.
- Attending virtual meetings with teachers, parents and pupils – adhering to the agreed etiquette at all

times, if they are  not in school.

**2.4 Subject leads**

Responsibility for coordinating remote learning for children with SEND across your school initially is the responsibility  of the class teacher, with support from the SENDCo.

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning,  eg PSHE.
- Work with teachers, as required, to support subject areas remotely to make sure all work set is appropriate  and consistent.
- SLT ensure work set remotely across all age ranges and subjects is appropriate and consistent, enabling  children to develop their skills.
- Monitoring the remote work set by teachers during staff meeting discussions.
- Draw attention to resources they can use to improve the quality of their remote learning plans.

**2.5 Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school with the Headteacher.
- Monitor the effectiveness of remote learning – through discussions with staff and feedback from pupils and  parents.
- Teachers are to monitor the security of remote learning systems, including data protection and safeguarding  considerations and follow Zoom etiquette.

**2.6 Designated safeguarding lead**

The DSL, Mrs G Hillier, is responsible for:

- Ensuring the Child Protection Policy and COVID-19 addendum is followed at all times. Keeping staff updated on any changes to the 'Keeping Children Safe In Education' policy.

**2.7 IT support**

IT support is responsible for:

- 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 Headteacher  in the first instance.
- Assisting pupils and parents with accessing the internet or devices, where appropriate.

**2.8 Pupils and parents**

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they are 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 is unable to complete work.
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff.

**2.9 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.
- 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 about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant Key Stage lead or SENDCO.
- Issues with behaviour – normal operating procedures- log incidents on Arbor and report to parent/carer.
- Issues with IT – talk to IT support.
- Issues with workload or wellbeing – seek advice from Key Stage lead, SENDCo, SLT.
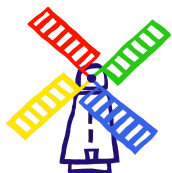  Concerns about data protection – report to the Headteacher.
  Concerns about safeguarding – log the issue, report to the DSL. safeguarding@widmerend.bucks.sch.uk

## 4.      Data protection

**4.1 Accessing personal data**

When accessing personal data for remote learning purposes, all staff members will refer and adhere to the GDPR policy.

- Data accessible through password protected platforms, ie Arbor, Class Dojo, for use only in relation to remote learning.
- School laptops should be used where possible, rather than their own personal devices.

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**4.2 Processing personal data**

Staff members may need to collect and/or share personal data such as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen. Staff are reminded to collect and/or share as little personal data as possible online and use official channels to communicate, i.e. Class Dojo and Arbor.

**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:

- Keep 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).
- Ensure the device used to facilitate remote education is stored securely and is password protected.
- Make sure the device locks if left inactive for a period of time.
- Not share the device among family or friends.
- Antivirus and anti-spyware software is effective.
- Keep operating systems up to date – always install the latest updates when prompted.
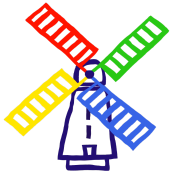
**5. Safeguarding**

Our Safeguarding policies can be found on the school website:

www.widmerend.bucks.sch.uk/policies/ Keeping Children Safe in Education:

www.widmerend.bucks.sch.uk/safeguarding/

**6. Monitoring arrangements**

This policy will be reviewed annually.

**7.      Links with other policies**

This policy is linked to our:
- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy