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| Wibsey Web Logo |

**WIBSEY PRIMARY SCHOOL**

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| **Remote Education Policy**  |

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| Agreed by Governors | Full Governors |  |
| Finance and General Purposes |  |
| Teaching and Learning |  |
| Signed on behalf of Governing Body by Chair of Committee: |  |  |
| Approved  |  |  |
| Review |  |  |

**Remote Education Policy for Wibsey Primary School**

**1. Aims**

This Remote Education Policy aims to:

* Ensure consistency in the school’s approach to remote learning.
* Provide clear expectations to members of the school community with regards to the delivery of high quality interactive remote learning which aligns as closely as possible with in-school provision.
* Include continuous delivery of the school’s ambitious and broad curriculum, as well as support health and well-being and parent support.
* Support effective communication between the school and families and support attendance.
* Provide appropriate guidelines for data and child protection.

**2. Who is this policy applicable to?**

* All teaching and associate staff, individual pupils or groups of pupils who need to self-isolate when the rest of the school is still open; or
* There are local or national restrictions that mean most pupils need to stay at home, or following rules re isolation.

**2. Roles and Responsibilities**

**2.1 Teachers**

Teachers must be available between 8:35am and 3:35pm daily. 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 immediately following the correct school procedure.

Teachers have been given the equivalent of two days supplementary to PPA to prepare for remote learning.

**Teachers are responsible for**:

* **Setting work:**
* Teachers will provide work for their own class via GSuite. If there is increased absence, teachers may be asked to provide work for other classes in their phase.
* Teachers must ensure they coordinate with other teachers so that there is a consistent approach across each year group.
* The work set should follow the usual timetable for the class had they been in school, wherever possible.
* Teachers will brief associate staff before lessons begin so that they are fully prepared.
* **Planning and delivering lessons remotely:**
* Teachers will deliver lessons to whole classes, sets or other teaching groups that they are responsible for.
* Teachers will deliver lessons to their class via Microsoft Teams and set work through GSuite.
* Sit against a neutral background
* Avoid recording in their bedroom if they can (if that's not possible, use a neutral background)
* Dress like they would for school – no pyjamas!
* Double check that any other tabs they have open in their browser would be appropriate for a child to see, if they're sharing their screen
* Use professional language
* Sit against a neutral background
* Avoid recording in their bedroom if they can (if that's not possible, use a neutral background)
* Dress like they would for school – no pyjamas!
* Double check that any other tabs they have open in their browser would be appropriate for a child to see, if they're sharing their screen
* Use professional language
* When delivering lessons from home teachers will sit against a neutral background or have a background screen and dress professionally.
* When screen sharing check which other tabs are open.
* **Providing feedback on work:**
* Teachers are expected to acknowledge and respond to completed work on GSuite.
* Teachers must monitor the work being completed by their class. Where children are not engaging with the work set, teachers must liaise with associate staff and provide appropriate support.
* Teachers are not expected to access GSuite or answer emails outside of normal working hours (8:30am till 3:45pm- Mon to Fri).
* **Keeping in touch with parents and pupils:**
* Teachers are expected to access the school APP daily to monitor correspondence from parents and answer messages where appropriate
* Teachers are to make contact with all absent pupils in their class every 2 weeks via telephone call or APP when in school or from a withheld number if working from home.
* Teachers must monitor the work being completed for their class. Where children are not engaging with the work set, Teachers must contact Phase Leads
* Any complaints or concerns shared by parents or pupils should be reported on CPOMs and a member of SLT alerted– for any safeguarding concerns, refer immediately to the DSL.
* Teachers are not expected to access GSuite or answer emails outside of normal working hours (8:30am till 3:45pm- Mon to Fri).
* Work on remote learning needs to consider work life balance and other school commitments. If this is felt to be unmanageable then liaise with line manager.
* **Attending virtual meetings with staff, parents and pupils:**
* Teachers must ensure that they are dressed appropriately and that they work in an area without background noise or images
* Teachers are expected to be available to attend daily briefing meetings, weekly staff meetings and PPA sessions virtually
* **Content and tools to deliver remote education:**

Some of the resources available are:

***Lower School (EYFS and Year 1)***

Phonics Bloom

Oak Academy

ICT Games

Top Marks

RWI Phonics – online – all pupils to have online access

Mathletics (Y1 only)

Purple Mash (Y1 only)

***Middle School (Years 2 and 3)***

RWI Phonics – online – all pupils to have online access

MAthletics

Times Table Rock Stars

Purple Mash

Oak Academy

***Upper School (Years 4-6)***

Mathletics

Times Table Rock Stars

Oak Academy

White Rose Maths

Accelerated Reader

Purple Mash (Year 4 only)

STEM (Year 6)

**2.2 Pupils and Parents**

This may be individual pupils, a small group within a bubble, class or year group as determined by SMLT.

**Home and School Partnership**

Keeping regular learning during the time that pupils are isolating or during any period that the school is closed is of great importance to reduce the impact on children’s education, however we understand that everyone’s circumstances at home will be different. Some families will have one child to support while others may more. Some parents will have plenty of time to help their children learn, while others may be working from home and may have much less time. Some children will be able to work more independently than others or need greater challenge.

School is committed to working in close partnership with families. We recognise each family is unique and because of this remote learning will look different for different families in order to suit their individual needs. Due to this we are providing a flexible approach to remote learning. We will offer a variety of weekly learning activities across the curriculum so that pupils can work their way through as much as they are able.

A parental survey will ensure school has a view on internet access for families.

**Pupils and parents are responsible for**:

Staff can expect pupils to:

* Access a weekly timetable of learning activities and resources from the school website.
* Attempt to complete some of the work outlined on the weekly remote learning timetable to the deadline set by teachers.
* Pupils can upload completed work onto GSuite so that teachers can provide feedback and support, if required.
* As far as possible complete work to the deadline set by teachers and alert teachers if they’re not able to complete any of the work.

Staff can expect parents to:

* Make the school aware if their child is sick or otherwise and can’t complete any of the work.
* Seek help from the school if they need it and communicate with teachers via the school App if needed.
* Be respectful when making any concerns known to staff.

**Vulnerable and Disadvantaged Children**

As part of the digital devices for vulnerable pupils’ scheme from the government some pupils with a social worker have been allocated laptops or iPads from the local authority. These were distributed to families in July 2020.

Parents signed an agreement with the authority on how the devices are to be used. Currently 17 pupils have laptops (1 pupil has gone to secondary school) and 6 pupils have iPads.

Devices ordered before September are the responsibility of the Local Authority, devices ordered after September are fully owned by the school who receive them.

**When laptops and tablets can be ordered**

Devices can be ordered for disadvantaged children in years 3-11 who are unable to attend school when:

* a school has 15 or more children in years 3 to 11 who are self-isolating having each been exposed to a confirmed case outside the school community;
* a local health protection team has advised a group of children in years 3 to 11 (such as a ‘bubble’ or year group) not to attend school;
* a school or college supports a clinically extremely vulnerable and disadvantaged child who has been [instructed to shield](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19) by a medical professional or local health protection team;
* a school or college supports a disadvantaged child who has been advised to shield as a member of their household is clinically extremely vulnerable.

Devices cannot be ordered for disadvantaged children when:

* disadvantaged children are [self-isolating because of coronavirus (COVID-19) symptoms](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection) where there are fewer than 15 self-isolating children within a school and no broader recommendations to a ‘bubble’ or year group;
* disadvantaged children are [self-isolating following arrival in the UK](https://www.gov.uk/government/publications/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk).

Short-term absences for limited numbers of children are managed using a school’s existing policies and resources.

* 1. **Associate Staff**

**When isolating, shielding or during a school closure**

Associate Staff must be available during their contracted hours daily. 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 immediately following the correct school procedure. During the school day, associate staff must complete tasks as directed by a member of the SMLT.

**When in school associate staff are responsible for:**

* Following policy and procedures around learning expectations and behaviour.
* Coordinating with teachers to understand the learning for the day.
* Monitoring the class when the teacher is isolating.
* Setting up the classroom and learning resources when a teacher is isolating.
* Updating class teachers on the progress of the class.
* Associate staff may be asked to support with the preparation of resources.
* Supporting pupils who aren’t in school with learning remotely.

**When not in school associate staff are responsible for:**

* Accessing appropriate CPD to enhance their practice;
* Hearing children read, providing feedback and making notes;
* Delivering Phonics to a small group, where this is part of their daily work, or ensure that pupils have the relevant links to on line RWI Phonics lessons;
* Accessing their emails.

In addition:

**Level 2 staff**

* Supporting pupils with an EHCP who aren’t in school with learning remotely;
* Delivering bespoke intervention to pupils, including those with SEND;
* Make daily or weekly contact with pupils who they support on a one to one basis in school.

**Level 3 staff**

* Delivering cover lessons remotely if required.

**Inclusion Staff**

* Make weekly contact with vulnerable children and families who are self-isolating;
* If in school, delivering any resource as required.

**Mid Day Supervisors**

* Research, and build up a bank of outdoor and indoor games that they can play with groups of children.

**2.4 Other school staff:**

**Subject leads are responsible for**:

* Providing guidance on, and alerting teachers to, remote learning resources for their subject area;
* Considering whether any aspects of the subject curriculum need to change to accommodate remote learning;
* Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent;
* Monitoring the remote work set by teachers in their subject by reviewing work set and meeting teaching staff remotely where needed.

**SENDCo is responsible for**:

* Supporting staff with remote learning for pupils with identified SEND;
* Providing guidance on remote learning resources that will engage SEND pupils;
* 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 EHCPs continue to have their needs met while learning remotely, and liaising with the head teacher and other organisations to make alternative arrangements for pupils with EHCPs.

 **2.5 Senior Leaders**

A member of the Senior Leadership team is responsible for:

* Co-ordinating the remote learning approach across school;
* Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents;
* Monitoring the results of a parental survey on internet access for families.

**Assistant Head teachers are responsible for:**

* Ensuring the implementation of the remote learning across their school phase;
* Monitoring the effectiveness of remote learning across their school phase by reviewing the work set and by reaching out for feedback from parents and pupils;
* Contacting pupils and parents where remote learning is not being accessed;
* Addressing behaviour concerns that occur during remote learning.

**2.6 IT staff**

IT staff are responsible for:

* Fixing issues with systems used to set and collect work;
* Helping staff and parents with any technical issues that they are facing;
* 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.

**2.7 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;
* Ensure that remote learning systems are secure, for both data protection and safeguarding reasons.

**3. Data Protection**

See Data Protection and GDPR Policy

* 1. **Data Protection Officer**

The Data Protection Officer is responsible for helping staff with data protection where needed

**3.2 Accessing Personal Data**

When accessing personal data all staff members know how they can access the data and only use a school encrypted device to access the data

**3.2 Processing Personal Data**

Staff members may need to collect or share personal data, such as email addresses, as part of the remote learning system. Staff should share as little personal detail as possible, and as long as this processing is necessary for the school’s official functions individuals do not need permission for this to happen. This should not be written down.

**3.3 Keeping devices secure**

In line with GDPR all staff members will take appropriate steps to ensure that their devices remain secure:

* Keeping the device password protected;
* Ensuring that the hard drive is encrypted;
* Making sure that the device locks if left inactive for a period of time;
* Installing anti-virus and anti-spy software;
* Keeping operating systems up to date.

**4. Safeguarding**

The following fundamental safeguarding principles remain the same:

* The best interests of children continue to come first;
* If anyone in school has a safeguarding concern, they will act immediately;
* A designated safeguarding lead (DSL), deputy DSL or named person will always be available;
* Children and parents will continue to be educated and protected when they are online.
	1. **Designated Safeguarding Lead**

The Designated Safeguarding Lead is responsible for managing and dealing with all safeguarding concerns. The DSL, Deputy DSL or a named person, is the first point of contact for all Safeguarding concerns.

The designated safeguarding lead is responsible for monitoring the security of remote learning systems, including data protection and safeguarding considerations

Policies to support safeguarding in school include – Child Protection 2019, Data Protection Policy 2016, GDPR 2018, Inclusion Policy, SEND Policy 2019, Safeguarding Policy 2016, Safeguarding Statement 2019, Behaviour Policy 2020, Health and Safety Policy 2019.

This list is not extensive, other policies and procedures are in place as well as relevant coronavirus addendums.

**5. Links with other Policies**

Policies to support safeguarding in school include:

* Attendance Management 2020
* Behaviour Policy 2020 Covid 19
* Child Protection 2019
* Covid Policy Changes
* Curriculum Policies
* Data Protection Policy 2016
* GDPR 2018
* Health and Safety Policy. 2019
* Inclusion Policy
* Marking Policy 2016
* SEND Policy 2019
* Safeguarding Policy 2016 and Safeguarding Statement 2019
* Teaching and Learning Policy