# Remote Education Policy for Whitchurch Primary School

## January Lockdown V4

## 1. Statement of School Philosophy

***Our mission is to provide an innovative, safe and caring learning environment where***

***children leave us well prepared for life as global citizens in an ever changing modern world***

*At Whitchurch we are unapologetic about finding new and better ways to deliver an outstanding learning experience.*

*To do this we aim to:*

- *Provide children with high quality learning opportunities based on a broad and balanced curriculum*
- *Provide a diverse range of opportunities such that children are resilient in the face of challenge and are confident enough to take risks*

*Our strategy for remote learning continues this.*

### 2. Aims

This Remote Education Policy aims to:

➢ Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality Online and offline resources and teaching videos

➢ Provide clear expectations of members of the school community with regards to delivering high quality interactive remote learning

➢ Include continuous delivery of the school curriculum, as well as support of motivation, health and well-being and parent support

➢ Consider continued education for staff and parents (e.g. CPD, Supervision etc)

➢ Support effective communication between the school and families

## 3 .Who is this policy applicable to?

➢       The whole school if a local or national lock down has been imposed.

## 4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 *(Tapestry,Google classroom/ suite)*

- Use of recorded video and/or audio using Loom or similar for instructional videos and google meet for assemblies/
- Live video when appropriate
- Phone calls home
- Printed learning packs if requested
- Use of BBC Bitesize, Oak Academy, *White Rose Maths, Sumdog, Spelling Shed, Timestable Rockstars*

## 5. Home and School Partnership

Whitchurch Primary School is committed to working in close partnership with families and recognises each family is unique.  The school carried out a technology survey in the Autumn term to assess families individual needs. It will work with families to support technological needs where possible.

Whitchurch Primary School will provide refresher training notes and induction for parents on how to use Google Classroom and Tapestry as appropriate and, where possible, provide personalised resources. Parents can contact classroom@whitchurchprimary.org.uk

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Whitchurch Primary School would recommend that each 'school day' maintains a similar structure.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-to-case basis.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

Critical worker and vulnerable children who are in school will follow the same provision in school as is being provided for those working from home.  They will be grouped as an Upper school bubble, lower school bubbles and Willow bubble.  As teaching staff will be managing a morning timetable, these children will be required to follow the same lessons and timetable, with school staff available to offer support in the classroom.

## 6. Roles and responsibilities

### Teachers

*To note: the suggested responsibilities below relate to where a whole class/bubble is isolating*

Whitchurch Primary School will provide a refresher training session and induction for new staff on how to use Google Classroom. This may be through staff being directed to online tutorials and videos.

When providing remote learning, in bubble lockdown teachers must be available for the normal school day.

When providing remote learning, in local or national lockdown teachers availability may be amended to fit in with individual circumstances.

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.

When providing remote learning, teachers are responsible for:

- *9am Daily registration at the start of the day – to help children to settle in*
- Setting work:
    - Teachers will set work for the pupils they teach.
    - The work set should follow a similar timetable for the class had they been in school, wherever possible
    - Teachers in all year groups will be setting work on *Google Classroom*.
- Providing feedback on morning lessons:
    - Reading, writing and maths work, must be completed and submitted by 1pm to be guaranteed teacher response by 6pm.
    - Photographs of Maths work should be submitted at the end of each lesson. Teachers may mark work with pupils at the end of a lesson, or provide answer for pupils to self mark.
    - Where possible for literacy tasks, upper school teachers will provide feedback to children who are working in shared writing documents during the lesson.
    - If work is not submitted by the deadline set by the teacher then feedback will not be given. It is not possible for staff to keep going back through tasks checking to see if a piece of work has been submitted late. If there are emergency circumstances please contact classroom@whitchurchprimary.org.uk
    - All curriculum tasks submitted by 3.30pm will be commented on by the end of the week by a member of school staff.
- Providing feedback on afternoon lessons:
    - All afternoon curriculum tasks submitted by 3.30pm will be commented on by the end of the week by a member of school staff.

- Keeping in touch with pupils who aren't in school and their parents:
    - If there is a concern around the level of engagement of a pupil/s parents should be contacted via email first to access whether school intervention can assist engagement. This may be followed up by a phone call.
    - All parent/carer emails should come through the school classroom account on classroom@whitchurchprimary.org.uk

- o Any complaints or concerns shared by parents or pupils should be reported to classroom@whitchurchprimary.org.uk  FAO Mrs Chesters
- o For any safeguarding concerns, refer immediately to Mrs Chesters on head@whitchurchprimary.org.uk
- o Any technical issues should be reported to classroom@whitchurchprimary.org.uk FAO Mrs Manning

## Teaching Assistants

Teaching assistants must be available between their normal working hours.

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.

During the school day, teaching assistants must complete tasks as directed by Mrs Chesters in coordination with the class teacher where appropriate.

## Headteacher (DC)

Alongside any teaching responsibilities, the head teacher is responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

## Designated safeguarding lead (DC)

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

## IT Manager

Mrs Manning is responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff 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
- Assisting pupils and parents with accessing the internet or devices

## The SENCO (DC)

Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with other organisations to make any alternate arrangements for pupils with EHCP plans.

- In coordination with the class teacher identifying any additional support that could be offered.

## The School Business Manager

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

## Pupils and parents

Staff can expect pupils learning remotely to:

- 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 – so that staff can point parents towards suitable resources if they're struggling.
- Be respectful when making any complaints or concerns known to staff
- Not use the google classroom to message staff outside of the school working hours.

## Governing Board

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

## 7. Stages of Remote Learning

Remote learning Plan

| Scenario | |
|---|---|
| Local Lockdown | Google classroom implemented for all pupils<br><br>Work set to match a Bubble timetable – similar structure to a normal school day.<br>Maths and literacy work to be submitted by 1pm each day. |

Lessons will be set to try and replicate learning that would have been taking place in school.

Teachers will use a combination of slide presentations and recorded videos/ audio narration/ live videos to introduce tasks.

Children and parents should submit questions about the lesson during the timetabled slot where ever possible.

Teachers will support the different needs in the classroom through targeted video links, differentiated tasks, support groups as required.

Afternoon lessons will be introduced in a similar way to morning lessons, but teachers will not be live to respond to these lessons as they will be marking and feeding back on the maths and literacy lessons from the morning.

School staff will respond to afternoon lesson work by the end of the week.

**Typical lower school timetable might be;**

9.00 Registration
9.05 Phonics / Spelling
9.30 Maths
If finish maths early linked sumdog/ online activities
10.15 Daily Mile
10.30 Break time
10.45 Literacy

Afternoon lessons from 1pm


**Typical Upper school timetable might be;**
Yr 4
9.00 Registration
9.10 Maths
If finish maths early linked sumdog/ online maths activities
10.15 Daily Mile
10.30 Break time
10.45 Literacy

Afternoon lessons from 1pm

Yr 5/6
9.00 Registration
9.10 Guided Reading / Spelling
10.30 Daily Mile
10.45 Breaktime
11.00 Maths
If finish maths early linked sumdog/ online maths activities

| | |
|---|---|
| | Afternoon lessons from 1pm |
| Local Lockdown | In a local lock down teacher's timetables may be adjusted to accommodate their own personal circumstances.

Procedure would be similar to bubble local down, but individual staff timetables/ availability may need to be varied. |
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