



West Kirby Primary School

Remote Learning Policy September 2020

Approved by:	Kate Takashima	Date: 12 October 2020
Last reviewed on:	12 October 2020	

Contents

1. Aims	2
2. Roles and responsibilities	2
3. Who to contact	6
4. Data protection	6
5. Safeguarding	7
6. Monitoring arrangements	8
7. Links with other policies	8
8. Government guidance	8

Appendix 1 - Remote Learning Strategy.

Appendix 2 - Example of a weekly overview.

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
- Reflect the school's commitment to the UN Conventions of the rights of the child specifically article 28, 29 and 31

2. Roles and responsibilities

2.1 Teachers

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 providing remote learning from home, teachers must be available between 8.30am-4.30pm. 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- informing the headteacher as soon as possible and before 8am. If it affects the completion of any work required, ensure that arrangements have been made with key phase teachers or SLT to ensure work is completed.

Teachers are responsible for:

- Setting work:
 - Teachers need to provide work for their class, this includes provision of work if they cover for other classes. This must include subjects from across the curriculum. All PowerPoints and activities need to be included.
 - They will continue following the coherent long term plans that already exist. This sequence will follow the rigour of a normal working day.

- Set differentiated tasks where appropriate, use Mathletics, Spag.com and Purple Mash
- Work needs to be uploaded to the class homepage on the VLE as a project by 3pm the day before it is to be taught. It can be given a 'see' date on the VLE of the next day.
- All work for the day should be uploaded to the Class Homepage as per the instruction and guidance issued to staff after the staff meeting about our Remote Learning Provision on 9th September 2020. Children have received instruction and have practised accessing the projects section on their VLE Homepage. They have also completed tasks to return work. Parents have been issued with all passwords that their child/children will need to access Remote Learning activities.
- Working as a key phase team to ensure the above work is planned and ready, this may include coordinating with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.
- Online line safety curriculum to be followed at [thinkuknow](https://www.thinkuknow.co.uk/) website. The page has been created to support parents during COVID-19 and the closure of schools. Each fortnight, they will be releasing new home activity packs with simple 15 minute activities that can be completed at home to support children's online safety at a time when they will be spending more time online
- Printed resources will be dispatched to families (either through email or hand delivered) if Internet access is a barrier to learning.
- SEND pupils will have learning catered to their individual needs as it is in the normal classroom environment.

➤ Providing feedback on work:

- Pupils can send any completed work to teachers via the messaging facility on the VLE
- Teachers can email back feedback if required
- Teachers should respond to any emails from parents/children as soon as possible, but within 24 hours

➤ Keeping in touch with pupils who aren't in school and their parents:

- Children are expected to join in any scheduled Teams meetings for their bubble. The first daily meeting is for the teacher to talk through the day's lessons with the class or to teach a lesson- if their teacher is unavailable this may be another member of staff. Subsequent meetings may be to provide more teaching input to the class, or smaller groups of about 8 to discuss learning, enable more interaction between pupils and check on their wellbeing.
- Parents can message learning queries using the key stage email addresses (or the school office for general enquiries).
- Phase email addresses are to be checked between 8.30 am and 4.30pm, Mon- Fri. Teachers should respond to any emails from parents/children as soon as possible, but within 24 hours
- Children can use the 'chat' facility during the TEAMS meeting to ask questions or check on understanding, or send a message to their teacher on the VLE.
- Any issues that are received are to be dealt with professionally by the class teacher and the Headteacher should be BCC'd in the communication. If necessary teachers to contact the Headteacher or member of SLT for advice
- Contact should be polite and encouraging. Teachers must adhere to the email policy and not give out any personal details. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly. There is an expectation from school that work must be completed during the school day, unless we have been notified that they are unwell.
- We understand and appreciate that parents/ carers are not qualified teachers but believe they will be doing their best to support their children.

- School have the expectation that work is completed on the day it is set, and if specified returned for marking..
- We expect all children to attend the TEAMS meetings and participate in the Remote Learning. If there is no contact/ engagement from the first day of Remote Learning being implemented, the class teacher should inform the school office as usual.
- 1:1 support would be available via TEAMS on request if there are any issues and if pupils are out of school for more than a week. Parent must be present for this meeting.
- Weekly headteacher newsletter to be emailed to parents.

➤ Attending virtual meetings with staff, parents and pupils:

- For 1:1 , group or whole class TEAMS meetings, Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake.
- For 1:1 meetings, make sure a parent is visible in the room with the child before starting the meeting. If you are not able to see an adult, ask the child if their parent is there, and if not, tell them that you will call back another time when their parent can join you.
- Children should be fully dressed. If not suitably dressed for a 1:1 meeting, explain that you will re-schedule the meeting \and that they need to be fully dressed. If not suitably dressed for a group or whole class TEAMS meeting, the child will have to leave the meeting or turn off their video.
- Avoid having the TEAMS meeting in areas with background noise, ensure nothing inappropriate is in the background, use the blur facility or add a TEAMS background.
- Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report any such incident to a member of SLT. Staff engaging with pupils and / or parents online have a responsibility to model safe practice at all times.
- If teachers are also working in school, another member of staff will cover their class during this time for the meeting/ phone call. Remote learning will be on the VLE that aligns with the work in class.
- If parents begin to use the 1:1 meeting as a forum for discussing their concerns about their child or the home learning activities, staff will politely remind them that this is a meeting with their child, but if they e mail their concerns to the phase e mail address, a member of staff will respond to them within 24 hours. If they persist, tell them that you think that it would be best to end the meeting now and say goodbye to the child before ending their link into the TEAMS meeting.
- It is unlikely that a child will disclose information during the TEAMS meeting with their adult and other children present. However, if something is said that makes staff feel uncomfortable, they should make a note of it, and report it in the usual way.
- If a child becomes emotional during the TEAMS meeting, reassure them that it's OK to feel like that and ask if they would like to go to their adult for comfort.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their usual hours of work. During this time they are expected to check work emails and be available when called upon to attend 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 are responsible for:

➤ Supporting pupils who aren't in school with learning remotely:

- When requested to by the SENDCo, to prepare packs of work that align with the targets set out in the pupil's support plan
- Organising resources for teachers to be used as part of our Remote Learning provision

- Developing resources to be used by the children at home
- Attending virtual meetings with teachers, parents and pupils:
 - Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake
 - Avoid having the TEAMS meeting in areas with background noise, ensure nothing inappropriate is in the background, use the blurr facility or add a TEAMS background.
 - Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report any such incident to a member of SLT. Staff engaging with pupils and / or parents online have a responsibility to model safe practice at all times.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Monitoring the work set by teachers in their subject – Review work set weekly on the website to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.
- Reviewing their current subject in the light of Learning from Home during the summer term. Evaluate what changes will need to be made in September ready for creating a Curriculum Recovery action plan.
- Alerting teachers to resources they can use to teach their subject remotely.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school- SLT
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set by teachers weekly, monitoring Mathletics, Spag.com, IDL and Purple Mash, monitoring email correspondence between parents and teachers and reaching out for feedback from pupils and parents,
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for:

Maintaining contact, collating, passing on information and responding to any concerns. See the COVID-19 amendments to the Child Protection Policy

2.6 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
- Providing support to assist pupils and parents with accessing the internet or devices- use school website to share 'how to' video clips.

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the hours of the normal school day – 8.50am – 3.30pm, although 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'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 – They should have all passwords to sites that their children will be using. Their children should be able to access the VLE for their work and to respond to teachers, send messages to teachers and attach work to emails.
- Use the other areas of the school website to find support and access resources to help their child. These can be found under tabs for Curriculum and Home Learning.
- Be respectful when making any complaints or concerns known to staff

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 about remote learning, they should contact the following individuals:

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

- Issues in setting work – talk to the relevant subject lead /SENDCo/SLT
- Issues with behaviour – talk to the SENDCo/SLT
- Issues with IT – talk to Tracey McCann who can contact Ian Mylett @ Techease or eSchools for support if needed
- Issues with their own workload or wellbeing – talk to their line manager/SLT
- Concerns about data protection – talk to Kate Takashima who will contact Gaynor Hudson, our data protection officer
- Concerns about safeguarding – talk to the DSL (KT- or in her absence Emma Bailey or Tracey McCann)
- All staff can be contacted via the school email addresses

4. Data protection

4.1 Accessing personal data

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

- Have access to CPOMS to record any parent contact or concerns about children, this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.
- Teachers should have access to parent email addresses for the children in their class

- SLT/ School Office staff have the ability to locate personal details of families when required through securely accessing SIMS. SLT/ School Office staff are not to share their access permissions with other members of staff.
- School laptops/ computers are the school's preferred devices to be used when accessing any personal information on pupils.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

These tips are based on the Key's article on [GDPR and remote learning](#). If we require support we will contact our data protection officer for more help, and our IT support networks if we have any problems with our remote learning platform.

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
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

5. Safeguarding

To protect and safeguard staff and pupils:

- Sessions will be timetabled in advance and notice of sessions given to the parents and children of the daily TEAMS meetings.
- Sessions will be carried out in line with protocols read by parents / carers.
- Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report any such incident to a senior leader
- A parent /carer must be present for the entire session if the session is 1:1
- Staff must be present before the children access the meeting.
- The Teams Meeting link will be sent to parent emails.
- Staff should mute all participants at the start of the meeting.
- Staff must leave the meeting after all the guests.
- Sessions must take place at the agreed time unless there are unforeseen circumstances. If this happens, parents / carers would be informed through the Key Stage email address.
- Parents / carers should be able to access the link on devices with a microphone and video enabled.
- All participants, including parents, must be appropriately dressed for the sessions.

- The pupil and parent must be able to access the session in a quiet, communal place away from others. Bedroom spaces are not appropriate.

Please see the following for updates concerning safeguarding in relation to home learning.

COVID-19 amendments to the Child Protection Policy this also details reference to remote learning curriculum and risks online.

This policy is available on our website.

6. Monitoring arrangements

This policy will be reviewed as and when updates to Remote Learning are provided by the Government, or after feedback from Bubble closures by T McCann (SENDCo/ Inclusion Lead Teacher/ Computing Coordinator) in consultation with teachers and then agreed with SLT and shared with Governors.

7. Links with other policies

This policy is linked to our:

- Behaviour and Anti-Bullying policy
- Safeguarding/ Child Protection policy and Coronavirus addendum to our Child Protection policy
- SEND Policy and Coronavirus addendum to our SEND policy
- Data Protection policy and privacy notices
- Home-School Agreement
- Acceptable use of ICT
- E- Safety policy
- Teaching & Learning Policy
- Curriculum

8. Government guidance

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring 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 offer and have a strong contingency plan in place for remote education provision by the end of September. 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 worksheets, 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 (as long as they are well).

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.

APX 1 - Remote Learning Strategy September 2020

Strategy Plan

Step	Action
1 – Technology at home	During lockdown, we provided devices for two children. On a case by case basis, we also provided paper copies of home learning activities. This strategy will continue throughout further isolations or lockdowns.
2 – Individual Pupil isolation	<p><u>Individual isolation</u> will occur for the following reasons</p> <ul style="list-style-type: none"> • A child has returned from a holiday and is placed in quarantine for a period of time • A child has symptoms of coronavirus themselves and therefore must remain absent from school for 14 days unless a negative test is received • An immediate family member displays symptoms of coronavirus and therefore the child must self-isolate for 14 days unless a negative result is received • A child is identified through the government track and test system as a direct contact of someone with coronavirus and is asked to isolate by the system. <p><u>Actions to be taken</u></p> <p>Office staff will update a COVID register daily, highlighting the date that a pupil is unable to attend school and a date a provisional return (this may change depending on symptoms).</p> <p>Parents will be directed to their child's VLE Homepage where a weekly Remote Learning timetable and resources will be made available.</p>
3 – Class/bubble lockdown	<p><u>Class/bubble lockdown</u> will occur for the following reasons</p> <ul style="list-style-type: none"> • A member of staff in the class/bubble has a positive test result for Covid-19 and has had direct contact with the class • A child has a positive test result for Covid-19 and has had direct contact with the class <p><u>Actions to be taken</u></p> <p>Phase teachers will move to online learning TEAMS and the VLE to continue a high quality curriculum at home. This may not necessarily be the class teacher, if they are the member of staff, who has tested positive for the virus. Daily Teams meetings with a teacher will be provided as long as sufficient staff are well.</p> <p>Children will be directed to their VLE Homepage where a weekly Remote Learning timetable and resources will be made available.</p>

	<p>They will continue following the coherent long term plans that already exist. This sequence will follow the rigour of a normal working day as far as possible. Staff will provide explanatory PowerPoints to introduce new content and they would be expected to feedback to pupils about their work. The use of current online platforms such as Mathletics, Spag.com, IDL and Purple Mash will be used to supplement work created by class teachers.</p> <p>Printed resources will be dispatched to families (either through email, collected or hand delivered) if Internet access is a barrier to learning.</p> <p>SEND pupils will have learning catered to their individual needs and matched to the targets in their support plans as it is in the normal classroom environment.</p>
Vulnerable children	<p>Children who are in receipt of FSM, will be entitled to a daily meal.</p> <p>All children entitled to a free school meal to be given the option to have a food parcel provided by school.</p> <p>The school office will contact parents /carers to arrange for this to be collected by family or friends or, if nobody is available to do this, then to arrange for a delivery to be made.</p>



WEST KIRBY PRIMARY SCHOOL REMOTE LEARNING TIMETABLE

Year 1	Weekly Spellings ...		Mathletic Tasks ...		Health & Well-Being
Class 1			<ul style="list-style-type: none"> • • 		https://www.youtube.com/channel/UC2YBT7HYgCbbvzu3kKZ3wnw
Class 1/2	Monday 12th October	Tuesday 13th October	Wednesday 14th October	Thursday 15th October	Friday 16th October
Lesson 1	Practise Tricky Words Handwriting – Weekly Spellings	Practise Tricky Words Handwriting – Weekly Spellings	Practise Tricky Words Handwriting – Weekly Spellings	Practise Tricky Words Handwriting – Weekly Spellings	Practise Tricky Words Assess Weekly Spellings
Lesson 2	Phonics	Phonics	Phonics	Phonics	PSHCE
Lesson 3	Maths https://vimeo.com/463894279 Task : Number Bonds to 10	Maths	Maths	Maths	Maths
BREAK					
Lesson 4	English	English	English	English	English
LUNCH					
Lesson 5	Reading Comprehension	Foundation Subject	Foundation Subject	PE Music	Foundation Subject
Lesson 6	Oxford Owl - Select a book you would like to read https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/	Oxford Owl - Select a book you would like to read https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/	Oxford Owl - Select a book you would like to read https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/	Oxford Owl - Select a book you would like to read https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/	Oxford Owl - Select a book you would like to read https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/