



Remote Learning Policy

School Aims and Ethos

Our aim at Witton-Le-Wear Primary School is to create an ethos through which everyone is challenged to be the best they can be. We strive for and are committed to:

Creating a school that is a stimulating and purposeful environment; fuelled by a relevant, rich and varied curriculum.

Supporting children to become independent, curious and confident life-long learners. Children with integrity, are well-rounded, value themselves and understand how they can contribute to the community and wider society._

Supporting, developing and challenging staff to ensure they are ambitious and aspirational for all children and themselves to provide the highest-quality teaching to drive learning.

Ensuring parents feel connected, committed, involved and part of their child's journey.

School Values

We value each child and promote wellbeing to encourage them to respect and value themselves and others in the community, forming positive attitudes and relationships. Our values (respect, aiming high, resilience, honesty and working together) are embedded into all aspects of our school provision and offer. This helps children to become well-rounded and responsible citizens. Children are ready for the next phase of their education.

Curriculum Statement

Through our curriculum, we provide a broad range of opportunities for children to acquire knowledge, skills and experiences relevant to their life now and in the future. We believe this creates a solid, firm foundation for excellent education.

We are adopting a teaching for mastery approach across the delivery of our curriculum. We teach key concepts which are broken down into small steps. We enable children to communicate their ideas with precision and clarity using subject specific and relevant vocabulary. Variation is used to allow children to learn in depth so that their understanding is not forgotten and ensure everyone moves forward as one.

Rationale

The aim of education is to deliver a high-quality curriculum, so that students know more and remember more. Our remote education curriculum is aligned to our whole school curriculum aims. It is sequenced to ensure children obtain the building blocks they need to progress. In line with our aims and ethos shown above, and as recommended by EEF research, high quality teaching is the most important feature of remote learning programme. High expectations underpin all lessons.

We expect all lessons to be:

- Skillfully planned, structured and sequenced; teachers to demonstrate excellent subject knowledge;
- Work to be challenging; work to be assessed effectively and for students to be given regular opportunities to react to feedback.

Remote Learning Overview

In the event of a full school closure that means students have to be taught remotely, the school is committed to providing continuity of education.

- Where a class, group or small number of students needs to self-isolate for a short period of time, or there is a local lockdown requiring some or all students to remain at home for a longer period, we are ready to offer immediate remote education.
- Remote education will also need to be an ongoing component in the delivery of the school curriculum for some individual students, for example those with complex health needs.
- Remote education, will be of high quality and aligned as closely as possible with in-school provision and curriculum content. Students will access and be taught our intended curriculum.
- If students need to shield or isolate they will join their normal lessons using Microsoft Teams.
- However, in some circumstances, children will be set work on Class Dojo or through Seesaw. If students are set work on Class Dojo or through Seesaw, staff will attach the lesson PowerPoint, clear instructions and tasks for the students to complete. All work will be in line with the school curriculum.
- In the event of a full school closure, most children will have 4 x 30 minute lessons of meaningful and challenging lessons each day and will follow their in school timetable.
- Seesaw and Microsoft Teams will be used consistently across the school with all year groups to deliver live lessons, set assignments, allow interaction between teachers and students, and provide opportunities for assessment and feedback.
- Staff, students, and parents will receive training in the use of Seesaw.
- Laptops will be loaned to children who do not have suitable equipment outside of school.

Online Lessons

Live teaching (online lessons) will be the main source for delivering learning; this provides students with curriculum continuity and the opportunity to be able to ask questions and speak to their subject teachers.

It is the aim to give all children access to a full timetable, where practicable. Remote teaching will replicate effective classroom teaching as far as possible, including:

- Providing frequent, clear explanations of new content providing opportunities for interactivity, including questioning, eliciting and reflective discussion;
- Providing modelling, scaffolded practice and opportunities to apply new knowledge;
- Enabling children to receive timely and frequent feedback on how to progress, using digitally facilitated or whole-class feedback where appropriate;
- Breaking content and tasks into smaller chunks to aid concentration.
- Key pieces of work will be submitted and assessed.
- During lessons, children will be asked questions and expected to respond to their teachers. Responses will be verbal, using the chat facility or via the 'hands up' function in Microsoft Teams. Such characteristics of teaching are important so children feel engaged and valued and teachers can check their understanding and tackle misconceptions quickly.
- Peer interactions can provide motivation and improve learning outcomes (as well as building social skills): these will be enabled through Breakout Rooms. We recognise that different approaches suit different types of content and different children. In some

cases, other methods of delivery may be used such as recorded demonstrations for practical activities.

Engagement

Registers will be taken each lesson each day, and where students are absent parents will be contacted by our pastoral/admin support team. We will similarly monitor children's behaviour and effort in lessons every week and communicate with parents where we are concerned. This communication will usually come, in the first instance, via a telephone call from a member of our pastoral/admin team.

Children requiring additional support

We recognise that some children, for example those with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those children in the following ways:

- Class teachers will ensure remote learning is accessible for SEND learners by clearly identifying learning objectives, chunking the tasks set, providing scaffolded tasks, model answers and suggested time limits. This is done across all subjects and year groups.
- Where relevant, support staff will attend Microsoft Teams lessons to provide 1:1 or small group support to SEND children.
- Where appropriate, designated staff will make welfare calls to check the work is accessible and offer further support.
- Alternative work might be sent to SEND learners who may be struggling with remote learning. This could be in the form of paper-based work or alternative tasks to make the content more accessible for them. Support will also be given in terms of establishing a routine and realistic work expectations.
- Any concerns can be raised through Mrs Foster (SENDCO).

Children who do not have digital or online access at home

We recognise that some students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

- We will make every effort to ensure all students have appropriate access to a suitable device and / or internet connection by loaning school devices.
- For the small minority of students who are completing their work via printed work packs, designated staff will make regular contact with students and parents to discuss progress.
- Where it is safe to do so, we will arrange for work to be returned to school for teachers to assess.
- Support in using Seesaw/Microsoft Teams will be provided for students and parents on the 'Remote Learning' area of the school website, our social media platform and through our dedicated pastoral support team.

Safeguarding

Use of Microsoft Teams means that students are automatically 'registered' when they log in, so staff are able to monitor which students are attending online lessons. In the event of an individual or group of students being isolated for a period of time, or a longer local lockdown, we will implement appropriate safeguarding checks. These include:

- Regular phone calls home to check on the welfare of students under social care overseen by DSL (Mr Laws).
- Weekly phone calls home to check on the welfare of SEND and Vulnerable students.
- Registration via lessons in Microsoft Teams.
- Failure to attend will result in follow up phone calls by pastoral staff and the attendance team. In all the above cases, failure to achieve contact with students will result in referral to other relevant agencies.

Data Protection

Accessing personal data

- When accessing personal data for remote learning purposes, all staff members will access the data, using a secure server in Trust's IT network.
- Staff may use personal devices (such as computers, tablets, and phones) to access school data and work remotely.
- Personal data (such as student/student information) will not be copied and/or stored on personal devices.

Processing Personal Data

- All personal data must be processed and stored in line with the Data Protection Act 2018 and the Trust's Data Protection policy.
- Staff members may need to collect and/or share personal data such as names, school email addresses (never personal email addresses), assessment outcomes, attendance data as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will be given permission for this to happen.
- However, 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
- 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;
- Keeping operating systems up to date – always install the latest updates.

Roles and Responsibilities

Teacher Expectations

When providing remote learning, teachers must be available during their usual working hours, and deliver their usual timetabled lesson times. If they are unable to work for any reason, for example due to sickness, they should report using the normal absence procedure. When providing remote learning, teachers are responsible for delivering lessons for each of their timetabled classes which should:

- Follow the agreed curriculum plan.

- Be scheduled as a Teams Meeting within the relevant Teams channel for each class.
- Include all necessary resources as document uploads to the Seesaw/Microsoft Teams or as links to external sources as relevant.
- Include appropriate teacher input and explanation, through live teaching, with appropriate opportunities for children to practice new skills or demonstrate new knowledge.
- Include a range of retrieval and recall activities.
- Include questioning episodes or other opportunities for children to participate in the lesson, for example using the 'Chat' or 'Hands Up' functions.
- It is recommended that lessons are recorded for safeguarding purposes and so that they are available for students who are absent or need to catch up.
- Recordings are automatically saved in the Microsoft Teams
- Where it is not possible for the member of staff to deliver the lesson live, for example in the case of a planned leave of absence, pre-recorded video or carefully selected resources must be provided as an alternative and saved in the Seesaw for that class.
- Teachers should also be prepared to provide adapted resources to support SEND learners as required. Teachers are expected to provide feedback to students in line with school policy.
- Key pieces of assessed work should be set and submitted as a Microsoft Office file to allow teachers to view students' work and provide appropriate feedback. Note that if an individual student / small group is self-isolating, the teacher will be teaching the rest of the class in school and it will not be possible for teachers to respond in 'real time' to queries from remote learners. In this scenario, queries should be dealt with at the end of the school day.
- Teachers are expected to provide feedback to line managers and senior leaders in relation to student engagement, so that this can be monitored effectively, and any issues identified and followed up promptly.
- Whilst teachers are expected to respond to routine student queries about work during lesson time, they are not expected to respond to queries from students outside of working hours. Parental queries will be handled via school leaders – Mr Laws or Mrs Walker

Child and Parent Expectations

Staff can expect parents with children who are learning remotely to support their child's education by:

- Planning each day with their child so they establish a routine and have clear expectations about the importance of engaging in their subjects and learning.
- Ensuring they have a clear and quiet place to study and engage in their learning with no distractions, e.g. television / games console.
- Checking that they have the necessary materials, e.g. a pen and paper to make notes.
- Making sure children have the planned break / lunch time they would in school.
- Checking that students have completed the necessary learning activities for that day.
- Supporting the school and keeping in contact so we can help if there are any issues/questions.
- We also aim to keep in touch with parents via regular newsletters and updates and social media.

How long can I expect teaching and study time each day?

Remote learning will as much as possible match a child's normal school day, however we recognise that learning in the home environment is more challenging than being in the school building and part of a class. As described above, children will receive input from that class teachers in 4 x 30 minute sessions each day (in the case of younger children, input might be

shortened based on their age, maturity and ability to retain concentration). Tasks will follow input provided by the teacher. Overall time engaged during the school day will be roughly in line with the following parameters.

Year Group	Time engaged
EYFS	Daily tasks and challenges centred on their interests and skills from the EYFS curriculum. Between 1-3 hours per day
KS1	Approx 3 hours
KS2	Approx 4 hours

Policy Created by: Shawn Laws
Date: October 2022

Approved by: Bridget Watt
Date: October 2022