

Remote Learning Policy

Specific Aims:

To ensure consistency in the school's approach to remote learning.

To outline our approach for pupils who will not be attending school as a result of government guidance or the closure of a class bubble.

Set out expectations for all members of the school community with regards to remote learning that conforms to our safeguarding procedures.

Provide appropriate guidelines for data protection.

Who is the plan applicable to?

This plan sets out the expectations for pupils, staff and families in the event that a member/members of our school community need to self-isolate – in line with government guidance or due to ill health.

The governors and senior leadership team at Willowcroft are fully aware that families are unique; they will approach remote learning in a way which suits their individual situation. We realise that circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need to be flexible from all sides. We understand that:

- Parents may be trying to work from home so access to technology and supervision available to children may be limited;

Parents may have two or more children trying to access technology and feel the need to prioritise the needs of young people studying towards GCSE/A Level exams.

Remote Learning plan

The remote learning provision will differ depending on whether an individual is isolating, suffering with a long term illness or whether it is a whole bubble or more. Our aim is to ensure that children remain engaged in their learning and retain a connection to the pastoral support that school offers.

Class Dojo

Class teachers may use Class Dojo to communicate messages to parents. Any urgent messages from parents must be passed directly to the office by email or phone.

In rightful consideration of staff well-being, teaching staff are not expected to reply to messages via Class Dojo or email during the weekends, holiday periods or after they have completed their work in the evenings.

A -Child is self-isolating or off school due to a long term illness.

	Reception and Puffins	KS1	KS2
What work will be set?	Teachers will use Google Classrooms/Class Dojo to set appropriate work for parents/carers – this will focus on	<ul style="list-style-type: none">• Work will be sent out via Google Classrooms/Class Dojo, which is as far as possible linked to the work the class will be doing, this can include links to websites including Oak Academy or BBC Bitesize. Phonics will be included, using RW Inc Daily phonic lessons on Youtube.	<ul style="list-style-type: none">• Work will be sent out via Google Classrooms/Class Dojo which is as far as possible linked to the work the class will be doing, this can include links to websites including Oak Academy or BBC Bitesize.

	<p>early reading and number.</p> <p>Parents will be directed to Oak Academy or BBC Bitesize.</p> <p>Class Dojo will be used as a platform to communicate with parents and carers.</p>	<ul style="list-style-type: none"> The National (Oak) Academy, BBC and white Rose sites will be used as appropriate.
Contact with school	<ul style="list-style-type: none"> School to check in with parents/child at least twice in a 2-week period with a phone call/email If the child wants to/is able to, they should be invited to take part in a live video call via Google Meet with class (for example hear a story time or just to catch up on what class have been doing or other appropriate activity) - <i>see Safeguarding section</i>. 	
Feedback on work completed.	Any work submitted to be given feedback on within 3 school days.	

B) Whole class/bubble/whole school isolating

	Reception and Puffins	KS1	KS2
What work will be set?	<ul style="list-style-type: none">Teachers to post a daily introduction to expectations on Google Classroom Stream by 9am (either live, via Zoom or a short video in Google Classrooms)Daily work should consist of similar tasks to what would have been set if school-based learning were possible.Resources can be posted in the Google Stream to support learning.Where appropriate (by age group) children will be asked to submit at least one piece of work (2 in KS2) a day that will receive feedback from the class teacher.For some pieces of work teachers will differentiate so that all children can access and be suitably challenged.Learning which requires families to print resources should be avoided where possible		
Contact with school	<ul style="list-style-type: none">Teachers to have daily sessions via Google Meet that children are expected to joinTeachers will keep a daily register of who has engaged with remote learning.Teachers will alert office staff to children who have not registered in the morning. Office staff will follow the same procedure as per usual school absence procedures.NB: Teachers to have half day PPA – this time will be communicated to parents so they are aware that teachers are not available to contact.		
Feedback on work completed.	<ul style="list-style-type: none">Teachers to give live feedback on work submitted or within 48 hours or during live teaching sessions.		
<i>Other Circumstances that need consideration</i>			

Child with 1:1 support isolating (as individual or part of a class)	<p><i>Depending on the age and need of the child all or some of the following can be offered</i></p> <ul style="list-style-type: none"> • Personal Google Classroom to be set up • Appropriate work to be set that will engage child • TA working with child to arrange live daily chat on Google Meet to go over work set and discuss answers etc (If TA isolating, need to ensure access to Chromebook to achieve this) • Children to be invited to take part in Willows sessions
Those families who can't access Google Classroom.	<ul style="list-style-type: none"> • Survey to be completed in advance to establish which families may struggle. • Where possible school will endeavour to loan out equipment to make remote learning accessible. • If no access to Internet, we will ensure paper activities are available. • Class teachers will monitor and ensure they make contact twice a week – where appropriate a member of the Willows team will check in.
If teacher is unable to work due to illness <i>while class are isolating.</i>	<ul style="list-style-type: none"> • Another teacher from year group will post work • SLT will support where needed

Tier 4 situation – all schools closed to pupils apart from those classed as vulnerable or whose parents are key workers.

Key Worker children and Vulnerable.	<ul style="list-style-type: none"> • Pastoral support is prioritised. • Children will have access to learning set by teaching staff (as above) on Google Classroom. • Staff will work flexibly in school so that we are able to offer home learning and in-school learning. • Reduced provision bubbles to be kept in class bubbles if possible. • Children in school will need to access chrome books or iPad. There are unlikely to be sufficient for everyone and they will need to be shared.
Those not in school (as per B above)	<ul style="list-style-type: none"> • Teachers to post a daily introduction or host a live meeting to share expectations on Google Classroom Stream. • Daily work should consist of similar tasks to what would have been set if school-based learning were possible. • Resources can be posted in the Google stream to support learning. • Where appropriate (by age group) children will be asked to submit at least one piece of work (2 in KS2) a day that will be marked by the class teacher. • For some pieces of work teachers will differentiate so that all children can access and be suitably challenged. • If appropriate, KS2 children will be issued with a Home School workbook that they can use to complete set tasks in that are not possible to be completed online – photos of this work can be submitted as evidence. • Teachers to arrange daily sessions via Google Meet that children are expected to join. • Teachers will keep a daily register engaged with remote learning. • Teachers will alert office staff to children who have not registered in the morning. Office staff will follow the same procedure as per usual school absence procedures. • NB: Teachers to have half day PPA – this time will be communicated to parents so they are aware that teachers are not available to contact.

Roles and Responsibilities – who to contact.

Senior Leaders/Designated Safeguarding Leads:

- The SLT will co-ordinate the remote learning approach across the school and monitor the effectiveness through regular communication with teachers.
- The Headteacher will monitor the security of remote learning systems, including data protection and safeguarding considerations.
- Support all staff in the ability to deliver remote learning.
- Organise in-school provision in the case of a full lockdown.
- Maintain ongoing safeguarding procedures and ensure check-ins with key families.
- Step in to cover teachers who are unable to work due to illness.
- Seek feedback from families.
- Ensure all staff who need access to Google Classroom have the appropriate device available.

Teachers:

- Teachers will plan lessons that link to the curriculum focus for that year group and will provide resources to support home learners.
- Staff will add these resources to their Google Classroom electronically
- Teachers are expected to be available for work from 8.30am to 3.10pm on the days they are employed to work, with a 1-hour break for lunch.
- Teachers will respond promptly, within reason, to requests for support from families at home. This should be done via the parent email.
- Teachers should seek ongoing training and guidance so that they are confident in using the remote learning resources.
- Teachers will make sure all children and parents have access to relevant logins.
- Teachers will prioritise wellbeing and ensure that all pupils are given the opportunity to have a group/class video (or telephone call) each week.
- Teachers will provide feedback on any work submitted within 3 school days.

Teaching Assistants:

- If a child with an EHCP is isolating, where appropriate and in liaison with the class teacher, 1:1 TA will manage work set by the class teacher on personalised Google Classrooms and respond to submitted work.
- Non 1:1 TAs will be expected to manage the in school “Reduced Provision” bubbles. They will not be expected to set work but children will be able to access work set by the class teachers.

Parents & Carers:

- We encourage parents and carers to support their children’s work, by viewing the work set together, and then making appropriate plans to complete the work. This can include finding a suitable space to work in and, to the best of their ability, supporting pupils with work encouraging them to work with good levels of concentration.
- Should anything be unclear in the learning that is set, parents can communicate with class teachers via the school office. Teachers will respond within 24 hours (school days only).
- To establish which families may need further support or access to IT equipment, school leaders will survey parents so that any potential barriers to children accessing online learning can be addressed as soon as possible.

Safeguarding

- All staff will continue to follow the Child Protection and Safeguarding Policy and use CPOMs to report concerns. The Child Protection and Safeguarding Policy can be accessed on the school website and all staff have read the Policy and signed to confirm they have read, understood and will follow all expectations.
- The Headteacher, with the Deputy DSLs will monitor any concerns raised and respond in the usual manner, ensuring concerns are followed up immediately and, where appropriate, referrals are made to outside agencies.
- Use neutral or plain backgrounds.
- Ensure appropriate privacy settings are in place.
- Ensure staff understand and know how to set up and apply controls relating to pupil and student interactions, including microphones and cameras.
- Set up lessons with password protection and ensure passwords are kept securely and not shared.
- Ensure all staff, children, students, parents and carers have a clear understanding of expectations around behaviour and participation.
- Work with IT team to ensure devices (school loaned) are secure.
- Continue to follow online safety guidance.

Data Protection

Accessing Personal Data

- When accessing personal data for remote learning purposes, all staff members will use only the school's secure system (Integris), using the laptop provided by school.

Processing Personal Data

- Staff are reminded to collect and/or share as little personal data as possible online.

Keeping Devices Secure

- All staff will follow the guidance in the Online Safety Policy to keep IT devices secure. This includes, keeping the device password-protected, 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 and installing latest updates.