



## REMOTE EDUCATION POLICY

Date agreed by Governors:	2 November 2020
Policy review date:	November 2021
Amended	January 2021
Chair of Governors signature:	

# Remote Education Policy for Werrington Primary School.

## 1. Statement of School Philosophy

Werrington Primary School has always strived to be creative, engaging and support our parents/children in the best way possible to make learning purposeful and holistic. 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 for members of the school community with regards to the delivery of high quality remote learning
- Include continuous delivery of the school curriculum, including welfare and wellbeing checks
- Consider continued CPD for staff
- Support effective communication between the school and families and support engagement.

## 3. Who is this policy applicable to?

Scenario 1: a child and their siblings (if they attend Werrington Primary School) who are absent because they are awaiting test results and the household is required to self-isolate, or the family have been contacted by track and trace and are required to self-isolate whilst the rest of their school bubble are attending school and being taught as normal.

Scenario 2: 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

Scenario 3: all children at Werrington Primary school if a whole school lock down occurs and children cannot attend school at all.

## 4. Content and Tools to deliver this remote education plan

Resources to deliver this remote education plan include:

- Tapestry (EYFS & Year 1)
- Google Classroom (Year 2-6)
- Register on Tapestry/Google classroom/ Google Meet
- Phone calls home
- Use of live lessons, recorded and instructional videos produced by school and other online providers
- Printed learning pack where required
- Physical materials such as reading books and stationary
- Use of BBC Bitesize, Oak Academy, Spelling Shed, TT Rockstars, Read Theory, White Rose Diagnostic Questions, Phonics Play, Maths frame, Accelerated Reader, Oxford Owl

Expectations during time not in school

Every child should:

- Access and complete one English based lesson, one maths based lesson and one wider curriculum lesson each day. This can then be supplemented with time reading their reading books (and taking quizzes on Accelerated Reader for KS2), practice on Spelling shed for weekly spellings and practice on Times Tables Rockstars for weekly set Times Tables (In Y2-6).
- Key Stage 1 will have 3 hours work set per day  
Key Stage 2 will have 4 hours work set per day
- Evidence of work completed needs to be uploaded, daily, onto Google Classroom or Tapestry so class teachers can provide feedback.

Acceptable use policy: [T:\Policies\Current Policies\Policies\WPS Current Policies\e-Safety and acceptable use policy Oct 19.pdf](#)

Livestreaming policy: [Live Streaming Policy for Werrington Primary School January 2021.docx](#)

### Home and School Partnership

Werrington Primary 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.

Werrington Primary School will provide a refresher instructional guide for all parents on how to access Google Classroom and Google Meet (KS2)/Tapestry (EYFS/Y1) when needed.

Any specialist resources given to support learning at home is expected to be returned once normal school reopens.

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

Should accessing work be an issues, parents should contact the school promptly and alternative solutions may be available. These will be discussed on a case-to-case basis.

We would encourage parents to support a balanced and healthy digital diet whilst using devices at home.

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

## 5. Roles and Responsibilities

### Teachers

Werrington Primary School will provide training sessions and induction for new staff on how to use Tapestry/Google Classroom and provide refresher CPD for anyone who would require it.

When providing remote learning for full bubble closure, teachers must be available between normal school 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.

When providing remote learning, teachers are responsible for:

- Setting work
  - Teachers will set work for the pupils in their class/year group
  - The work set, should reflect the expectation on each child as outlined in expectations above.
  - On Tapestry (EYFS/KS1) daily work will be shared by 9am each day
  - On Google Classroom (Y2-6) daily.
  - Resources will be provided to support remote learning – exercise books, pencil cases, paper based resources, technology etc

In the event that teachers are too ill to continue the usual provision, the school may need to temporarily divert parents/carers to access resources on Oak National Academy/BBC Bitesize.

- Providing Feedback on work:
  - Feedback will be given during normal school hours on tasks set via google classroom or tapestry.
  - Anything that is submitted after normal school hours will be responded to on the next school day.
- 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, parents should be contacted via phone to assess whether school intervention can assist engagement.
  - Parent/carers can contact the teacher and vice versa through the class email ([classname@werrington.peterborough.sch.uk](mailto:classname@werrington.peterborough.sch.uk))
  - Any complaints or concerns shared by parents or pupils should be reported to a member of SLT – for any safeguarding concerns, refer immediately to the DSL

### Teaching Assistants

Teaching assistants must be available during 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.

Teaching assistants can support remote learning by:

- Making contact with pupils and families via phone to support with engagement
- 1:1 reading/support session via Zoom if appropriate

During the school day, teaching assistants should complete tasks set by class teachers or SLT.

#### Senior Leaders – Rachel Simmons and Team Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school, including daily monitoring of engagement
- Monitoring the effectiveness of remote learning and provide feedback for teachers and subject leaders. Review work set, expectations and feedback to pupils
- Gather feedback from pupils and parents to further develop provision
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

#### Designated safeguarding lead - Rachel Simmons

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

#### IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Offering guidance to class teachers to assist pupils and parents with accessing the internet or devices

#### The SENDCo – Liz McGrath

The SENDCo is responsible for:

- Liaising with class teachers and IT support 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 the head teacher and other organisations to make any alternative arrangements for pupils with EHC plans and IHPs
- Identifying the level of support needed
- The SOM – Cheryl Hinton

The School Operations Manager is responsible for:

- Ensuring value for money when arranging procurement of equipment and 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 set to the deadline set by teachers
- Seek help if they need it, from their teacher
- Alert their teacher if they are not able to complete their work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete the work
- Seek help from the school if they need it – class teachers, teaching assistants, SENDCo, SLT can offer support
- Be respectful when making any complaints or concerns known to staff

## Governing Board – Chris Pennell

The governing body is responsible for:

- Monitoring the school's approach to provide 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.

## 6. Links with other policies And development plans

This policy is linked to our:

- Safeguarding and child protection policy
- E-safety and acceptable use policy
- Livestreaming policy
- Behaviour policy
- Data protection and policy and privacy notices

## Appendix

To support children's remote learning we use a range of resources and strategies dependent on the child's age. We are aware that not all families are able to access live sessions due to individual circumstances and teachers are filming sessions that can be watched at a convenient time.

Example of EYFS timetable

EYFS learning can be access through Tapestry.

Each day there will be a maths and phonics session, with videos filmed directly or via Loom teacher recorded videos and differentiated activities for phonics.

There will also be topic based sessions and activities posted on a Monday, which can be done throughout the week, and other suggested activities such as handwriting, reading activities.

Just as in school, EYFS children access many activities through their play, we would suggest doing the activities over the day with time to play, daily walk etc in between. Teachers will give a rough idea as to how long an activity should take.

Observations, photos, videos should be added to Tapestry, where Teachers will comment and give feedback.

One live session via zoom a week – story time/ phonics games. Different days/ times each week to allow for parents to be to engage.

Welfare phone calls to parents who are not posting or have any worries.

#### Example KS1 timetable

Example of KS1 (Year 2) home learning day. 4 hours
Register on Google classroom (open from 7am) <b>9 – 10 English Lesson.</b> Videos from teachers using loom with activities.
10.30 Break time
<b>11-12 Maths Lesson.</b> White Rose Videos and Teacher Videos using loom. Activities and challenges.
12-1 Lunchtime
<b>1-3 Topic Lesson</b> Using videos from Oak Academy or Loom videos from teachers and activities. Children directed to choose from handwriting, PE activities and Online activities eg Spelling Shed and Times Table Rock stars. Creativity and Well-being classroom on Google Classroom also available with activities.
Year 2 videos and activities can be accessed through Google Classroom. Videos can be watched a number of times and when it is convenient.  Teachers will comment and give feedback on work uploaded.
<b>Friday morning 9.30 - live session via zoom</b> – end of week assembly, sharing and circle time. Follow up phone calls if needed for children not engaging or any concerns.

Example KS2 timetable

Example of KS2 (Year 6) home learning day. 4¾ hours			
	9:00-10:30	10:45 – 12:00	1:00 – 3:00
Monday	Teacher recorded loom maths lesson (Support available on google meet/zoom)	Teacher recorded loom English lesson	Topic activity – google classroom post (music oak academy lesson) Book Quiz on accelerated reader/reading time
Tuesday	Teacher recorded loom maths lesson	Live (zoom/google meet) English lesson 10:45am	Live (zoom/google meet) Reading session 1:00pm PE activity
Wednesday	Live (zoom/google meet) maths lesson 9:15am	Teacher recorded loom English lesson	Topic Activity – google classroom post (music oak academy lesson) Pet parade! Zoom/Google meet 2:30pm
Thursday	Live (zoom/google meet) maths lesson 9:15am	Teacher recorded loom English lesson	Live (zoom/google meet) Reading session 1:00pm PE activity
Friday	Teacher recorded loom maths lesson	Live (zoom/google meet) English lesson 10:45am	Teacher recorded loom Topic lesson – resources in pack (Spanish) TT Rockstars battle 2pm-3pm
<p>Feedback is given on all assignments turned in either via typed comment on the google classroom or voice note using Mote on the google classroom.</p> <p>Children are still being encouraged to take book quizzes on accelerated reader, practice their spellings on spelling shed and practice their times tables on TT Rockstars, these are all being monitored by staff for assessment purposes.</p> <p>On live lessons, once the main input is finished and children have left to complete their work, the session continues so that children can pop back in if they are stuck or need to discuss anything.</p> <p>Some TAs are also running google meet drop ins - this is for our extra challenge classroom if the children get stuck or need to discuss the challenge tasks and for our supported classroom to go over their answers and get any more support needed.</p>			