Welwyn St Mary's C of E Primary School

Believe and Achieve

'With God, all things are possible' (Matthew 19:26)

Remote Learning Policy

In the case of a national lockdown or Government advice regarding COVID-19

Frequency of review (unless there are changes to legislation)	Every 2 years
Reviewed by staff	March 2025
Approved by governors	March 2025 (C&S Committee)
Date of next review	March 2027

Our Vision – Believe and Achieve: 'With God, all things are possible' (Matthew 19:26)

At Welwyn St Mary's our school vision is 'Believe and Achieve' taken from St Matthew's gospel (Chapter 19, verse 26 – "With God, all things are possible"). By this, we aspire that all members of our community will flourish and be inspired to **be the best that we can be** by believing in ourselves, each other and in the teachings of Jesus. Believing in ourselves will give us the confidence to succeed. Believing in each other will empower others to do their best and by following the teaching of Jesus shows that His teaching drives all aspects of school life.

Our Intent

These remote learning guidelines aim to provide:

- Consistency in the approach to remote learning for pupils who are not in school
- Clear expectations for all members of the school community with regard to remote learning
- Appropriate guidelines for safeguarding and data protection
- High quality remote education resources using a curriculum sequence linked directly to our school's curriculum expectations and accessible to all pupils
- Online tools that will be consistently used across the school to allow interaction, assessment and feedback

Our Implementation

The minimum requirements for remote learning are 3 hours per day in Key Stage 1 and 4 hours a day in Key Stage 2. This will be achieved through a strong model of blended learning, using our digital platform Google Classroom alongside: Times Tables Rock Stars, Purple Mash, Oak Academy and other high-quality resources such as e-reading books and HFL ESSENTIALMaths and White Rose maths resources.

Our head teacher holds responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.

We will operate a staged approach to remote learning.

Stage 1 - Remote learning for individuals.

If a pupil cannot be in school and is learning from home, we will ensure remote learning is in place on Google Classroom/Google Meet our digital platform. Parents will email the school office to let the school know when a child is ready for remote learning. Staff, where possible, may deliver live sessions alongside their class teaching. They may upload a range of tasks. Paper packs of learning will also be available as appropriate.

Stage 2 - Remote learning for partial closure.

If we need to close a class or year group, that bubble will transfer to daily remote learning. We will provide a daily timetable for pupils who are well enough to participate and, where possible, the work will be provided by their class teacher. The timetable will be equivalent in length to the school day and cover the same curriculum expectations. Daily work will comprise of a combination of live sessions (where possible), online tasks, recorded lessons, live meets and resources specifically developed/adjusted for remote learning.

<u>Stage 3 – Remote learning for full closure</u>

Pupils will receive a daily timetable of subject specific tasks with an equivalent volume of work as they would complete in school. Live sessions will be delivered where possible. Some sessions may be pre-recorded and other tasks will be uploaded with clear instructions on Google Classroom.

Across all stages, school staff will monitor the work completed and give feedback as necessary. Pupils may contact their teacher daily regarding their work through the messaging tool on Google Classroom and daily live sessions and meets.

When delivering the remote learning curriculum, the school will:

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects. We will provide suitable differentiation and additional support as appropriate.
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Provide frequent, clear explanations of new content, delivered by a teacher in school or through high quality curriculum resources and/or videos.
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, including daily contact with teachers.
- Consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, access to devices, apps and broadband as well as demands on parents' help or support.
- Avoid an over-reliance on long-term projects or internet research activities.
- Continue to develop comprehensive guidance and training to staff.

We ask that our parents and pupils will:

- Agree to our E-safety and Acceptable use documents.
- Agree to our remote learning protocol and keep any recordings by WSM as property of the school.
- Review weekly and daily timetable to support their child's remote learning.

<u>EYFS - Reception</u>

Remote learning will look different for EYFS as younger children benefit from more practical learning.

We will follow the staged approach in line with the whole school.

In the event of a full closure, EYFS children will receive where possible some live sessions alongside daily recorded teaching from our teachers for phonics, maths and an additional subject via Google Classroom. We will provide a daily live welcome, some creative activities and recorded story times also on Google Classroom.

EYFS recorded teaching will introduce learning and will lead into practical activities or short written activities where appropriate.

We will provide learning packs for children each week, where required, which will contain tasks relating to the recorded teaching. These will be collected once a week. We will provide frequent and regular feedback to the children on their packs and, where appropriate, additional feedback if activities have been uploaded to Google Classroom.

We will provide activities available on websites, such as Purple Mash, as an additional resource.

Remote Learning Infrastructure

The following will be in place:

- Staff and pupils have access to a home device and the school's online platform.
- Staff will have access to key resources remotely at home via Google Drive and the Staff Drive. Staff are encouraged to save all files to the Google Drive rather than to individual devices.
- Staff and pupils will receive appropriate training.
- All staff members will take appropriate steps to ensure their work devices remain secure. Appendix A sets out guidance.
- Pupils will be provided with personal login details and passwords. Support will be available to families without IT devices as per the government's device scheme and our own loan scheme.

We will also provide printed packs for children as necessary and at age-appropriate level.

Data Protection

We will ensure any use of online learning tools, apps and systems is in line with privacy and data protection/GDPR requirements.

Safeguarding Protocols

Online teaching should follow the same principles as set out in the school's Code of Conduct and Teacher Standards. It is important that all staff who interact with pupils, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per our Safeguarding and Child Protection Policies. Members of the Designated Safeguarding team, along with senior leaders, will oversee and monitor online teaching. If any concerns or untoward incidents arise during a live session, the teacher will stop the lesson immediately and take any necessary actions. Please refer to our Online Safety Policy for further information regarding online safety practices and procedures.

Online Security

This policy should be read in conjunction with our Online Safety Policy.

Behaviour and Expectations of Pupils

- Our behaviour expectations are the same as at school

- Wear suitable clothing
- Microphones off throughout a session unless asked to turn them on by the teacher. Use 'raise hand' function, if necessary.
- Do not bring personal mobile phones to meets.
- Do not record or take photos. This would be serious and parents would be contacted. Only use your school Google Classroom account to access live meets. Make sure your name appears when you join a class 'meet'.

Staff Expectations

- Teachers and teaching assistants will be available for teaching during their normal working hours
- Streaming of live sessions can take place from school or home in a neutral setting
- Must wear suitable clothing
- Teachers should only use devices used in appropriate areas (e.g. not in bedrooms) and the background should be appropriate and neutral
- Staff should not engage in personal dialogue as part of feedback or requests from pupils or parents
- Language must be professional and appropriate
- Virtual lessons will be identified on the weekly timetable which will be shared via Google Classroom
- Virtual lessons will be presented to whole class or groups of pupils only (no 1:1 teaching unless another adult is present)
- Staff to have cameras on when necessary during the live sessions
- Classwork that can be handed in online will be set through Google Classroom and marked online

Teacher and Teaching Assistant Expectations and Guidelines Tasks

- There should be tasks set for each day of varying length
- There should be, where possible, a daily live session for the core subjects. If this is not possible, pre-recorded lessons will be uploaded with a live meet.
- Tasks should not require a high level of support and allow pupils to complete as much as they can independently
- Differentiated work should be provided to those who cannot access the class work set (working well below EXS)
- Consider the resources families will have (and not have) at home
- Avoid tasks requiring a printer
- Consider the range of documents you wish to add to your Classroom to support home learning (PDFs, PowerPoints, YouTube videos, Google Form quizzes and so on)
- Google docs, slides or sheets allow children to complete work electronically and then upload
- When uploading work, explain what the children need to do

Individual Support/Feedback

- Children will receive regular and frequent, age appropriate, feedback on their learning.

- Consider adding additional feedback in line with the school's guidelines, where a piece of work warrants a longer response/feedback.
- Ensure comments are positive, encouraging and motivational.
- When a child uploads a completed piece of work to the digital platform, they may add a question or message. Or they may ask before the task to clarify information.
- Alert SLT if you have any pupils who have not engaged with any of the tasks during the week as this will need monitoring and following up if needed.

Appendix A Keeping Devices Secure

All staff members will take appropriate steps to ensure their work 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.
- Keeping operating systems up to date – always install the latest.

Further information is included in our Online Safety Policy

Our Impact

The setting of clear expectations on the part of staff, parents and pupils, and provision of appropriate resources, will facilitate remote learning under our school curriculum, with due regard to existing school policies on behaviour, privacy (GDPR), safeguarding and child protection (with COVID-19 annexes as relevant).

Using online tools and other high quality remote learning resources consistently across the school, including feedback and assessments, all pupils learning remotely will receive a well-sequenced curriculum so that knowledge and skills are built incrementally at age-appropriate level.