Remote Learning Policy

Date Approved: September 2020
Date of Next Review: September 2021

This policy is in line with DfE Guidance, which states,

"*Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education*".

1. Definition of Remote Learning

At Wildmoor Heath School, we define remote learning as when the pupils and the teacher are separated and therefore cannot complete traditional lessons in the classroom.

2. Policy Aims

Our Remote Learning Policy aims to:

➢ Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who are not in school;
➢ Ensure continuity of education and provision during pupil self-isolation, class or school closure;
➢ Set out expectations for all members of the school community with regards to remote learning;
➢ Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher);
➢ Support effective communication between the school and families and support attendance;

➢ Set guidelines that respect the work-life balance for all teachers, being mindful of workload and well-being. Teachers will be expected to set only the same work as is being delivered in class and are not expected to respond to parents/pupils outside of reasonable working hour times.

3. Responsibilities

Responsibilities will clearly differ between the absence of one or two children due to self-isolation and whole class bubble lockdown where teachers will be setting content and activities daily for the whole class.

3.1 Teachers

When providing remote learning for the whole class in case of a class or school lockdown, teachers are expected to be available between 8.00am to 5.00pm. 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 procedures.

When supporting a child who is isolating with remote learning, teachers are only expected to respond within their working days between 8.00am to 5.00pm. Parents should not expect teachers to respond outside of these hours; it is up to the teacher to choose whether they respond outside of these working hours. We expect teachers to upload work and respond within 24 hours of the child's first day of absence.

Setting Work

When setting remote learning for the children, they will:

➢ Use the school's Edmodo Learning Platform for uploading input and work. Communicate only via Edmodo or by using the official class e-mails for all communications;
➢ Ensure that the child/children can receive as full an education as possible, accessing the full curriculum, within the limitations of home learning;
➢ Provide work for their class so that their children can access teacher input, including any videos/ recordings/ Smartboard/PowerPoint presentations or other electronic content used for the whole class, together with worksheets or activities;
➢ Provide work that is appropriately differentiated – it is important that a child is aware of which level of work they should complete;
➢ Upload the input and the work tasks/activities onto the Edmodo Platform and make every effort to ensure families can access this;
➢ Where necessary, have printed packs available to send home;
➢ Set work following the usual timetable for the class, wherever possible;
➢ Upload work weekly/daily work by 9.00am of that morning;
➢ Have regular virtual 'check in' conferences with the children when the majority of the class is working at home.

Providing Feedback

When providing feedback, staff will:

➢ Teachers are only expected to respond within their working hours of 8:00am - 5:00pm to reading, writing and mathematics work (whether for individual pupil, class or full school closure);
➢ Ask or answer questions, provide constructive feedback, record verbal response or a teacher modelled response, giving further explanation or simply give the piece of work a 'thumbs up', as appropriate;
➢ Provide feedback to other curriculum tasks where appropriate;
➢ Feedback to remote learning either via class email or on the Edmodo platform.

Keeping in touch with children who are not in school and their parents

If a child is not attending school, teachers will:

➢ Contact parents if there is a concern around the level of engagement of a pupil/s via phone to assess whether school intervention can assist engagement;

➢ Report any complaints or concerns shared by parents or pupils to a member of SLT– for any safeguarding concerns, refer immediately to the DSL;

➢ Acknowledge emails from parents in a timely and appropriate manner. Teachers are only expected to do this between 8.00am and 5.00pm.

Attending virtual meetings with staff, parents and pupils

When required to attend a virtual meeting with parents, teachers are expected to:

➢ Complete such meetings only during their working hours as stated above;
➢ Set an appropriate time for a meeting (maximum 20 minutes recommended);
➢ Avoid areas with background noise;
➢ Choose an appropriate room (if not in school), ensuring nothing inappropriate in view.

When required to attend a virtual meeting with pupils, teachers are expected to:

➢ Communicate such meetings with parents and carers and obtain permission;
➢ Attend the meeting 5 minutes before it begins;
➢ Arrange for their class TA to participate in the meeting and record the meetings to safeguard both the children and themselves;
➢ Ensure that children and parents know the rules when attending online meetings.
➢ Follow the WMH Video Conferencing Guidelines document

3.2 Learning Support Assistants

Learning Support Assistants must be available between 8.30am – 3.30pm, during the days in which they are contracted to work. During this time, they are expected to check work emails and be available when called upon to attend school. 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, Learning Support Assistants must complete tasks as directed by their teacher or a member of the SLT, including the participation on virtual sessions via Zoom.

3.3 Subject Leaders

Alongside their teaching responsibilities, as outlined above, Subject Leaders will:

➢ Monitor the work set by teachers in their subject ;
➢ Review work set on Edmodo to ensure that there is coverage of their curriculum area;
➢ Consider ways to adjust their curriculum so that pupils gain as wide access as possible;
➢ Direct teachers towards quality resources and work-saving websites, etc.

3.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders will:

➢ Co-ordinate the remote learning approach across the school including the regular monitoring of engagement;

- Monitor the effectiveness of remote learning – explain how they will do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents;
- Monitor the security of remote learning systems, including data protection and safeguarding considerations.

3.5 Designated Safeguarding Leader and Deputy Designated Safeguarding Leaders

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding, Child Protection and Whistleblowing Policy. Where possible, one trained DSL/DDSL will be available on site. Where this is not possible, a trained DSL or DDSL will be available via telephone.

3.6 School Inclusion Manager and ELSA

To ensure that remote learning is accessible to all, the School Inclusion Manager will:

- Ensure that pupils with EHCPs continue to have their needs met while learning remotely, and liaise with the headteacher and other organisations to make any alternate arrangements for pupils with EHCPs and IEPs;
- Identify pupils who do not have access to Edmodo and ensure alternative provision is sourced and provided;
- Agree appropriate provision, whether this be at home or in school, for the most vulnerable children in the event of a class or full school lockdown;
- Support class teachers to set appropriately challenging, differentiated learning to support pupil needs;
- Monitor the quality of remote learning and feedback for SEND, specific pupil groups and vulnerable children at least once a week;
- Share monitoring outcomes with SLT and act to support pupils, teachers and parents as a result;
- Set up a communication plan for pupils who are SEND, vulnerable or disadvantaged;
- Keep a record of parent/carer communication and alert SLT if unable to reach parents;
- Act in accordance with the Child Protection Policy on any concerns;
- Support with the response to parent questions and complaints as appropriate.

3.7 Greenshaw Learning Trust Shared Services

Greenshaw Learning Trust will:

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

3.8 Children and Parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers and to a high standard;
- Seek help if they need it, from teachers;

➢ Alert teachers if they're not able to complete work.

Parents are invited to review The Wildmoor Heath School and Parent Partnership Strategy. Staff can expect parents with children learning remotely to:

➢ Make the school aware if their child is sick or otherwise cannot complete work;
➢ Seek help from the school if they need it, via Edmodo, the dedicated class e-mails or the school office. Teachers are only expected to respond between the hours of 8:00am – 5:00pm;
➢ Be mindful of teacher workload and well-being;
➢ Be respectful when making any complaints or concerns known to staff.

3.9 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 remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

3.10 School Business Manager and Administration Assistants

The Business Manager and Administration Assistants are responsible for:

➢ Accessing and responding to administrative emails, phone calls, issuing parent emails and texts;
➢ Relaying messages to staff;
➢ Supporting with the delivery or collection of work packs for children who cannot access Edmodo.

4. Whom to Contact

If parents have any questions or concerns during remote learning, they should contact the following individuals:

➢ Safeguarding and Child Protection Concerns – Mrs Semper (Headteacher and Designated Safeguarding Lead) or Mr. Thomas (Deputy Headteacher and Deputy Designated Safeguarding Leads) secretary@wilrdmoorheath.org.uk;
➢ Content of pupil work, support for pupil learning – class teachers, using class e-mail addresses;
➢ Pupil behaviour or mental health – class teacher or Mrs Thurgood (ELSA), secretary@wildmoorheath.org.uk;
➢ Technical support to access or log in to remote learning – class teachers;
➢ Concerns about data protection – Mrs Johnson (School Business Manager), secretary@wildmoorheath.org.uk;
➢ SEND (Special Educational Needs and Disability) – Mrs MacManus (School Inclusion Manager): sendco@wildmoorheath.org.uk;
➢ General enquiries – school office: secretary@wildmoorheath.org.uk.

5. Monitoring Arrangements

The Senior Leadership Team will review this policy annually. At every review, it will be approved and ratified by the Wildmoor Heath Governing Body.

6. Links with other Policies

This policy is linked to our:

➢ Safeguarding, Child Protection and Whistleblowing Policy
➢ Behaviour Policy
➢ Data Protection Policy and privacy notices
➢ Online Safety Acceptable Use Policy
➢ Code of Conduct Policy