



Westfield Primary School

REMOTE LEARNING POLICY

Both staff and pupil wellbeing have been considered in the review of this 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 Google classrooms. 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: <ul style="list-style-type: none">• one reading and one English (either Writing or Grammar, Punctuation and Spelling)• one Maths• foundation subjects-tasks where appropriate or open-ended investigations but at least one topic activity per week



Tier Two	
All class members are required to self-isolate following confirmed positive test within the class	As for Tier One. <ul style="list-style-type: none">• Lessons will be taught as live lessons where possible.• EYFS – phonics / story share, Maths activities will be delivered as live lessons on a daily basis

Tier Three	
Whole school closure due to local or national lockdown	As for Tier Two <ul style="list-style-type: none">• Lessons will be taught as live lessons where possible.• EYFS – phonics / story share, Maths activities will be delivered as live lessons on a daily basis

In the instance that no contact is made during a week, staff will contact the family concerned.

Teacher absence

In the event that a teacher is absent from school with a confirmed positive test, they will be unable to deliver work as set down in Tier Two. In this instance the class which is self-isolating will be set work as in Tier One. This will be uploaded by TA staff and other year group colleagues as soon as possible.

Online contact and lessons

For online lessons and online contact, we ask that parents and carers are within earshot of lessons to support children with any technical difficulties and to support any follow up work. However, parents and carers are not allowed to participate in lessons. If a teacher feels that interactions are inappropriate or preventing lessons from being taught, they may terminate the lesson.

Please refer to Appendix 1 and Appendix 2 for teacher and pupil expectations regarding online contact.



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:

- Instructions should contain enough detail for the pupil to be relatively independent (age dependent) but should try 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 Seesaw daily as soon as possible
- 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

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



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- 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.

SENDCo

The SENDCo 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 SENDCo will continue to:

- Lead on liaison with SEND pupils at home and their families where necessary
- Ensure completion of necessary SEND paperwork and/or applications

Senior Leadership Team (SLT)

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school
- Monitoring the effectiveness of the remote learning activities for example through contact with teachers and subject leaders and reviewing the work set
- Oversee the ongoing wellbeing and CPD of all school staff

Safeguarding

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

Designated Safeguarding Lead (DSL)

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

Governing Body

The Governing Body is responsible, including as advised by the DfE, for:

- Supporting staff and pupil wellbeing
- Being pragmatic about what is covered in virtual meetings by prioritising urgent, time bound decisions only



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- Keeping monitoring to a minimum by focussing on safeguarding, health and safety, headteacher and staff wellbeing and (to a lesser extent) the school's approach to providing remote learning for pupils
- Directing any approaches by parents made to them directly or indirectly to the school via email to westfield@westfield.eriding.net
- Determining how to handle statutory procedures during a period of enforced closure such as grievance and disciplinary panels, exclusions, complaints and admission appeals, noting that:

Exclusions – the DfE has clarified that the statutory timeframes for considering exclusions are still in effect but that the regulations already anticipate that these timeframes cannot always be met.

Complaints - the DfE has updated their guidance for school's complaints policies to provide that new or existing complaints should not be handled whilst schools are closed. If a school is closed during the enforced closure period, the Headteacher should write a response to outline the school's position and explain that the school is unable to follow its usual complaints process until school has reopened.

Who to contact:

- If staff have any questions or concerns, they should contact the following individuals:
Issues in setting work – contact the Subject Lead, or SLT
- Issues with behaviour – contact the SENDco or SLT
- Issues with IT – contact the IT technician (Mr Britton)
- Issues with their own workload or wellbeing – contact their line manager or Headteacher
Concerns about data protection – contact school's DPO (Mr Garnett)
- Concerns about safeguarding – contact the DSL or DDSLs as set out within the school's Child Protection Policy

Data protection

Accessing personal data

When accessing personal data, all staff members will:

- Only use their official school email account and never use personal messaging systems
- Connect to the school network using only a school remote desktop connection to work with any personal data to ensure that no data actually leaves the school premises.

Sharing personal data

Staff members are unlikely to need to collect and/or share personal data. However, if it does become necessary, staff are reminded to collect and/or share as little personal data as possible online.



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
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends

Safeguarding

The school's Child Protection Policy has been updated to reflect the current situation.

Monitoring arrangements

This policy will be reviewed annually by the Headteacher. At every review, it will be approved by the Governing Body.

Links with other policies

This policy is linked to the school's following policies:

Behaviour Policy

Safeguarding and Child Protection Policy

Data protection policy and privacy notices

Acceptable Use Policy Staff Code of Conduct Page

APPENDIX: links to professional guidance, advice and support Safeguarding and remote education during coronavirus (UK Government)

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

'There is no expectation that teachers should live stream or provide pre-recorded videos. Schools should consider the approaches that best suit the needs of their pupils and staff'

Joint Union advice on COVID-19 (ASCL, NAHT, NEU) <https://neu.org.uk/media/9826/view>

'We cannot home school the nation's children'

Coronavirus advice (NEU) Distance teaching and learning for school leaders

<https://neu.org.uk/advice/coronavirus-distance-teaching-and-learning-school-leaders>

'A maximum of two to three hours of 'work' per day is plenty'

Distance teaching and learning for primary teachers <https://neu.org.uk/advice/coronavirus-distance-teaching-and-learning-primary-teachers>

'Teachers should not live stream lessons from their homes, nor engage in any video calling unless in exceptional circumstances, with the parent. Online lessons are not desirable for primary children as the teacher-pupil interaction is not easily replicated'



Undertaking remote teaching safely (NSPCC)

<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely>

Appendix 1

Example guidance for staff delivering live lessons/teaching

Before Each Live Lesson/Meeting

- Ensure that you are dressed appropriately.
- Ensure that you are in an appropriate environment, with background noise minimised as much as possible.
- Consider carefully what is visible in the background whilst you are in the call. You may wish to blur the background if you are concerned about this.
- Ensure that you are prepared for the lesson beforehand; have materials close by as it is important that you remain in view as much as possible.
- Ensure that you have nothing on your laptop screen other than what is needed for the lesson. Minimise or close your emails, etc.
- To protect yourself professional boundaries and interaction must be maintained at all times in line with the expectation at school and in line with the school's 'Code of Conduct.'
- If you have concerns of a safeguarding nature, or a student discloses information of a safeguarding nature, you must contact the Designated Safeguarding Lead at the end of the session and record the concern as you would for a concern in school. This includes any inappropriate comments or behaviour by the student that crosses the pupil/ teacher boundary.

During Each Lesson

- Expect the same high standards of effort and behaviour as you would in a lesson in school.
- Challenge any inappropriate or overly familiar interaction. Establish clear guidelines for who is talking when.
- Encourage students to put their hand up rather than talking over one another.
- Speak slowly and clearly at all times.



Appendix 2

Example guidance for pupils during live lessons/teaching

Before Your Lesson

- Ensure that you are dressed appropriately. You don't need to wear uniform or dress particularly smartly, but you must be dressed appropriately.
- Ensure that you are in an appropriate environment, with distractions (TV, siblings etc!) minimised as much as possible.
- Be ready to start your lesson at least 5 minutes before the scheduled time.
- Have any materials your teacher has mentioned for the lesson with you.
- Wherever possible, use a laptop or desktop computer to facilitate the lesson. Smartphones are fine but the smaller screen size will cause a few minor issues.
- If you are worried or concerned about anything that happened in a session you should make your parent / carer aware.

During Your Lesson

- Follow instructions from your teacher in the same way that you would do normally.
- If you need to speak or ask a question then put your hand up wherever possible, to draw attention rather than shouting out over someone else.
- Do not take screenshots, pictures or recordings of the lesson or participants.
- Speak slowly and clearly at all times.