

**WESTFIELD COUNTY PRIMARY SCHOOL**  
**REMOTE LEARNING POLICY**

**Introduction**

During periods of long-term closure or pupil absence, staff at Westfield Primary will continue to provide education and support to our children using remote learning. All learning will be conducted using the xxxxxxxx. Our remote learning offer will allow us to:

- Maintain learning and academic development for all pupils
- Provide appropriate, age appropriate and stimulating tasks to engage pupils
- Maintain professional relationships between pupils and school staff

Teachers will be able to schedule learning in a manner that does not overwhelm our children. Teaching and learning can be tailored, changed and updated as time progresses, allowing for replication of classroom activity to the best of our ability. In all communications we will prioritise the wellbeing of our children.

**Aims**

This Remote Learning Policy aims to:

Ensure consistency in the school's approach to remote learning

Set out expectations for all members of the school community with regards to remote learning

Provide appropriate guidelines for data protection

Westfield Primary has developed a three-tiered approach, depending on the reason for absence:

Tier One	Pupil is self-isolating and awaiting test result for either themselves or family member  Work will be available from the second day of absence.	Class teachers will provide daily learning tasks. Activities should include one reading, one English (either writing or grammar, punctuation and spelling); one Maths; one other Curriculum subject will be provided per week.
Tier Two	All class members are required to self-isolate following confirmed positive test within the class	

Tier Three	Whole school closure due to local or national lockdown	

## EYFS - arrangements

### 2. Roles and responsibilities

#### Teachers

Teachers ideally are available Monday-Friday during usual working hours but this will be primarily directed by their own personal family circumstances/situation during the current crisis. Underpinning this approach is an understanding for flexibility as to when teachers can be available. If they are 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. Teachers are responsible for setting work:

#### EYFS

- Instructions should contain enough detail for the pupil to be relatively independent (age dependent) but should not rely on use of a computer or device as it is acknowledged that this may be needed by siblings and/or parent(s) working from home
- Teachers should not assume that a home has access to a printer
- Work will be uploaded to via xxxxx daily and no later than 9am
- SLT may ask for examples of activities to ensure consistency of approach throughout school

#### **Responding as appropriate to parents:**

- Teachers will acknowledge work and provide feedback and suggestions for improvement as appropriate. Parents should be aware that this may not replicate feedback on strengths and development in learning that parents might expect when the school is open and working normally.
- Teachers should never use a personal device that shares their personal contact details (e.g. phone number or private email address)
- Teachers may be asked to provide a response or comment on a response to a parental query

Updated 2020 SH

### **Pupils and parents**

Staff can expect pupils to:

- Try their best to complete at least some of the activities provided on a daily (weekday) basis
- Do some reading (or listen to some reading) every day
- Seek help if they need it from adult(s) at home
- Have fun.

Staff can expect parents to:

- Support their child(ren) as best they are able given their own home circumstances, health and work commitments etc
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

### **Subject Leads**

Alongside their teaching responsibilities, as outlined above, Subject Leads may be asked to:

Consider whether any aspects of the subject curriculum need to change to accommodate remote learning

Work with teachers setting the curriculum subject to make sure work set is appropriate and consistent

Work with other subject leads and senior leaders to make sure work set across subjects is appropriate and consistent

Monitor the work set by teachers in their subject –e.g virtual meetings with teachers or by reviewing work set

Alert teachers to resources they can use to teach their subject.

2.4 Inclusion Coordinator (INCO) The INCO is responsible for coordinating provision for pupils with SEND across the school as set out within the schools Special Educational Needs Policy. During a period of enforced school closure the INCO will continue to: o Lead on liaison with SEND pupils at home and their families; o Ensure completion of necessary SEND paperwork and/or applications;

2.5 Senior Leadership Team (SLT) Alongside any teaching responsibilities, senior leaders are responsible for: o Coordinating the remote learning approach across the school; o Monitoring the effectiveness of the remote learning activities for example through contact with teachers and subject leaders and reviewing the work set; o Identifying which families may have no access to the internet and ensuring that hard copies of learning activities planned by teachers are made available to the parent for collection or delivery; o Oversee the ongoing wellbeing and CPD of teaching assistants.

### **Safeguarding**

**All staff have a responsibility record and report any safeguarding concerns in accordance with the school's Child Protection and Safeguarding Policy**

Updated 2020 SH

**Designated Safeguarding Lead (DSL)**

The DSL's responsibilities are identified within the school's Child Protection and Safeguarding Policy.