



Woodhouse Primary School

Remote Education Policy

This policy has been written in response to the COVID-19 pandemic and reflects the likely need for periods of learning at home. It builds on the experiences of home learning during the lockdown and has considered feedback and learning from staff, pupils and parents. The policy reflects the needs and capacity of our school community and considers the different circumstances in which we would need to switch to remote learning. It also meets the government guidance for the full opening of schools.

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-outbreaks>

1. Statement of School Philosophy

Our school motto is 'Wisdom Grows from Wonder' and our remote learning offer strives to ensure that teaching and learning, whether in school or at home, continues to support this philosophy, by providing learning experiences which are engaging and exciting.

The manner in which we plan, deliver and engage in remote learning will still reflect our values of respect, growth, pride and working together.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who are not in school through use of quality online and offline resources and teaching videos
- Provide clear expectations members of the school community with regards to delivery of high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support for motivation, health, wellbeing and support for parents.
- Consider continued education for staff and parents (e.g. CPD, supervision and Parent Meetings)
- Support effective communication between the school and families and support attendance

3 .Who is this policy applicable to?

- Any child who is absent because they are awaiting test results or they or their 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.
- Teachers or TAs working from home if they are well but self-isolating

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 (*Tapestry, Class Dojo and Zoom*), as well as for staff CPD and parents sessions – *icloud for parents' evenings*
- Use of recorded video for story reading, instructional videos and assemblies.
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy, White Rose Maths, Reading Plus, Third Space Maths Tuition, Times Tables Rock Stars, Phonics Bug, Oxford Owl, Nessy, Dynamo. Phonics Play

The detailed remote learning planning and resources to deliver this policy can be found in the appendices:

Appendix 1: Structures for remote learning

Appendix 2: Code of Conduct for Video conferencing for Phone calls, and Recorded Video

Appendix 3: End User Agreements

5. Home and School Partnership

Woodhouse 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.

Woodhouse Primary School will provide support for parents on how to use Class Dojo and Tapestry (for Nursery) as appropriate and where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Woodhouse Primary School would recommend that each 'school day' maintains structure. However we understand that IT issues such as appropriate devices and bandwidth and parents working from home may bring challenges to some families which we will seek to resolve. School will endeavour to provide appropriate technology where necessary.

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.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

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

6. Roles and responsibilities

Teachers

To note: the suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.

When providing remote learning for a whole class, teachers must be available between 8:45 and 3:45. (to include breaks).

If teachers 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 classes.
 - The work set should follow the usual timetable for the class had they been in school, wherever possible
 - Daily work will be shared via Class Dojo or Tapestry for Nursery
- Providing feedback on work:
 - Reading, writing and maths work, all completed work submitted wherever possible by 1pm. There should be guaranteed teacher response and comments by the start of the next day.
 - All curriculum tasks should be submitted by 3.30pm and teachers will comment at the end of the week.
- 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.
 - All parent/carer contact should come through Class Dojo, Tapestry or the school admin account woodhouse.admin@trafford.gov.uk
 - Any complaints or concerns shared by parents or pupils should be reported to a member of SLT and shared via CPOMS– for any safeguarding concerns, refer immediately to the DSL

Teaching Assistants

Teaching assistants must be available during their normal working hours to help prepare tasks, give feedback or work with small groups if appropriate.

If TAs 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, teaching assistants must complete tasks as directed by a member of the SLT.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning –through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding lead

The DSL Julie O'Connor is 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're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

The SENCO

The SENCO is responsible for:-

- Liaising with the ICT technicians 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 headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the levels of support needed

The Office Manager

The Office Manager is responsible for:-

- 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.
- Keeping and inventory of IT equipment lent to families

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it.

- Be respectful when making any complaints or concerns known to staff

Governing Board

The governing board 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

7. Links with other policies and development plans

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Digital and hardware Development Planning
- Code of Conduct for Phone calls, Video conferencing and recorded video
- End User Agreements for Tapestry and Class Dojo



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Remote Learning Plan Year 1 to Year 6

Child at home for short period waiting for their own or a family member test result	Child or family member has a positive result and has to self-isolate for 10 – 14 days (class remains open)	Whole Class bubble closed.
<p>Resources:</p> <p>Learning Pack of Key Skills based work. Emailed to parents when absence known. Hard copies can be provided. Returned to teacher to mark via Class Dojo portfolio.</p>	<p>Resources:</p> <p>Initial learning pack, then followed up with daily work linked to what is being given to the rest of the class. Returned via Class Dojo portfolio. Where appropriate connect to child via Zoom so they see their class and live teacher input to lessons or video of key input to tasks. This policy will be reviewed on an individual basis depending on family circumstances and numbers of children affected.</p>	<p>Resources:</p> <p>Maths – White Rose Lessons Fluent in 5 English – teacher input via video Reading Plus (KS2) Spelling RWI Handwriting Penpals Science and Foundation Subjects</p> <ul style="list-style-type: none"> - Teacher video - BBC Bitesize - Oak Academy - Any other format to be approved

Daily Format for Children in Year 1 to Year 6

Registration 9:30 'I'm here' via Class Dojo or Zoom

AM – English and maths tasks via teacher video or live lesson and White Rose via Class Dojo. Work submitted via portfolios by 1pm and feedback given by 5pm.

PM - Foundation subjects via teacher video, BBC Bitesize, Oak Academy or any other approved format. Work submitted via portfolios and feedback given by the end of each week.

Each day: Zoom links to half-hour 'tutorial' sessions for children to access if needed. Focus will be maths, English and general wellbeing. Use 'breakout rooms' if have more than 1 member of staff.

Teachers will have daily contact with families via Class Dojo. Follow-up phone calls will take place to families where access is an issue.

Daily Format for Children in Nursery and Reception

In the event of the Nursery or Reception classes closing due to COVID-19 remote learning will be put into place in the following ways:

Daily phonics and maths activities with simple video guidance accompanying the input and the tasks.

Daily Phonics and or maths games that can be played independently.

Daily stories sent home via video with possible activities linked to the story.

Weekly plans for 'play' at home – ways to extend learning through play with guidance given to parents on how to support this if possible.

Daily check-ins for parents to ask questions or ask for support with learning. (Via Class Dojo for Reception and Tapestry for Nursery.)

Follow-up phone calls will take place to families where access is an issue.



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Video Conferencing Protocol

Our school Remote Learning Policy identifies the use of video conferencing to help us keep in touch and to deliver our curriculum. Teachers, parents and pupils need to agree to follow these guidelines to make it a fun and positive experience for everyone.

- Ensure you are in a suitable environment – Zoom meetings from home should not take place in a bathroom or bedroom.
- A parent or carer should be present throughout the whole call.
- The calls will be for a maximum of 30 minutes
- Remember to check your background and remove any personal pictures that might be in the camera view.
- Before the meeting, make sure you have good internet connection and your camera and microphone work on the device you are using.
- Please dress appropriately for the call – not pyjamas.
- Make sure your camera is at a good face level, not too high or too low.
- Use your name or the name of a parent or carer as your attendee name.
- Always follow the school rules and values throughout the call – be a Woodhouse Wonder!
- When the host (teacher) is speaking then we ask you to mute yourself and then only unmute your microphone when asked to do so.
- Staff that are attending the zoom meeting will wait for all children to leave meeting before they do.

Appendix 3: End User Agreements

Class Dojo <https://www.classdojo.com/en-gb/terms?redirect=true>

Tapestry <https://www.tapestry.net/eula>

Reading Plus <https://www.readingplus.com/terms-of-service/>

Nessy <https://www.nessy.com/uk/terms-and-conditions/>

Dynamo <https://dynamomaths.co.uk/terms-and-conditions/>

Oxford Owl <https://www.oxfordowl.co.uk/home/terms-and-conditions>

Third Space <https://thirdspacelearning.com/data-protection-privacy-policy/>

Phonics Bug <https://pi.pearsoned.com/v1/piapi/policies/static/html/PearsonEULA.html>

TT Rock Stars

https://ttrockstars.com/data_files/file_9d7f2f4d4a7fd398b765aa5c5dbd4451.pdf