



# Willow Primary Academy The Piper Centre

## Remote Learning Policy



**Willow Primary Academy  
The Piper Centre –  
Taking PRIDE in *all* we do**

**Promoting Positivity, Nurturing Respect, Celebrating Individuality, Fostering Determination,  
Striving for Excellence**

### **Policy Review Schedule**

**Date agreed:** September 2020

**Next review due:** September 2027

**Distributed to staff:** September 2020

**Signed by SLT:** C Tonks



## 1. 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

## 2. Roles and responsibilities

### 2.1 Teachers

Teachers must be available between 8.45 am and 3.15 pm. 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 procedures between 8.45 am and 3.15 pm on the designated absence number. If it affects the completion of any work required ensure that arrangements have been made with year group partners or SLT to ensure work is completed.

Teachers are responsible for:

#### Setting work

- Setting work on Class Dojo
- Creating a weekly timetable of work for their year group. This must include subjects from across the curriculum.
- Ensuring all work is planned and ready.
- Setting work by 8.45 am each day.
- Ensuring elements of effective teaching are present, e.g. clear explanations, scaffolding and feedback.
- Providing explicit support that helps pupils work independently, e.g. EEF recommends daily checklists or plans
- Setting differentiated Times Table Rockstars
- Providing online line safety curriculum to be followed as in Computing/PSHE Progression grids.
- Enabling some peer interactions through Seesaw, e.g. discussion boards, knowledge forums etc. EEF studies show that this can motivate pupils and improve outcomes. Bernard et al (2009) found evidence that student-student interaction had the largest impact on student outcomes.

#### Providing feedback on work:

- Pupils can send any completed work to teachers via Class Dojo and on the app and teachers should message back feedback if and when required.
- Means et al (2013) found evidence that supporting learners to reflect on their own learning has positive impacts, so this should be encouraged at home like in school.
- Teachers should respond to any messages from parents/children within 48 hrs



### Keeping in touch with pupils and parents:

- Any issues that are received are to be dealt with professionally by the class teacher. If necessary teachers to contact a member of SLT for advice.
- Teachers are to attempt to make contact with all pupils in their class every 2 weeks via telephone call when in school or from a withheld number. Contact details can be accessed from CPOMS, please ensure you log off and do not share information with a third party. Record all contacts with parents on CPOMS and add any relevant actions. Example 'Telephoned Mum offered support during home learning and I spoke with child who is getting on well. No concerns.'
- Contact should be polite and encouraging. Teachers must adhere to the relevant policies and not give out any personal details. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly. There is no expectation from school that work must be completed at this time. We believe our parents will be doing their best.

### Attending virtual meetings with staff, parents and pupils:

- Virtual/Telephone meetings (for Annual Reviews and My Plan/+ reviews) may be arranged by the SENCO or FWO, in agreement with the parents. Class Teachers will be invited to attend these meetings or to contribute written notes.
- At present, we have not yet established virtual meetings for other purposes.
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background).

## **2.2 Teaching assistants**

Teaching assistants must be available between 8.45 am and 3.15 pm, Monday to Friday. During this time they are expected to check work emails and be available when called upon to attend school. 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.

Teaching assistants are responsible for:

### Supporting pupils with learning remotely:

- When requested by the SENCO

### Attending virtual meetings with teachers, parents and pupils:

- Virtual/Telephone meetings (for Annual Reviews and My Plan/+ reviews) may be arranged by the SENCO or FWO, in agreement with the parents. Teaching Assistants may be invited to attend these meetings or to contribute written notes.
- At present, we have not yet established virtual meetings for other purposes.
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background).



### 2.3 Subject leads

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Monitoring the work set by teachers in their subject
- Support teachers in considering which approaches are best suited to the age of their pupils.
- Considering whether any aspects of their subject need to change to accommodate remote learning.
- Alerting teachers to resources they can use to teacher their subject remotely.
- Reviewing their current subject in the light of home learning during the summer term.
- Evaluating what changes will need to be made in September/October ready for creating a subject action plan.

### 2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – reviewing work set by teachers weekly, monitoring correspondence between parents and teachers
- Ensuring access to technology and reliable internet access for pupils, particularly disadvantaged pupils
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

### 2.5 Designated safeguarding lead

The DSL is responsible for:

- Maintaining contact, collating, passing on information and responding to any concerns.
- Attending virtual meetings as required.

### 2.6 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- 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 – staff should refer parents to the website and the Class pages for the other useful links for learning.
- Be respectful when making any complaints or concerns known to staff



## 2.7 Supporting Pupils with SEND with Home Learning

For Pupils with an identified special educational need that are supported via the graduated pathway (My Plan, My Plan Plus or EHCP), they will initially be provided appropriately pitched work by their class teacher. The SENCO will keep in regular contact with parents via phone or email (at least once per fortnight) and, if requested in discussion with parents, will provide personalised work that can be done at home, related to the child's personal outcomes on their current plan. This may involve printed resources posted home, emailed resources or the use of web-based activities.

The school website and Class Dojo will be kept up to date with ideas for supporting the different areas of need (as per the Code of Practice), for parents/carers to refer to if they require additional information.

Virtual/Telephone meetings (for Annual Reviews and My Plan/+ reviews) may be arranged by the SENCO or FWO, in agreement with the parents. Other professionals will be invited to attend, as they would for a face-to-face meeting.

## 2.8 Local Advisory Board

The Local Advisory 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 systems are appropriately secure, for both data protection and safeguarding reasons

## 3. Who to contact

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

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to the relevant SLT
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about safeguarding – talk to the DSL



## 4. Data protection

### 4.1 Accessing personal data

When accessing personal data, all staff members will:

- All staff have access to CPOMS to record any parent contact or concerns about children, this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.
- Teachers are able to access parent contact details via Integris using a secure password. Do not share any details with third parties and ensure Integris is in logged off.
- SLT have the ability to locate personal details of families when required through securely accessing Integris. SLT are not to share their access permissions with other members of staff.
- School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils.

### 4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions. While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

### 4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

## 5. Safeguarding

This policy is available on our website.



6.



### Links with other policies

This policy is linked to our:

- Behaviour policy and Covid annex
- Safeguarding policy and Covid annex
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy