



Remote Learning Policy

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| Adopted by Ashby Willesley Primary School on: | 4 th October 2023 |
| This policy will be reviewed | As policies, procedures and regulations are updated. |
| Version | 1.0 |
| Signed – Chair of governors | |

For the purpose of this policy, the 'Head Teacher' refers to the Executive Head teacher, Head teacher or Head of School.

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. Use of remote learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

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 we decide that opening our school is either:

- Not possible to do safely
- Contradictory to guidance from local or central government

Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:

- They have an infectious illness
- They are preparing for or recovering from some types of operation
- They are recovering from injury and attendance in school may inhibit such recovery
- Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue
- They have been suspended

The school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

3. Roles and responsibilities

- Headteacher and Deputy Headteacher to ensure that staff are clear on the expectation of what is set and when remote learning is being set.
- SENCO to offer advice to class teachers about how remote learning can be adapted for all learners to be able to access it.

- Class teachers to set appropriate work that can be completed away from the classroom and is at an appropriate level of accessibility.
- Support staff to be directed as appropriate to support the delivery of remote learning.

3.1 Teachers

When providing remote learning, teachers must be available between 8:30 – 12:00 and 13:00 – 15:30.

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, teachers should:

- Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
- Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely

They are also responsible for:

Setting work

- For either individual children, their whole class or setting the same work for a parallel year group class in the event that their year group partner is unable to.
- Each day setting an appropriate quantity of work based on the age of the children.
- Inline with the school's expectations – see Appendix
- Depending on when it becomes apparent remote learning will be necessary, it should ideally be available the day before. In the event of a sudden change of situation, staff are to be given a reasonable amount of time to set work for pupils.
- Work is uploaded and shared using Teams. Information is shared via WEDUC with parents on where to access work. Year group emails are available for parents to contact staff with any questions.
- In the event of a year group not being in school, staff should coordinate with each other to ensure that the work is the same. If some pupils are in school whilst others are learning remotely, the work should be as close, as is reasonably possible, to the work in school. Teachers should, as much as possible, consider how work can be accessed by pupils who have restricted use of technology at home and provide reasonable alternatives.
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and covers an appropriate range of subjects.
- This includes considering the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills
- This also includes considering the needs of pupils' families or carers, including how much adult involvement is needed in each activity and whether pupils have a suitable place to study
- Providing feedback on work
- For short periods of remote learning, feedback may be given through answers being provided by teachers so children can mark their own work. Pupils may be asked to bring work in to have feedback given when they return to school.
- For longer periods of remote learning, feedback may be given through answers being provided by teachers so children can mark their own work. Pupils (with the support of an adult if necessary) may be asked to submit work to Teams or to the year group email which staff will acknowledge.
- Keeping in touch with pupils who aren't in school and their parents
- Monitor the engagement of pupils in remote learning activities and contact parents where children are not engaging and no explanation has been provided.
- Respond to emails during their working hours.
- Follow the school's Safeguarding procedures with any concerns or complaints that arise during remote learning.
- Implement the school's behaviour policy during live lessons and contact parents when tasks are not being completed.

- Host virtual live meetings if the majority of children in a class require remote learning and lasts longer than one school day.
- Dress code in line with the Staff Handbook guidance.
- Be in a location that is quiet and allows for confidentiality.

Year groups should plan how the above tasks are manageable

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for their normal contracted working hours.

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
- Creating packs of work for children who are unable to complete tasks online.
- Helping to liaise with parents about what is expected in remote learning.
- Attending virtual meetings with teachers, parents/carers and pupils
- Support providing teachers acknowledging work
- Dress code in line with the Staff Handbook guidance.
- Be in a location that is quiet and allows for confidentiality.

Teaching assistants may be required, in the event that some children are in school and others are remote learning, to work with children in school whilst teachers deliver live online lessons.

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 and know how the curriculum has been adapted where it would affect prior learning in future year groups.
- Work with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Work with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent.
- Monitor the remote work set by teachers in their subject – discussion with teachers, monitoring of the tasks set by each year group and live lesson drop ins.
- Alert teachers to resources they can use to teach their subject remotely

3.4 Senior leaders

Have overarching responsibility for the quality and delivery of remote education.

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

They should continue to overcome barriers to digital access where possible for pupils by, for example:

- Distributing school-owned laptops accompanied by a user agreement or contract (if possible)
- Securing appropriate internet connectivity solutions where possible
- Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

They are also responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning – through discussions with pupils, parents and staff.

- Monitoring the work being set for pupils and levels of engagement.
- Drop into live lessons.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring staff remain trained and confident in their use of online digital education platforms
- Training staff on relevant accessibility features that your chosen digital platform has available
- Providing information to parents/carers and pupils about remote education – through WEDUC and the school website
- Working with the catering team to ensure pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for ensuring that the Child Protection policy is followed.

3.6 IT staff

IT Contractors are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents/carers 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 (DPO)
- Assisting staff in responding to technical questions about accessing the set work.

3.7 Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work set and submit it or mark it as instructed
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Act in accordance with normal behaviour rules (and any specific online behaviour rules where applicable)

Staff can expect parents/carers with children learning remotely to:

- Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible
- 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
- Ensure children are dressed appropriately and are in a suitable space for live meetings

3.8 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains of as high a 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 SLT, relevant subject lead or SENCO
- Issues with behaviour – the Senior Leadership Team in line with the behaviour policy
- Issues with IT – talk to IT Contractors

- Issues with their own workload or wellbeing – the Senior Leadership Team or Mental Health Coordinator
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

5. Data protection

5.1 Accessing personal data

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

- Be able to access the necessary personal information via SIMS. Live sessions will be hosted through a secure Teams link. Contact with parents will be through WEDUC and year group emails.
- Remote learning activities should only be carried out on the devices issued by school. Accessing of personal data should be on the encrypted school laptops and staff members should not use their own personal equipment when accessing data, contacting pupils and parents or hosting live lessons.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and phone 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. The school will follow its data protection policy / privacy notice in terms of handling data, which can be found [\[insert link\]](#).

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

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)
- Passwords to not be autosaved on devices – especially for access to personal information.
- Taking care to establish the origin of links and documents sent to staff by what appears to be parents and pupils.
- Not inserting external hard drives into school devices which do not belong to the member of staff.
- Using cloud systems to store documents and information instead of external hard drives.
- 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
- Using 2-step verification where possible

6. Safeguarding

- [\[redacted\]](#) In line with the school's Child protection policy

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- [Data protection policy and privacy notices](#)
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

Ashby Willesley Primary School

Our Online Learning Offer (updated December 2021)

Recorded teacher led lessons

There will be up to three teacher recorded lessons daily. This will include a Maths, an English and one other lesson which will vary day to day. FS and KS1 will also have a daily phonics lesson. All lessons will be sent out in advance allowing children to access them at the most appropriate time for themselves and their families. Children will be able to watch the video lessons, pause them where necessary and re-watch them if appropriate. Differentiated work for the children to complete will be explained in the videos. It is expected that the whole session would take the same time as if in the normal classroom setting. This would usually be an hour session but may be more for some subjects. KS1 pupils will have on average 3 hours per day (slightly less for Foundation Stage) and KS2 pupils will receive on average 4 hours per day.

How the work will be set:

The lessons and any relevant resources will be sent to parents/carers via Microsoft Teams. Where possible, the printing of resources will not be needed and work can be completed on paper although there may be some online activities too. It will be clear from each session about how work should be completed.

Communication

Each child has their own Microsoft Teams account and login. Communication can be made through the 'Chat' function or via submitted work. Pupils should avoid using this as general chat. If parents are having difficulty with this then they can email the school office or their child's year group (office@willesley.leics.sch.uk) (yearthree@willesley.leics.sch.uk) (yearfs@willesley.leics.sch.uk) Problems will be addressed as soon as reasonably possibly.

Accessing remote education

We recognise that some pupils may not have suitable online access at home. We have a limited supply of iPads and laptops that we can lend out with prior arrangement. Please contact the school office for further information.

What to do with completed work

It is important that we know how your children are getting on with their work. Please share their work via Teams. Your child's work can be uploaded when completed and it will be looked at in due course. You can also submit comments with your child's work too. Children should expect feedback on 2 pieces of work for both Maths and English. It is not possible to acknowledge every piece of work but this does not mean that it won't be looked at and valued.

We expect children to access as much work as possible and complete and return it to us. We do however understand that every family has different challenges and we want you to try your best.

Additional Support for pupils with SEND

We recognise that some pupils may not be able to access remote education without support from adults at home. We acknowledge the difficulties that this may place on families, and we will support these pupils by tailoring planned activities or providing additional resources to meet their needs and ensure that these are delivered in a way that they can access them.

What else do we offer?

Every day there will be a Teams meeting with the year group teacher(s). This will be an opportunity for virtual face to face contact. In these meetings, teachers may give feedback on

work set, have set discussion points, set and discuss fun activities, read stories etc. It is also a good opportunity to promote the children's well-being, seeing their friends on screen.


The Year Group Teams meetings will be as follows:

Acorns - 9:00 am Year 1 - 9:30 am Year 2 - 10:00 am

Year 3 - 1:00 pm Year 4 - 1:30 pm Year 5 - 2:00 pm Year 6 - 2:30 pm

Please click the link in the chat to join the meetings and make sure your camera is on but your microphone is **OFF**. The meetings will be started 5 minutes before.

Appendix 2 - Home learning guidance (updated Dec 21)

| Reason for home learning | Acorns | Year 1 | Year 2 | KS2 |
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| <ul style="list-style-type: none"> Isolating for 10 days due to positive Covid result or displaying symptoms and awaiting PCR result | <p>Inform the school office via Weduc. Class teachers will be informed and will set work on Teams or via email that will reflect what is being taught in their class in school.</p> <p>A series of practical activities for children to complete, outlined on the sheet provided.</p> | <p>Other activities you could complete :</p> <p><u>English</u></p> <p>Read your school book or a book from home everyday</p> <p>Writing – visit https://www.kidadl.com/articles/creative-writing-prompts-key-stage-one-and-two for some creative writing ideas</p> <p><u>Maths</u></p> <p>Numbots</p> <p>White Rose Maths home workbooks - find your year group and term at https://whiterosemaths.com/parent-workbooks/</p> | <p>Other activities you could complete :</p> <p><u>English</u></p> <p>Reading – read your school book or a book at home every day</p> <p>Writing – visit https://www.kidadl.com/articles/creative-writing-prompts-key-stage-one-and-two for some creative writing ideas</p> <p><u>Maths</u></p> <p>Times table rock stars</p> <p>White Rose Maths home workbooks -find your year group and term at https://whiterosemaths.com/parent-workbooks/</p> | <p>Other activities you could complete :</p> <p><u>English</u></p> <p>Writing – Visit Pobble 365 https://www.pobble365.com/ This website has a different picture every day to use as a story starter and to stimulate creative thinking</p> <p>Reading – read your school book or a book at home 30 mins every day</p> <p><u>Maths</u></p> <p>Times table rock stars</p> <p>White Rose Maths home workbooks -find your year group and term at https://whiterosemaths.com/parent-workbooks/</p> |
| <p>Whole school closure</p>  | <p>Teams</p> <ul style="list-style-type: none"> a daily video from Year group staff, modelling and teaching Literacy and Maths with clear | <p>Teams</p> <ul style="list-style-type: none"> a daily video from Year group staff, modelling and teaching English and Maths with clear guidance on CGP work / work to be completed | <p>Teams</p> <ul style="list-style-type: none"> a daily video from Year group staff, modelling and teaching English and Maths A range of Foundation subjects | <p>Teams</p> <ul style="list-style-type: none"> a daily video from Year group staff, modelling and teaching English and Maths with clear guidance on CGP work / work to be completed |

Appendix 2 - Home learning guidance (updated Dec 21)

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| | <p>guidance on activities to be completed</p> <ul style="list-style-type: none"> • Daily Phonics • A topic mat with activities covering the EYFS curriculum to be completed throughout the week • Daily story time • Daily 'live' meeting • 2 x weekly feedback in Literacy and Maths | <ul style="list-style-type: none"> • A range of Foundation subjects throughout the week • Daily Phonics • Daily 'live' meeting • 2 x weekly feedback in both English and Maths | <p>throughout the week</p> <ul style="list-style-type: none"> • Daily Phonics • Daily 'live' meeting • 2 x weekly feedback in both English and Maths | <ul style="list-style-type: none"> • A range of Foundation subjects throughout the week • Daily 'live' meeting • 2 x weekly feedback in both English and Maths |
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