Whitefriars C of E Academy

Remote Learning Policy

Policy Type:	**Academy Policy**
Approved By:	**Local Governing Body**
Date Approved by LGB:	**5 February 2025**
Review Date:	**January 2026**
Person Responsible:	**Head Teacher**

Summary of Changes

The policy has been amended as follows.

Page Ref.	Section	Amendment	Date of Change
		Parent info booklet added as an appendix	25.1.23
		References to Covid and self isolation removed	25,1.23
3	1	Information about school closures added e.g snow days, boiler break down	25.1.23
3	1	Timetable for staggered Zoom sessions has been added	25.1.23

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1. Aims

Remote learning will be provided when the school is closed. A school closure may occur for a range of reasons e.g. adverse weather, unsafe site, boiler breakdown…

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

When providing remote learning for the whole school, teachers must be available between 8.30am and 3.15pm.

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.

Each day of school closure will start with a live Zoom session (link to posted on Class Dojo). This live session will include an outline of the planned learning for the day as well as a short interactive lesson (timetable below). Good practice would be to have a concluding zoom at the end of the learning to collate progress and discuss the learning that has taken place.

For parents with multiple children at the school, live Zoom sessions will be staggered to try and help families with one device to access the sessions.		
Reception/Years 1 and 2	**Years 3 and 4**	**Years 5 and 6**
8.30 – 9.15	9.15 – 10.00	10.00 – 10.45 (work will be set on Dojo so that the children can get started before the live session starts.)

When providing remote learning, teachers are responsible for:

- Setting work:
    - Providing work for their normal allocated year group
    - An overview of learning should be uploaded, giving details of the work to be completed and any links to online resources, onto the relevant year group area on the class page of Class Dojo.
- Providing feedback on work:
    - Completed work from pupils online will be uploaded, as required, to the Class Dojo application.
    - Feedback is given via Dojo messages where appropriate. Feedback of hard copy work may be given via phone or marked work. Videos/messages of support will be posted where appropriate.
- Keeping in touch with pupils who aren't in school and their parents:
    - The Class Dojo App should be used to make regular contact. If this cannot be accessed, a phone call will be made.
    - Teachers are not expected to answer messages from parents and pupils outside of working hours. This can be explained to parents/pupils as a part of the class page.
    - Complaints or concerns shared by parents and pupils should be raised with the SLT – for any safeguarding concerns (refer to the section below on DSL's and safeguarding duties.)
    - Failure to complete work will result in a follow-up phone call from an SLT member to ascertain if there are any barriers to learning at home.
- Attending virtual meetings for training, staff meetings, CPD:
    - Dress code - smart usual work wear (where appropriate)
    - Avoid areas with background noise, nothing inappropriate in the background.

- Ensure that there aren't any family members/others in the background when discussing confidential or sensitive information.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their normal working hours, which vary dependent upon role.

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 may be invited to lead small intervention groups via Zoom. Again the Zoom link will be shared with parents on Class Dojo.

- Attending virtual meetings for training, staff meetings, CPD:
  - Dress code - smart usual work wear (where appropriate)
  - Avoid areas with background noise, nothing inappropriate in the background.
  - Ensure that there aren't any family members/others in the background when discussing confidential or sensitive information.

2.3 Subject leads

Subject leads must:

- Consider whether any aspects of the subject curriculum need to change to accommodate remote learning
- Work with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Work with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitor the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alert teachers to resources they can use to teach their subject remotely
- SENCO- Monitor remote learning provision for children with SEND. Provide advice and support to parents and class teachers. Support with use of specialist resources and technology where appropriate.

2.4 Senior leaders

Senior Leaders will be available to:

- Co-ordinate the remote learning approach across the school – AHTs to coordinate with their own phase
- Monitor 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
- Monitor the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding leads and FSW

There are three DSL's at Whitefriars. The lead DSL is Mathew Tuckwood (Headteacher).

- The DSL team will provide advice and support to other staff on child welfare and child protection matters off-site or on-site. Any concern for a child's safety or welfare will be recorded via the online system CURA. This can be accessed remotely. Concerns may also be given in writing where access to CURA is not appropriate and given to a member of the DSL team.
- During term time the DSL team will always be available (during academy hours) for staff in the academy to discuss any safeguarding concerns. If in exceptional circumstances a DSL is not available on the academy site in person, the academy must inform Louise Veeran Trust Safeguarding Lead, and also ensure the DSL is available via telephone and/or any other relevant media.
- The DSL team at Whitefriars C of E Academy will represent our academy at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

- The DSL team will maintain written records and child protection files ensuring that they are kept confidential and stored securely.
- The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the academy to the agreed academy's safeguarding training pack provided by Children's Services/The Trust.
- The DSL will obtain details of the Local Authority Personal Advisor appointed to guide and support a child who is a care leaver.
- We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. The DSL team will use the information that they hold about children with a social worker to make decisions in the best interests of the child's safety, welfare and help promote educational outcomes. The DSL team will ensure that staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort, supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- The lead DSL will liaise with Michelle Ashton (FSW) to identify and support vulnerable families who may may need support to access home learning.

2.6 Supporting IT Systems

The School Business Manager is responsible for liaison with Ergo IT providers to:

- Fix issues with systems used to communicate and produce work
- Help staff and parents with any technical issues they're experiencing
- Review 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 where possible

2.7 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 or ask parents to do this

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
- Collect/return work as required on behalf of the pupil
- Be respectful when making any complaints or concerns known to staff

2.8 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

3. Who to contact

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

- Issues in setting work –Headteacher or Assistant Headteacher
- Issues with behaviour – Headteacher, Assistant Headteacher or Inclusion Team

- Issues with IT – Business manager to report onto Ergo
- Issues with their own workload or wellbeing – talk to their line manager, Headteacher or Assistant Headteacher
- Concerns about data protection – Headteacher
- Concerns about safeguarding – talk to a member of the DSL team

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Access pupil information data via secure online Pupil Asset Site
- Ensure access to pupil data is via work allocated laptops or devices

4.2 Processing personal data

Staff members may need to use, collect and/or share personal data such as parent/pupil email addresses or telephone numbers as part of the managing home learning remote learning. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, 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, 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
- Pass devices onto RM technical engineer for updating and installing antivirus and anti-spyware software

or when needing operating systems to update – always install the latest updates

5. Safeguarding

The safeguarding policy has been updated to reflect the current situation in regard to additional duties during a child's absence from school during lockdown/isolation periods, liaison with other agencies and how support to families can be offered. Staff will be made aware of updates to the policy via email and will be able to access the policy from the school staff shared area/safeguarding file.

6. Monitoring arrangements

This policy will be reviewed annually and updates will be added to as required during the academic.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding Policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy
- Curriculum Policy
- Teaching and Learning Policy

Whitefriars Church of England Primary Academy

Remote Learning Guide for Parents

Diocese of Norwich Education and Academies Trust

Our remote education provision:

At Whitefriars, we aim to provide children with access to the full curriculum. We will therefore be offering the same curriculum remotely as we do in school, wherever possible and appropriate. However, there may be some adaptions to make it more appropriate for remote learning. Remote learning will be provided when the school is closed e.g. adverse weather conditions, unsafe site, boiler breakdown …

Study time each day:

When planning our remote education, teachers work on the timings outlined in the table below:

Reception	3 hours per day
Key Stage 1	3 hours per day
Key Stage 2	4 hours per day

This is an outline of how long you would expect the work set by the school to take each day. There may be activities that your child feels more/less confident with depending on the activity but the above table provides you with a guideline as to what is appropriate for the majority of pupils working on the set tasks.

Accessing remote education:

We use Class Dojo as our primary online platform to deliver our remote education. We set work on a daily basis for the children and this is shared as a daily PDF to make it as easy as possible for parents to view (especially where parents have multiple children at our school). Links are provided to access videos, websites and resources to support learning where appropriate. In addition to this, work may be set on your child's portfolio where they have been assessed and grouped accordingly. This is to ensure that your child receives work appropriate to their needs, for example, Read, Write, Inc. Phonics.

Once work is completed, you can then upload it to your child's portfolio so that the teaching staff can assess and respond to it.

Start of the school day

The class teacher will start the day with a short live lesson. This live lesson will take place on Zoom (link will be sent on Class Dojo). During this live lesson the class teacher will outline the learning for the day before completing a short online lesson.

For parents with more than one child at the school, live Zoom sessions will be staggered to try and help as you may only one device to access the sessions.		
Reception/Years 1 and 2	Years 3 and 4	Years 5 and 6
8.30 – 9.15	9.15 – 10.00	10.00 – 10.45 (work will be set on Dojo so that the children can get started before the live session starts.)

How we will teach your child remotely:

We aim to use a range of approaches to teach pupils remotely. Some examples of approaches we use are:

- Live welcome/lesson each day
- Recorded teaching using pre-recorded materials, e.g. White Rose Maths, Oak National Academy, Espresso Primary
- Recorded teaching using video/audio recordings made by teaching staff
- Online daily teaching packs
- Paper packs (provided if requested)
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips and interactive activities
- Possible end summary live session

This is not an exhaustive list and there may be other approaches used where appropriate.

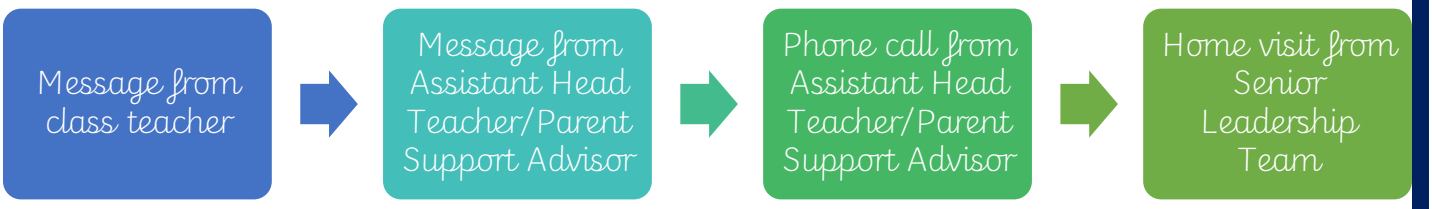
In addition to this, where there is an identified need, some children will receive 1:1/small group remote live teaching.

Engagement and feedback:

We expect children to engage in the learning activities set on a daily basis. We believe that recorded sessions are more suitable for our children than live lessons as it allows parents the flexibility of completing the work each day at a time that is convenient for them and the child.

It is essential that parents establish a routine and maintain as much consistency around school work as possible

Teachers check submitted work on a daily basis. Engagement is recorded and tracked and where engagement is seen as a concern this addressed in the following way:



Assessment:

Work is commented on when it is submitted. If there are any misconceptions identified, these are addressed and commented on. Work that has been submitted is checked on a daily basis and feedback given to each piece as appropriate.

Additional support for pupils with particular needs:

Where appropriate, work will be differentiated and additional support will be offered. The inclusion team are always on hand to offer support/advice.