Woolenwick Junior School
Remote Learning Policy

This Policy is to be used in the event of a complete or partial lockdown

Policy Name	Online Remote Learning
Created by	RP
This Review Date	March 2022
Next Review Due	March 2023
Cycle	One year
Ratified by Governing Body on	28.03.2022

Aims:

This remote learning policy for staff aims to:

> Ensure consistency in the approach to remote learning for pupils who aren't in school
> Set out expectations for all members of the school community with regards to remote learning
> Provide appropriate guidelines for data protection

When providing remote learning, teachers and support staff must be available for their contractual hours in line with their contracts

If they're 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. If the absence is COVID related this needs to be reported. Please note, if the absence is due to COVID isolation but the individual is fit and well, they should continue to engage with the school, including planning and prepping for lessons.

Online Platform: we are using Google Classroom to facilitate remote provision. All pupils login through Google Classroom accounts and work is set by teachers. Where pupils are unable to work online, they are provided with home-learning packs, which will allow those pupils to engage with appropriate tasks in accordance to their needs.

When providing remote learning, teachers are responsible for:

> Setting work: The agreed timetable with staff includes a full 'normal' timetable, where all lessons are covered. There is flexibility with regards to moving lessons around to facilitate onsite and remote learning provision and there may be occasions where subjects are blocked on certain weeks. A minimum of 4hours of learning should be facilitated.

> Activities: Set tasks should include (but not limited to) live lessons daily for a minimum of 30 mins, pre-recorded lessons, powerpoint with voice overs, videos to support learning, independent tasks for children to work on and there should also be opportunities for children to access 'drop in' sessions to talk and engage with staff, ask questions and connect with the school

> Providing feedback on work – This can be provided by any staff working with the Bubble, but the overall responsibility for feeding back and providing guidance on feedback remains with the class teacher. Feedback should be supported using Google Stream, Year group emails, comments on lessons or submissions and/or phone conversations and live interaction. Feedback could also take the form of a pre-recorded lesson where lessons have been adapted to feedback where gaps have been identified and lessons modified.

> Keeping in touch with pupils who aren't in school and their parents : A daily register is to be kept where pupils are to be monitored and tracked. Where a child has not engaged on day 1, this can be followed by an email. If this is repeated a further email should follow. If there is still no response, a phone call by a teacher should be made where they speak to the parents or carers. All calls and emails are logged onto the log and/or on CPOMS. These registers are submitted to the Headteacher every Monday morning for the week before where a decision may be made to follow with a Door stop visit. This visit or call can be made earlier where there are vulnerable families involved or concerns.

> Attending virtual meetings with staff, parents and pupils :
>   o   Dress code- smart casual
>   o   Locations (e.g. avoid areas with background noise, nothing inappropriate in the background, GDPR considerations should be made where names are visible in classrooms)

> Onsite and remote provision : staff within each Bubble should ensure that there are a minimal of two adults on site per Bubble. The rota should allow for teachers to teach remotely and monitor Google Classroom and swap roles. Similarly the support staff should have opportunities to support Google classroom, monitor and teach onsite. Phonics lessons continue onsite or are to be facilitated remotely and mapped into the weekly provision. These should continue to take place three times a week for 20 mins.

> SEND: Pupils with SEND needs who may need differentiation learning opportunities have been mapped out by the school and support put in place. For some this would be ensuring they are able to access and work on the remote provision, for others this may be providing scaffolds, voice overs and for some 1:1 engagement, either remotely or onsite. All SEND pupils have been tracked and their provision is being monitored by the SENCO.

Pupils and parents- contact with the school:

School contact for admin purposes is Admin@woolenwickjm.herts.sch.uk

School contact with regards to teaching and learning or to report any technical concerns is:

Year3@woolenwickjm.herts.sch.uk

Year4@woolenwickjm.herts.sch.uk

Year5@woolenwickjm.herts.sch.uk

Year6@woolenwickjm.herts.sch.uk

In addition to above, it there is a pastoral concern or queries relating to well-being, these are to be emailed to;
birchj@woolenwickjm.herts.sch.uk   Family Liaison Worker

Pupils can contact their teachers directly on the Google Stream and ask questions in Drop in sessions and live lessons.

Evaluation of remote offer:

SLT to continue to update and evaluate the remote offer and confer with the Governing Board on the provision.

> Governing board should 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

Evaluating our remote learning

Schools are expected to …	We are …
Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum	The school is currently continuing to use the schemes of learning that have been sequentially and progressively planned. Coverage will be the same as that planned for Spring – had the children been on site. Have signposted parents to the website for curriculum information- particularly the Knowledge organisers which offer further information of the curriculum on offer.
Select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If schools do not have an education platform in place, they can access free Support at Get help with technology - GOV.UK (education.gov.uk)	Google Classroom- Main platform to remotely engage. Daily GC registers taken to check if children are accessing lessons and record these. Year group email addresses created to talk about any learning needs or technical issues. Google Stream being used for messages.
Distributing school-owned laptops accompanied by a user agreement or contract	User agreements are ready- awaiting laptops from HCC. Identify children who have any issues with home-learning due to lack of devices. Create a list of parents who have requested these.

Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.	Printed resources offered to children at home and not able to access the remote learning online. Most online encouraged to write straight onto Google Docs. Live stream to ask any questions about work and year group emails. In school- children are writing in books. Weekly phone calls with travelling community.
It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors	Vulnerable children and those deemed by the school as vulnerable are invited to come in to school. 30% of the school in (68 pupils) from data on one of the days last week. 51 week 2- reduced numbers- vulnerable being considered case by case
Have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern.	Daily registers in place. Protocol is: Share the expectations with parents- daily work is to be undertaken In the first instant- send an email- log on the comments section of registers If there is no response to the email teachers make a phone call.- log on the comments section. Weekly- HT and DSPs look through the registers and any follow up work undertaken to track children or talk to parents. Safeguarding visits undertaken once agreed in SLT
Publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an optional template is available to support schools with this expectation	Online learning provision letters are being posted on the website. Website now has a section for online learning.
Set meaningful and ambitious work each day in an appropriate range of subjects	All work set is in line with the curriculum overview and plan
EYFS: less than 3 hrs per day ("less for younger children") Key Stage 1: 3 hours a day on average across the cohort, with less for younger children	
Key Stage 2: 4 hours a day	Live lessons are taking a significant time in themselves. Full curriculum on offer Eng, Maths, GR and spellings/phonics
This will include both recorded or live direct teaching time …	Recorded
and time for pupils to complete tasks and assignments independently …	Deadlines scheduled All work is set to be accessed independently. Support for independence includes voice overs- Castify- Loom

Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of school led video content.	Oak academy been recommended for some science Some BBC lessons also shared.
Providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources	New content to be delivered by teachers- live- pre-recorded- castify etc
Providing opportunities for interactivity, including questioning, eliciting and reflective discussion	Live- G stream- private comments in feedback online- emails for year groups-
Providing scaffolded practice and opportunities to apply new knowledge	SENCO to support where possible. Teachers are offering scaffolds through Google Classroom.
Enabling pupils to receive timely and frequent feedback on how to progress, using digitally facilitated or whole-class feedback where appropriate	Feedback being offered on their Google Docs- Mixture of TA and Teacher feedback
Using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge	Through feedback.
avoiding an over-reliance on long-term projects or internet research activities	
We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.	Case by case basis- Packs offered to some who can not work online independently. Voice overs to help with reading- dyslexic
We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need.	As above
Opportunities for spiritual development remain part of the daily routine	Assemblies – weekly by the HT
PSHE remains a core aspect of the curriculum offer and is	Ongoing weekly

relevant to current circumstances	
All pupils understand how to keep themselves safe whether they are in school or at home	Online safety is being taught across the board in computing. Sent links to thinkuknow to staff. Cyber bullying also sent home to parents
Pupils remain active and fit	Joe Wicks and /or other PE activities
Pupils do not spend all day in front of a device or the TV for learning purposes	Most tasks can be done on paper and activities do allow for hands on.
Family life is supported, recognising the range of circumstances that all families are experiencing, including those parents who are trying to work from home.	FLW- checking in with families- Year group emails allow for engagement. Communication with parents through letters ongoing. Online course/workshops are being sent out- individual and whole school
STAFF WELLBEING IS BALANCED WITH THE NEEDS OF THE SCHOOL COMMUNITY (not an afterthought … this statement, is key to our success and is left as the final PIVOTAL point of discussion but is thread through all decisions made.	Encouraged rota systems and to work from home where possible. Non-didactic approach to decisions being made. Daily briefing - via emails. Drop in live sessions for CPD offered by DHT. SENCO- working on supporting staff with differentiation. Deployment of staff to support teams. Fluid staff meetings. Pre-recorded videos on offer. Continued review of numbers. Staff phased in to return to work. Planning supported by DHT. Whatsapp group - social- encouraged to share and talk.
Criteria for disseminating laptops: No particular order Not accessing any home learning due to lack of device? Does child have EHCP? Is child PPG? Is child vulnerable? Is child FSM? Are we aware of financial hardship caused by Covid (made redundant, financial arrears, asking for food vouchers, Furloughed)? Siblings? - Could one device help two/more MW pupils? Are they having to share due to multiple siblings? Vulnerable through parental health? Will a device enable parents to keep the child learning safely at home- even if they are eligible for onsite provision.	Laptops have been provided to all families who have requested these and offered to those where there was a need.

Safeguarding:

Registers are undertaken to look at families where vulnerable pupils are working remotely and weekly discussion between the safeguarding team are undertaken to discuss pupils and their welfare. Door stop visits may follow where communication is limited or not satisfactory. Pupils raising safeguarding concerns and deemed vulnerable will be accommodated by the school for onsite learning. Where parents/carers cannot bring their children in, monitoring to continue with engagement through the Family Liaison Worker and/or DSP. All parental communication is logged onto CPOMS by all staff.

Live lessons: Permission requested for pupils to take part in live lessons. In order to ensure staff are communicating with pupils and there is no breach on security, videos are left on (unless this has been pre-agreed for other reasons and safety checks placed). Teachers are the hosts for live lessons and can 'mute' chats and end sessions as a result, further tightening the need to ensure children do not remain online post lessons.