Wallop Primary School
Remote Learning Policy 2023

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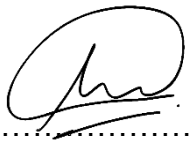
Approved for School: Headteacher: M Lambert Date: 01/02/23	 ……(Signature)
Approved by Governing Body: Chair: N Slater Date: 01/02/23	 ……(Signature)

1. Statement of School Philosophy

Wallop Primary School has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic for our children.

Our strategy for remote learning continues this.

Remote learning will be shared with families when:

- the school is only open to keyworker and vulnerable children
- Pupil is absent due to COVID related reasons, please also refer to our school website for further information where you will find information detailing the school's procedures and structure for remote learning, and other websites to refer to.

Where needed, Wallop Primary School's Remote Learning provision will be high-quality, safe and align as closely as possible with in-school curriculum content.

Our aim is to develop remote education so that it is integrated into school curriculum planning so that no-one need fall too far behind. It may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or for all pupils in the case of bubble self-isolation or local/national lockdown.

2. Aims

This remote learning policy aims to:

- Ensure consistency in the school's approach to remote learning for all pupils (including SEND) who are not in school through use of quality online and offline resources, live lessons/meets and teaching videos.
- Set out expectations for all members of the school community with regards to delivery of high quality interactive remote learning
- Support effective communication between the school and families and support attendance
- Provide appropriate guidelines for reporting concerns and data protection

- All learning will be conducted using the Google Classroom and Tapestry app platforms.
- These platforms will also allow staff to keep in daily contact in a professional and confidential manner with their class members.
- 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 school's ability.
- In all communications we will prioritise the wellbeing of our children.

Pupils and staff are expected to follow the same high standards of communication and respectful behavior towards each other that characterises the everyday face to face learning environment at Wallop Primary.

Additionally, all members of the school community will avoid using text language or slang so that all communications are clear and not easily misunderstood.

Flexibility of Learning

We realise that the circumstances that cause individuals to self-isolate due to having Covid symptoms or our school to close class bubbles, will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides.

- parents/carers may be trying to work from home so access to technology as a family may be limited;
- parents/carers may have two or more children trying to access technology;
- teachers may be trying to manage their home situation and the learning of their own children;
- systems may not always function as they should.

An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

3. Who is this Policy Applicable to?

- A child (and their siblings if they are also attending Wallop Primary) who is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- The whole school if there is a localised or national lockdown.

4. Remote Home Learning via Google Classroom (and Tapestry for EYFS)

Remote learning will:

- Use high quality, reliable and safe materials
- Ensure that the detrimental impact on children's learning is minimised
- Ensure that there is a balance between online and offline activities in a variety of subject areas and contain tasks and links to follow (in any order and at a time that suits on that day).

- Be sustainable for the school in the event of staff becoming unwell and being unable to set activities
- Be manageable for staff by developing a collaborative approach to activities
- Be manageable for parents/carers through offering support and guidance and allowing siblings to work together on some activities/themes.
- Take account of the impact of the current situation on mental health and wellbeing and not put undue pressure on children or families

While we understand that remote learning may be easier for some families than others, we no doubt all agree that keeping regular learning going during the period that children or class bubbles are isolating, is vitally important to reduce the impact on our children's education.

Other tools we will use to deliver this remote education plan include:

- "Live lessons" via Google Meet to facilitate teacher input, questioning and class discussions.
- Use of recorded video for instructional purposes – teacher produced or from reputable websites.
- "Google Playtimes" to allow for classes to get together and have fun and ensure the connectivity of children who are isolating or while school is closed for national lockdown
- Recorded assemblies
- Printed learning packs – differentiated for individuals and for those with SEND.
- Physical materials such as CGP work books, reading books and writing tools
- Use of BBC Bitesize, Oak Academy and other reputable educational websites
- Use of the school's other online platforms: Timestables Rockstars.

Daily Contact

- This may include for individuals or small groups self-isolating:
- Typed or audio messages to and from home using Google Classroom (or Tapestry in the case of EYFS)
- Responding with quality written/audio or filmed feedback after learning has been uploaded on to the platform.
- Phone calls home by a member of staff to check on the child's wellbeing - a member of staff will attempt to make contact weekly to have a sustained conversation.

In the event of the whole bubble self-isolating or localised lockdown:

- Any of the above
- Daily "live" English and Maths lessons with the class teacher
- Sharing of stories via Google Classroom, Google Meet or Tapestry at a pre-scheduled time where a link to the virtual session is emailed.
- Class circle time/google playtime via Google Meet at a pre-scheduled time where a link to the virtual session is emailed.

6. Providing Feedback on Remote Learning

- If school is open as usual, pupils are to send their completed learning to teachers via

Google Classroom/Tapestry daily by 4pm. Bearing in mind for flexibility of circumstance.

- If school is closed for all except critical worker or vulnerable children, pupils are to send their completed learning to teachers via Google Classroom/Tapestry daily by 3pm.
- Teachers will respond with feedback that includes emojis, other suitable symbols or typed commentary which is in line with our existing marking/feedback policy.
- If school is open as usual, teachers will respond to any updates from parents/children by 3:15pm onwards as they are able to taking into account that if it is an individual or a small group isolation circumstance, the teacher will still have a class commitment during the school day.
- If the whole class is isolating or school is closed, this feedback will happen during the school day.

7. Home and School Partnership

Our school is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Our school will provide regular email and website updates and top tips to induct parents/carers on how to use Google Classroom, Google Meet, Tapestry and other virtual meeting platforms such as Zoom effectively.

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

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

Every effort will be made by staff to ensure that activities are set promptly (usually on the evening before). Should accessing activities be an issue, parents/carers should contact school via email promptly and alternative solutions may be available.

These will be discussed on case-by-case basis.

All families sign an 'Home-School Agreement' at school which includes e-safety rules and this applies when children are working on computers at home too.

8. Use of e-mail in the case of a school closure

- Emails received to adminoffice@Wallop.hants.sch.uk by email from parents and pupils are only to be checked between 9am and 3.30pm, Monday to Friday. Replies should only be sent during these times.
- Emails will be replied to within 48hrs.
- Messages sent through Google Classroom will be responded to at various times during the school day (when the teacher can) and after 3:15pm as class teacher has a class responsibility at school.

- Any issues that are received regarding remote education provision are to be dealt with professionally by the class teacher. The Headteacher or other members of the Leadership Team should only be included in the communication if deemed necessary.

9. Roles and responsibilities of Teachers

Teaching staff will:

- Share teaching and activities with their class through the Google Classroom /Tapestry and through using Google Meet
- In the case of a localised or national lockdown, provide "live lessons" via Google Meet.
- Continue teaching in line with current year group planning that is already in place throughout the school;
- Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this;
- Keep in daily contact with children through the measures outlined above – using Wallop Primary School's approved apps and platforms only;
- Reply to messages, set learning activities and give feedback between 3.30pm – 5.00pm or throughout the day if bubble closed or lockdown.
- Allow flexibility in the completion of activities, understanding that the circumstances leading to the self-isolation will affect families in a number of ways;
- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow
- If unwell themselves, be covered by another staff member for the uploading and feedback of activities.
- Follow up messages on the Google Classroom/Tapestry platform during this time will be covered by another member of staff.
- Record details of phone conversations on CPOMs – giving a small commentary of the content using bullet points. Outline the family members spoken to e.g. Mum/Dad and child. Briefly report on e-safety through discussion with parents and child about being safe online. Remind the child that they can speak to a trusted adult in school if they have a worry or feel sad and the channels in which they can do this. Siblings will be 'tagged' on CPOM entries.
- Ensure that if attending virtual meetings with other staff, external agencies, parents and pupils they reply to RSVP via their school e-mail address. When using Microsoft Teams/Zoom/Google Meet, avoid areas with background noise, ensure that there is nothing inappropriate in the background, ask all to remain muted unless invited to speak, access the chat function primarily to communicate.

10. Roles and Responsibilities of Learning Support Assistants

Learning support staff will:

- Assist the class teacher in sharing teaching and activities with their class through the Google Classroom /Tapestry and through using Google Meet or Microsoft Teams
- Assist the class teacher in keeping daily contact with children through the measures outlined above – using Wallop Primary School's approved apps and platforms only, reporting any safeguarding concerns in a timely manner.
- Assist the class teacher with setting learning activities and giving of feedback on activities

- Support pupils where appropriate, with accessing learning remotely, including those with SEND in accordance with IEP targets.
- Attend virtual meetings with teaching staff, parents and pupils where deemed appropriate to do so,
- avoiding areas with background noise, ensuring that there is nothing inappropriate in the background, remaining muted unless invited to speak, accessing the chat function primarily to communicate.

11. Roles and Responsibilities of the Leadership Team

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the whole school
- Monitoring the overall effectiveness of remote learning – reviewing learning set by teachers, monitoring use of Google Classroom /Tapestry,
- Monitoring email correspondence between parents and teachers (including the use of CPOMS)
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- 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.

12. Roles and Responsibilities of the Designated Safeguarding Leads (DSLs)

Alongside any teaching responsibilities, DSLs will:

- Maintaining contact, collating, passing on information and responding to any safeguarding concerns in a timely manner.
- Refer to and follow the COVID-19 addendum, the September 2020 Child Protection and
- Safeguarding Policies in all matters

13. Roles and Responsibilities of the Office Staff with responsibility for resourcing (such as computing items)

This group of staff will:

- Fix issues with systems used to set and collect children's work
- Helping staff and parents with guidance for any technical issues they're experiencing
- Reviewing the security of systems and flagging any data protection breaches to Mrs Evans (Administration Officer/Data Protection Officer) who will work in collaboration with IT Team (Harrap)
- Assisting pupils, staff and parents with accessing the internet or devices remotely

14. Roles and Responsibilities of Pupils

Staff can expect pupils to:

- Complete learning to the deadlines set by teachers as much as they can
- Register daily by 4pm Monday to Friday – although they may not always be (and indeed should not be expected to be) in front of a device or working on their offline activities the entire time

- During national lockdown, attend “live lessons” and complete learning by 3pm.
- Seek help and guidance if they need it, from teachers or learning support assistants via Google Classroom .
- Alert teachers if they not able to complete work due to a misunderstanding via Google Classroom
- Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly;
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that;
- Read daily, either independently or with an adult and record this in the home reading log
- Consider using the self-isolation time to learn a new skill, follow their own interests to discover more about the world around us or just be creative.

15. Roles and Responsibilities of Parents/Carers

Staff can expect parents/carers to:

- Support their child’s learning to the best of their ability
- Encourage their child to access and engage with Google Classroom/Tapestry posts from their teacher
- Seek guidance if anything is unclear in the learning that is set.
- Check their child’s completed work each day and actively encourage the progress that is being made
- Contact school if they need to inform the class teacher if their child is ill or cannot complete the work set for another reason via email on adminoffice@Wallop.hants.sch.uk
- Be respectful when raising concerns to staff
- Refer to the school website for help in supporting pupils remotely
- Learning that children complete on paper at home should be kept safe and can be brought back to school when safe to do so.
- If issued with workbooks, these are to be returned after the period of self-isolation for use in school.
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of the Google Classroom /Tapestry apps
- Be mindful of mental well-being of both themselves and their child(ren) and encourage their children to take regular breaks, play games, get fresh air and relax;
- In compliance with Copyright Law and regulations governing the use of photocopiable materials (parents must note that the school will not take responsibility for any breach of Copyright Law.)

Who to Contact

If parents/carers have any questions or concerns, they should contact the following individuals:

- Issues with learning activities – talk to the child’s class teacher
- Concerns about safeguarding – talk to the school’s DSLs

- Issues with SEND – talk to the class teacher and then escalate to our SENCO if it remains an issue.
- Issues with behaviour at home – talk to the child's class teacher in the first instance and then escalate to the Head teacher
- Concerns about data protection – talk to the Data Protection Officer (Administration Officer)

16. Roles and Responsibilities of the Governing Body

The Governing Body 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 systems are appropriately secure, for both data protection and safeguarding reasons

17. Data Protection

Accessing personal data

When accessing personal data, all staff members will:

- Have access to CPOMS to record any parent communication or concerns about children, this is accessed via a secure password and a further authenticator to ensure maximum privacy. Staff members are aware they need to log out after each use and that they are not to allow access to the site to any third party.
- Use school laptops and iPads as the school's preferred devices to be used when accessing any personal information on pupils. CPOMS must not be accessed on home devices outside of school hours (except for members of Leadership where absolutely necessary and unavoidable and for those class teachers that have been given permission to do so on a temporary basis).

Sharing personal data

Staff members may need to collect and/or share personal data such as emails/phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions. While this may be 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 – 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 (this also applies to CPOMS).
- Not sharing the device among family or friends
- Antivirus and anti-spyware software is up to date and active.

- Keeping operating systems up to date – IT Team always install the latest updates as a matter of course.

18. Links with other Policies and Development Plans

This policy is linked to our:

- Safeguarding policy
- Child Protection Policy
- Behaviour policy
- Marking and feedback Policy
- GDPR policy and privacy notices
- Online safety acceptable use policy
- Code of Conduct policy
- End User Agreements for Google Classroom and Tapestry.

This policy will be reviewed as and when updates to remote home learning are provided by the government.

Appendix 1: 10 top tips for parents to support remote learning

At National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one platform of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

National Online Safety

#WakeUpWednesday

REMOTE EDUCATION 10 TOP TIPS FOR PARENTS

Remote education ensures continuous learning outside the classroom. For parents and carers, remote education isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote education experience.

1. TAKE AN ACTIVE INTEREST IN YOUR CHILD'S LEARNING

As a parent or carer, your school may have explained how remote education works already, but children may still need help. Take an active interest in their learning and help support them whenever they need a helping hand.

2. MONITOR YOUR CHILD'S COMMUNICATION AND ONLINE ACTIVITY

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.

3. ESTABLISH A DAILY SCHEDULE AND ROUTINE

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.

4. ENCOURAGE SCREEN BREAKS AND PHYSICAL ACTIVITY AWAY FROM DEVICES

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers will invariably advise on screen breaks: however, it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.

5. ENSURE YOUR LEARNING DEVICE IS IN PUBLIC SPACE IN THE HOME

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral, with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.

6. IMPLEMENT SAFETY CONTROLS AND PRIVACY RESTRICTIONS ON APPS AND SOFTWARE

Dependant on how your school implements remote education, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.

7. ENSURE YOUR CHILD ONLY USES OFFICIAL SCHOOL COMMUNICATION CHANNELS

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.

8. FAMILIARISE YOURSELF WITH RELEVANT SCHOOL POLICIES

Schools should have a policy on remote education that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.

9. MAINTAIN FEEDBACK WITH TEACHERS

Engage in communication with teachers where possible, and try to feed back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.

10. MONITOR YOUR CHILD'S WELLBEING AND MENTAL HEALTH

Remote education will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as they can. Whilst learning from home might seem fun and exciting to start to with, missing out on seeing their friends every day might take its toll.

Sources: Remote education good practice. DfE guidance. | Safeguarding and remote education during coronavirus (COVID-19). DfE guidance.
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