

Woodmancote School and Little Chestnuts Remote Learning Policy

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Committee with responsibility	Curriculum and Standards
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Frequency of Review	Yearly
Next Review	December 2021

Issue Number	Issue Date	Summary of Changes
1	September 2020	New Policy
2	December 2020	Page 3 and Live lessons
3	January 2021	Changes made in light of advice from GSCE 2.1 Teaching Live and Contacting children at home 3.0 Who to contact-Update for Parents 4.1 Addition of Link to SWGFL Privacy notice for TEAMS

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Government Expectations:

- Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.
- Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.
- 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 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, schools are expected 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 and/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
- We expect schools to avoid an over-reliance on long-term projects or internet research activities.

Woodmancote's Rationale:

- ♥ Stay connected with families - particularly at a time of uncertainty and worry.
- ♥ To be a constant for our children.
- ♥ Help children to learn new content by an increase in teaching videos and taught material.
- ♥ Provide a routine/structure to help parents and children to focus.
- ♥ To have daily contact with our children through messaging.
- ♥ To give feedback to our children that will enable them to progress.
- ♥ To mirror as close as possible our broad and balanced curriculum in 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. Roles and responsibilities

Mrs Sarah Badham, working alongside Mr Evans and Mrs Grosvenor, Key Stage Leads, will have overall responsibility for Remote Learning as part of Curriculum responsibilities.

2.1 Teachers and Safeguarding

When providing remote learning, teachers must be available between 8.45 and 3.45

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 are responsible for:

- **Setting work**

In the event of a child being absent, awaiting test:

- If a child is off due to symptoms of covid and awaiting a test, the office should direct them to use Oak Academy <https://classroom.thenational.academy/>

In the event of a confirmed case and the whole class, including teacher is off, awaiting tests:

- Class teacher should determine who has and who has no got internet access, by liaising with the SBM
- Children with limited access should will already have packs made up and distributed via the school office.
- For online Learning, the school will only use Teams and the class teacher will upload the work for each day/week.
- The resources used can be teacher generated, specific Oak Academy lessons or links to other online resources.
- Each day the teacher should follow the suggested whole school timetable and spend time on TEAMS outlining the day and then teaching an aspect of the curriculum as appropriate, using a range of resources. It is not an expectation that all lessons will be Live, but teachers may want to record aspects of teaching and learning and then post these for pupils to access when possible.
- Each child should be provided with between 3-4 hours of academic study or craft/DT activities
- Both classes in each year group should have the same quality and quantity of work set.

- **Teaching Live**

Teaching Live sessions should only occur in school. Where this is not possible, the Remote Teacher must teach from a room that is suitably set up and devoid of any items that could be deemed as inappropriate or offensive. No other adults or children should be in camera shot.

Where Teaching Live occurs in school, the Remote Teacher may want to use the children in the class that is in school. They must be mindful of who would be in camera shot and whether there are any particular Safeguarding concerns that might make their appearance inappropriate. If they are unsure they should seek clarification from the DSL.

No personal devices should be used for any aspect of teaching. Only school Devices should be used.

If the teacher is to record the session, they must make this clear to the participants before recording starts

- **Contacting Children at Home**

- As part of our on-going Remote provision, teachers may contact children at home either via TEAMS or the phone.
- If using TEAMS, children should be in a communal area at home.
- If by phone, parents should be aware of the phone call and give permission for it to take place and will be expected to remain in earshot.
- Only school accounts will be used
- If using a personal device to phone a child, the teacher will ensure that their number is blocked.
- Contact details of parents and children should not be taken from the school site.

- **Providing feedback on work**

- For children with hard copies of work, teachers should make contact with parents on a regular basis to determine how children are responding to work. Specific guidance to parents will need to be generated for them to support their child's learning. This could be in the form of toolkits.
- Feedback to children using online platform should be with 48 hours.

- **Keeping in touch with pupils who aren't in school and their parents**

- Allocated staff (Pastoral Team) will be assigned to making contact with children who are on the school's vulnerable list, have SEN needs or who need additional support.
- Class teachers will make daily contact with the class according to the timetable.
- Class teachers will be available throughout the day via email and Teams
- Class teachers need not respond to communication outside the allocated hours highlighted above.
- Safeguarding concerns should be reported via the usual channel (CPOMS)
- Parental concerns should, in the first instance, be handled by the class teacher, but may be referred to the HT or Key Stage Leads when appropriate.
- Where a child has not completed work, the class teacher should seek an explanation from the parent.

- **Attending virtual meetings with staff, parents and pupils**

- Staff working from home should dress appropriately for Virtual Teaching, i.e. in the same manner as they would if they were at school.
- Staff should be mindful of the teaching or meeting environment behind them and remove anything that may cause offence or be deemed inappropriate by parents.
- Where teachers are in school teaching, but the parallel teacher is self-isolating with their class, consideration should be given to streaming the class lessons to the parallel class.

2.2 Little Chestnuts

Pre-School coordinators to:

- Create weekly ideas for activities, to be emailed to EYFS Lead for distribution to parents by Monday of each week.
- Provide daily contact with children via Teams-Read a story, sing a song, etc, at a time agreed.

2.3 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
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders 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
- Monitoring the remote work set by teachers in their subject
- 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
- Monitoring the effectiveness of remote learning through accessing TEAMS, meeting with teachers remotely and viewing completed work.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for accessing CPOMS on a regular basis, attending relevant Child Protection meetings and ensuring that all concerns are acted upon in a timely manner.

2.6 School Business Manager (SBM)

The SBM is responsible for:

- Fixing issues with Microsoft Teams through liaison with Focus Networks
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches
- Assisting pupils and parents with accessing the internet or devices

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day at specified times that are made explicit to parents and children each day.
- Complete work to the deadline set by teachers
- Seek help if they need it
- 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
- Be respectful when making any complaints or concerns known to staff

2.8 Governing Body

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-STAFF

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

Issues in setting work - talk to the relevant subject lead or SENCO

rhoyle@woodmancote.gloucs.sch.uk

Issues with behaviour - talk to the relevant head of Key Stage

sbadham@woodmancote.gloucs.sch.uk

rgrosvenor@woodmancote.gloucs.sch.uk

revans@woodmancote.gloucs.sch.uk

Issues with IT - talk to SBM

admin@woodmancote.gloucs.sch.uk

Issues with their own workload or wellbeing - talk to their Head of Key Stage or HT or Pastoral Lead

lmcnamee@woodmancote.gloucs.sch.uk

head@woodmancote.gloucs.sch.uk

Concerns about data protection - talk to the SBM

See above

Concerns about safeguarding - talk to the DSL

head@woodmancote.gloucs.sch.uk

Issues with Little Chestnuts (Learning and Behaviour)-Talk to EYFS Lead

sbadham@woodmancote.gloucs.sch.uk

Issues with Little Chestnuts (Funding and sessions)-Talk to SBM

admin@woodmancote.gloucs.sch.uk

Who to Contact-PARENTS

Issues in setting work - talk to YOUR CHILD'S CLASS TEACHER

Issues with behaviour - talk to the relevant head of Key Stage

Early Years-sbadham@woodmancote.gloucs.sch.uk

Years 1 and 2-rgrosvenor@woodmancote.gloucs.sch.uk

Years 3-6-revans@woodmancote.gloucs.sch.uk

Issues with IT - talk to SBM

admin@woodmancote.gloucs.sch.uk

Concerns about data protection - talk to the SBM

See above

Concerns about safeguarding - talk to the DSL

head@woodmancote.gloucs.sch.uk

Issues with Little Chestnuts (Funding and sessions)-Talk to SBM

admin@woodmancote.gloucs.sch.uk

4. Data protection

4.1 Accessing personal data

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

- Class distribution lists to be set up directly on Office365, avoiding the need for hard copy or electronic lists of contacts
 - Only use school laptops provided to communicate via Teams
- <https://swgfl.org.uk/assets/documents/microsoft-teams-skype-safeguarding-and-privacy-for-kids.pdf>

4.2 Keeping devices secure

All staff members will take appropriate steps to ensure their School devices remain secure. This includes, but is not limited to:

- Only use school laptops supplied for school work, rather than personal home computers or devices
- Only use the encrypted memory sticks supplied by the school
- Report any loss of school laptops or encrypted memory sticks immediately
- All school staff to read and sign the 'Acceptable Use Agreement' and 'Use of Memory Stick Agreement'
- 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
- Not leaving the device in classroom overnight, in car boots etc.

5. Safeguarding

This remains in line with our existing policy and the addendum. Aspects of Safeguarding are apparent in the sections above. The *GSCE Remote Learning Advice* is used to evaluate our protocols.

6. Monitoring arrangements

This policy will be reviewed as and when changes are made or every two months by the HT and DHT. At every review, it will be approved by the Curriculum and Standards Committee

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
- > E- safety policy
- > Acceptable Use Policy

Signed: Chair of Curriculum & Standards Committee