

Remote Education Protocol for Wittering Primary School

1. Statement of School Philosophy

Wittering Primary School has always strived to be creative, innovative 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 members of the school community with regards to delivery high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support
- Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher)
- Support effective communication between the school and families and support attendance

3. Who is this policy applicable to?

- A child (*and their siblings if they are also attending Wittering Primary School*) is absent because they are awaiting test results and the 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.

Remote learning will be shared with families when they are absent due to Covid related reasons.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 *ie school website, Class Dojo, Oak National Academy*), as well as for staff CPD and parents sessions.
- Use of Recorded video for Start Day registration, instructional videos and assemblies during a period of bubble closure or local lockdown.
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools

5. Home and School Partnership

Wittering 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.

Wittering Primary School will offer support for parents on how to use Class Dojo as appropriate and where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Wittering 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.

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 'Acceptable Use Policy' 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.

Wittering Primary School will provide a refresher training session and induction for new staff on how to use Dojo.

When providing remote learning, teachers must be available between 9am and 315pm.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent (this includes their child being ill but does not include their children having to be home schooled), 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 on a daily basis and not set in bulk at the beginning of the week. They will use their best endeavours to have the work ready on the previous evening to enable parents the chance to look at it in advance.
 - The work set should follow the usual timetable for the class had they been in school, wherever possible.
 - Teachers will set work on Class Dojo for each day. The work set will equate to
 - KS1 – 3 hours
 - Ks2 – 4 hours

Example timetable (not year group specific)

9am – 1010am – Teacher Intro and English work

1010am -1030am – Break Time

1030am – 1145am – Teacher Intro and Maths

1145am – 12pm – Upload time to Dojo

12pm – 1255pm – Lunch

1255pm – 1325pm Reading

1325pm – 3pm – Teacher Intro and foundation subject work (PE, Art, Geography,etc)

3pm – 315pm – Story

(Added into this will be zoom based teacher live times, assemblies and other special events that may occur and be year group specific)

- Where a whole bubble is isolating staff should upload a short video at the start of the day to dojo to welcome the children to the days learning and discuss it with them. This can be one teacher from the bubble if the whole bubble is isolating. Other short teaching videos can then be uploaded to introduce particular lessons. If a whole year group bubble is isolating then this can be shared by the teachers across the bubble.
 - Where the work set is completed under the guided time it is suggested that to look at Oak National Academy resources (BBC have also recently produced a set of resources which could also be used) if they wish to look at additional learning.
 - Teachers should then remain available to answer questions via dojo (or email) between the lesson times (and accounting for a reasonable lunch break). Where they are not answering questions teachers should be preparing the following days work, marking submitted work, etc.
 - Where a whole year group is isolating then teachers will introduce zoom sessions throughout the week for live learning questions or to share any problems or issues.
 - Where a whole year group is isolating teachers will finish the day with a story either recorded and put onto dojo or live zoomed from the teacher.
- Providing feedback on work:
 - Reading, writing and maths work, all completed work submitted will be looked at by the teachers and commented on appropriately. Comments should include praise and where appropriate points for future work development.
 - All curriculum tasks submitted by 5pm and teachers will comment at the end of the week.
 - Work can either be uploaded in document format if possible or a photo taken and uploaded to the child's portfolio so that teachers can see the work completed.

- Teachers will keep a log of work completed and work that hasn't for each child. Where a child isn't engaging teachers will contact the parent on a Friday afternoon to check that there are no problems. If there is no response by the Monday the office will then check followed by the headteacher.
- 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/s parents should be contacted via dojo initially to assess whether school intervention can assist engagement.
 - If no work has appeared at the end of the week teachers will message parents to check everything is ok. If no response received after another 24 hours a phone call from the office or SLT to parents will check things are ok and people are able to access the learning.
 - All parent/carer emails should come through the school office email (office@wittering.peterborough.sch.uk) or through the dojo messaging system.
 - 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 hours.

Teaching assistants have access to dojo and can aid teachers with commenting on work or other areas where teachers see fit.

TAs who work alongside 1:1 children should be in contact each day via messages to see how they can support their child for the day's learning. If they get no response from their child then they should contact the class teacher so that they can contact the parent.

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.

During the school day, teaching assistant must complete tasks as directed by their classteacher or SLT member.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school inc daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as 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
- Ensuring EHCP & Vulnerable pupils have a weekly phone call to ensure they are engaging and identify if have any further need.
- SLT lead is R Thrower

Designated safeguarding lead

The DSL 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

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 level of support

The SBM

- 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.

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
- Governors lead is S Hobson

Wellbeing

- It is recognised that this will be a stressful time for staff, who may well be looking after children at home, and worried about their personal circumstances, friends, and family.
- Teachers should check in regularly with the SLT, and alert them promptly of any significant changes in circumstances, including living arrangements, health, and anxiety.
- All staff have access to the Employee Assistance Programme and can contact them on 08000856148 for information, support and counselling.
- The usual rules around confidentiality will apply; if a colleague believes that another member of staff may be at risk, it is their responsibility to share this with an appropriate member of SLT.
- Use of Zoom or equivalent for meetings and maintaining morale is encouraged.

With the increased use of digital technologies that comes with remote learning, safeguarding implications need careful consideration. Parents are advised to spend time speaking with their child(ren) about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. While we will be doing our best to ensure links shared are appropriate, there may be tailored advertising, which displays differently in your household or other changes beyond our control.

Online safety concerns should still be reported to the school's Designated Safeguarding lead Mr Thrower (Headteacher) or designated safeguarding officer Mrs Blake (Deputy Headteacher),. Parents can do this through either Class Dojo messaging their class teacher or by emailing office@wittering.peterborough

Staff should continue to be vigilant at this time and follow our usual online safety and safeguarding / child protection policies and procedures, contacting a safeguarding lead directly by phone in the first instance then emailing via head@wittering.peterborough.sch.uk or deputy@wittering.peterborough.sch.uk

The following websites offer useful support:

- Childline - for support <https://www.childline.org.uk/>
- UK Safer Internet Centre - to report and remove harmful online content <https://reportharmfulcontent.com/>
- CEOP - for advice on making a report about online abuse In addition, the following sites are an excellent source of advice and information: <https://www.ceop.police.uk/safety-centre/>
- Internet matters - for support for parents and carers to keep their children safe online <https://www.internetmatters.org>
- London Grid for Learning - for support for parents and carers to keep their children safe online <https://www.lgfl.net/online-safety/default.aspx>
- Net-aware - for support for parents and careers from the NSPCC <https://www.net-aware.org.uk/>
- Parent info - for support for parents and carers to keep their children safe online <https://parentinfo.org/>
- Thinkuknow - for advice from the National Crime Agency to stay safe online <https://www.thinkuknow.co.uk/>
- UK Safer Internet Centre - <https://www.saferinternet.org.uk/advice-centre/parents-and-carers>

7. Links with other policies and development plans

This policy is linked to our:

- Behaviour policy
- Safeguarding policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- E-safety policy
- DFE remote guidance <https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>