

Lowton West Primary School



Remote Learning Policy

Date policy to be reviewed: September 2021

Ratified by Governing Body: 4th February 2021

Mr B Cunliffe (Chair of Governors)

Mrs J. Westhead (Headteacher)

Lowton West Primary School



Aiming High Together

School Vision

To inspire, achieve and succeed, we will aim high and build dreams and futures together.

Mission Statement

Providing the highest quality education, care and support for the whole school community.

Our mission statement is based on RESPECT:

- R = Recognising the needs of the individual child
- E = Ensuring a unique and engaging curriculum
- S = Supporting each other to learn and achieve
- P = Passionate about providing the highest quality education
- E = Encouraging creativity, self – expression and imagination
- C = Creating confident, resilient, life – long learners
- T = The voice of everybody is heard

All the above statements help us to understand how we can all make a positive contribution to the school and the wider community.

We will do this through our core values:

- Respect
- Resilience
- Kindness
- Confidence

We also, at Lowton West Primary School, strive to develop and uphold British Values.

The five British values that the Government has identified for schools to focus on are: -

- Democracy
- The Rule of Law
- Individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Developing personal and social responsibility
- Respect for British Institutions

There are more details on how our school demonstrates and develops these British Values in our British Values Policy and on our website.

Remote Learning Policy

Lowton West Primary School

Statement of intent

At Lowton West, we understand the need to continually deliver high quality education, including during periods of remote working. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

Aims

The aims of this policy are:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources, including teaching videos.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

Remote Education

During a period of closure for either the whole school, individual 'bubbles' or if a pupil is self-isolating, Lowton West Primary School will provide education for all children using remote learning.

- The technology learning platform that will be used will be 'Seesaw' and this will be supplemented with other learning resources/ platforms including:
 - TT Rockstars (Years 2 -6)
 - Spelling Shed
 - First News (Years 5/ 6)
 - Purple Mash
- All pupils have individual log-ins and passwords for 'Seesaw', TT Rockstars (Years 2-6), Spelling Shed, First News (Year 5/6) and Purple Mash.
- Children will be able to upload their work onto 'Seesaw' so that teachers can check their work and respond with feedback. Only a staff member of Lowton West Primary School is able to access a pupil's 'Seesaw' account (i.e. Teacher, Teaching Assistant or office staff member). Pupils and parents are only allowed to access the individual child's account.

- The curriculum provided to the children will follow the class timetable as much as possible. Children will be provided with learning that will replicate classroom activity to the best of our ability and this may be changed, updated and adapted over time.
- The children in school will complete the same curriculum work as the children working remotely at home.
- Teachers will ensure that high quality learning online and off line resources are used and these may include:
 - Oak Academy teaching videos and related resources;
 - White Rose Maths teaching videos and related resources;
 - Read, Write, Inc videos and resources;
 - BBC Teach videos and resources;
 - Mr Thorne phonics videos;
 - Jane Considine writing videos (KS2);
 - eBooks
- Teachers may prepare additional audios to support the children with their work (e.g. a teacher recorded audio providing more information in relation to the White Rose Maths work; a teacher recorded audio providing the children with additional support, extra challenge, further instructions or reminders).
- Teachers will prepare pre-recorded video or audio lessons which will replicate as far as possible, how the lesson would be taught in school. Teachers will try to prepare pre-recorded lessons that will allow pupils to access the learning independently at home.
- Pupils will receive feedback on their work and this will include staff scaffolding answers (where needed) and providing support as needed if there are misconceptions. Misconceptions may be addressed individually or as a whole class feedback.
- Teachers will differentiate work by providing differentiated spellings on spelling shed and preparing separate work to meet the needs of pupils with SEND.
- Daily timetables will be uploaded to 'Seesaw' so that children know what is expected of them each day. In line with the latest government guidance (January 2021), during the full closure of school, the school will provide 4 hours of remote education for KS2 pupils and 3 hours of remote education for KS1 pupils.
- Teachers will prepare a written or pre-recorded daily whole class 'shout out' message (this will be either at the start or the end of the school day). The message may include explaining the day's timetable to the class and/ or praising the children for their efforts and the work that they have completed as a whole class.
- At KS1, the daily/ weekly timetable will include the teaching of:
 - Phonics
 - Reading
 - Writing
 - Maths
 - A range of other subjects taught weekly or as a block of lessons (i.e. Geography, History, PSHE, Religious Education, Music, PE, Art, Design Technology, Science, Computing).

- At KS2, the daily/ weekly timetable will include the teaching of:
 - Reading
 - Writing
 - Maths
 - A range of other subjects taught weekly or as a block of lessons (i.e. Science, Geography, History, PSHE, Religious Education, Music, PE, French, Art, Design Technology, Science, Computing).

- The school will support families by providing printed resources, such as paper packs and workbooks, for pupils who do not have suitable online access and/or loaning devices to families (government initiative) and supporting families with internet access (government initiative).

- Where paper packs have been provided, we ask that wherever possible, work completed is photographed and uploaded to 'Seesaw'. If not, work should be returned weekly to be marked. Paper packs will be quarantined before collection and upon return to school. Staff will also wear gloves when preparing paper packs.

Remote Learning offer during a full lockdown/ school closure will typically consist of the following daily/ weekly activities:

In Reception:

- Daily Maths (White Rose/ pre-recorded teacher-led lessons/ related tasks)
- Daily Reading Comprehension (Purple Mash)
- Daily Read, Write, Inc phonics lessons (Mr Thorne videos/ pre-recorded teacher-led lessons)
- Handwriting/ word building (pre-recorded teacher-led lessons)
- Daily spellings (Spelling Shed)
- Teacher modelling reading a book
- Daily reading at home (with a parent)
- Daily topic lessons
- PE lessons (e.g. pre-recorded videos led by 'Premier Sports')
- Use of 'Oak Academy' videos and resources in a range of subjects.

In Year 1:

- Daily Maths (White Rose/ related tasks)
- Daily Reading/ phonics check sheets
- Daily Read, Write, Inc phonics lessons (including reading/ spelling/ writing/ sentence work) - (pre-recorded teacher-led lessons)
- Teachers read to the children 3 times a week (pre-recorded and teacher-led) and set comprehension tasks for each reading session.
- Teachers upload videos of authors reading their stories and assign a mini task to go with the story.
- Daily spellings (Spelling Shed)
- Weekly 'big write' – linked to reading book (pre-recorded teacher-led lessons)
- Handwriting/ word building (pre-recorded teacher-led lessons)
- Daily spellings (Spelling Shed)
- Daily reading at home (with a parent)
- Range of other subjects throughout the week or taught as a block of lessons (i.e. Geography, History, PSHE, Religious Education, Music, PE, Art, Design Technology, Science, Computing) – use of 'Oak Academy' videos and resources
- PE lessons (e.g. pre-recorded videos led by 'Premier Sports')

- Teachers include some 'off screen time' activities weekly (e.g. indoor and maths scavenger hunts and 'learn a new skill' challenge to promote independence).

In Year 2:

- Daily Maths (White Rose/ pre-recorded teacher-led lessons/ related tasks)
- Weekly Maths skills mat
- Daily Maths Challenge (Quick Maths from 'Grammasaurus')
- Daily times table work (TT Rockstars/ multiplication tasks)
- Daily Reading tasks/ comprehension
- Weekly phonics
- Writing tasks (Literacy shed/ video with teacher voice-over)
- Daily spellings (Spelling Shed/ 'Look, Cover, Say, write, check' task)
- Weekly spelling test
- Weekly SpaG (Spelling, Punctuation and Grammar) task (pre-recorded teacher-led lesson using 'Grammar Hammer')
- Daily handwriting
- Daily spellings (Spelling Shed)
- 60 second read test – 3 times weekly
- Daily reading at home (with a parent or independently)
- Range of other subjects throughout the week or taught as a block of lessons (i.e. Geography, History, PSHE, Religious Education, Music, PE, Art, Design Technology, Science, Computing) – use of 'Oak Academy' videos and resources/ pre-recorded teacher-led lessons/ Purple Mash
- PE lessons (e.g. pre-recorded videos led by 'Premier Sports')

In Year 3:

- Daily Maths (White Rose/ pre-recorded teacher-led lessons/ related tasks)
- Daily times table work (TT Rockstars)
- Daily Reading comprehension (pre-recorded teacher-led lessons/ other resources)
- Daily eBook with related questions.
- Children are encouraged to read independently and to post videos or recordings of themselves reading. Parents encouraged to post comments after hearing their child read.
- Daily SpaG (Spelling, Punctuation and Grammar) tasks - (pre-recorded teacher-led lessons/ other resources)
- Daily handwriting (some pre-recorded teacher-led lessons)
- Daily writing tasks (Jane Considine/ other resources/ Literacy Shed resources)
- Daily spellings (Spelling Shed)
- Weekly spelling test
- Daily independent reading at home
- Range of other subjects throughout the week or taught as a block of lessons (i.e. Geography, History, PSHE, Religious Education, Music, PE, Art, Design Technology, Science, Computing) – use of 'Oak Academy' videos and resources/ pre-recorded teacher-led lessons/ Purple Mash
- PE lessons (e.g. pre-recorded videos led by 'Premier Sports')

In Year 4:

- Daily Maths (White Rose/ pre-recorded teacher-led lessons/ related tasks)

- Daily times table work (TT Rockstars)
- Daily Reading comprehension (pre-recorded teacher-led lessons/ other resources)
- SpaG (Spelling, Punctuation and Grammar) tasks - (pre-recorded teacher-led lessons/ other resources)
- Writing tasks (pre-recorded teacher-led lessons/ Jane Considine/ other resources/ Literacy Shed resources)
- Daily spellings (Spelling Shed)
- Daily independent reading at home
- Range of other subjects throughout the week or taught as a block of lessons (i.e. Geography, History, PSHE, Religious Education, Music, PE, Art, Design Technology, Science, Computing) – use of ‘Oak Academy’ videos and resources/ pre-recorded teacher-led lessons/ Purple Mash
- PE lessons (e.g. pre-recorded videos led by ‘Premier Sports’)

In Year 5:

- Daily Maths (White Rose/ pre-recorded teacher audio/ related tasks)
- Daily times table work (TT Rockstars)
- Daily Reading comprehension (pre-recorded teacher-led lessons/ First News/ other resources)
- Daily SpaG (Spelling, Punctuation and Grammar) tasks - either through the Writing activity or as a discrete lesson
- Daily writing tasks (pre-recorded teacher-led lessons/ Jane Considine/ other resources/ Literacy Shed resources)
- Daily spellings (Spelling Shed)
- Daily independent reading at home
- Range of other subjects throughout the week or taught as a block of lessons (i.e. Geography, History, PSHE, Religious Education, Music, PE, Art, Design Technology, Science, Computing) – use of ‘Oak Academy’ videos and resources/ pre-recorded teacher-led lessons/ Purple Mash
- PE lessons (e.g. pre-recorded videos led by ‘Premier Sports’)

In Year 6:

- Daily Maths (White Rose/ pre-recorded teacher audio/ related tasks)
- Daily times table work (TT Rockstars)
- Daily Reading comprehension (pre-recorded teacher-led lessons/ First News/ other resources)
- Daily SpaG (Spelling, Punctuation and Grammar) tasks - either through the Writing activity or as a discrete lesson
- Daily writing tasks (pre-recorded teacher-led lessons/ Jane Considine/ other resources/ Literacy Shed resources)
- Daily spellings (Spelling Shed)
- Daily independent reading at home
- Range of other subjects throughout the week or taught as a block of lessons (i.e. Geography, History, PSHE, Religious Education, Music, PE, Art, Design Technology, Science, Computing) – use of ‘Oak Academy’ videos and resources/ pre-recorded teacher-led lessons/ Purple Mash
- PE lessons (e.g. pre-recorded videos led by ‘Premier Sports’)

Flexibility of Learning

We understand that the circumstances that cause a school or bubble to close will affect families in different ways. In our planning and expectations we are aware of a need for flexibility from all sides:

- Parents may be trying to working from home so access to technology as a family may be limited.
- Parents working from home may find it difficult to support their child with home learning whilst also trying to get their own work from home completed/ participate in conference calls, etc...
- Parents may have more than one child trying to access technology and may need to prioritise the needs of other children such as those studying for GCSEs/A Levels.
- Technology/ internet access may not always work as it should, there should be a willingness to adapt to these difficulties from both school and families.
- Some families may have no access to the required technology. In this situation, school will liaise with the families and arrange the best way to support learning for these children.
- Some families may be affected by illness directly and may not be able to access remote learning.

Why we have decided to include pre-recorded lessons and high quality video resources

Although we are not leading 'live' lessons, we will be delivering pre-recorded lessons and other high quality videos/ resources (e.g. Oak Academy; White Rose Maths). The reasons for this are as follows:

- When lessons are pre-recorded, children can have a level of independence to choose which order they would like to undertake their learning. Pupils can access the lessons at any time of the day.
- A pre-recorded lesson can be paused, listened to again or fast forwarded, allowing children additional time and support if needed to complete a task. The 'Seesaw' learning platform then allows the teaching staff to give instant personal verbal or written feedback to help guide the children with their learning, help them build on their previous knowledge and keep them motivated to keep learning from home.

Teaching staff will:

- Share teaching resources and activities through 'Seesaw'
- 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
- Continue to teach using planning already in place and in line with National Curriculum expectations.
- Give explanations, where needed, to further support learning in English and Maths.
- Keep in daily contact with children in their class through 'Seesaw'.
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- 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
- Avoid an over-reliance on long-term projects or internet research activities.
- Where possible, include answers or explanations to help

- Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this
- Allow flexibility in the completion of activities, understanding all family circumstances are different
- Provide online feedback and comments on 'Seesaw' consisting of a positive comment and sometimes something to work on (fix it / practise). This may not be individual feedback but may consist of whole class feedback. Feedback may be via written text or audio recording
- Take regular breaks away from the computer or iPad
- If staff are unwell themselves, school will endeavour to cover distance learning with another member of staff. However, cover may not always be possible and parents should access the planned online activities provided. Follow up of messages on the 'Seesaw' app during this time will not be undertaken until the teacher is fit to work. Where possible a member of SLT (Senior Leadership Team) and the Headteacher will have access to parental messages.

Children will:

- Feel assured that well-being is at the forefront of the school's thoughts and understand that there is a need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly
- Read at home daily, either independently or with an adult
- Remember to tell an adult if anything worries them whilst working online
- Never share any personal information with others online, including addresses, phone numbers, login information or passwords
- Be suitably dressed when learning at home and when using the 'Seesaw' learning platform to upload photographs or videos of themselves, preferably with a parent or guardian present
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that.

Parents will:

- Support their children's learning to the best of their ability (we understand that parents may also be working from home at the same time)
- Encourage their child to access and engage in the learning on 'Seesaw'
- Refrain from screenshotting or copying any information, messages or posts from 'Seesaw' to share on social media or any other platform outside of 'Seesaw'.
- Contact school via the school enquiries e-mail address if they have any comments in relation to the remote education and not message class teachers directly on 'Seesaw'
- Talk to their child regularly about online safety and the benefits and risks of working online.
- Ensure that their child uses 'Seesaw' to message their teacher appropriately. All messages are monitored by school and are automatically stored on Seesaw.
- Ensure that children are dressed appropriately when uploading any videos to 'Seesaw' (e.g. PE kit to be worn for PE). Pupils should not be wearing pyjamas or other nightwear.

- Ensure that the 'Seesaw' User agreement is adhered to.
- Adhere to the Parental Code of Conduct (available to view on the School Website).
- Be extra vigilant when their child is using devices and content at home. Ensure there is appropriate adult supervision or an adult nearby when their child is online and follow the guidance found in the 'Online Safety Parent's Guide to Remote Learning' in our 'Online Safety' section of the school website. Here, parents will also find other guidance on parental controls and social media safety.
- Check their child's completed work each day and encourage the progress that is being made.
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax.
- Contact school for support if they are concerned about their child's mental health and emotional well-being.

Safeguarding

This section of the policy will be enacted in conjunction with the school's **Child Protection and Safeguarding Policy**, which has been updated to include safeguarding procedures in relation to remote working.

- All staff are reminded to follow safeguarding and child protection procedures when delivering remote learning. They should contact the DSL (Headteacher) or deputy DSL (Deputy Head) if they have any concerns about a child through either a message on Seesaw or through seeing something worrying in any tasks/work completed.
- Designated Safeguarding leads will follow up any safeguarding concerns in the usual way by following policy and procedures. Parents will be contacted if staff have any concerns about content uploaded to 'Seesaw'.
- The **DSL** will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- The **DSL** will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- Phone calls made to vulnerable pupils will be made using school phones where possible. Caller will withhold number if using a personal phone.
- The **DSL** will arrange for regular contact with vulnerable pupils **once** per **week** at minimum, with additional contact, including home visits, arranged where required.
- The **DSL** will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- All home visits **must**:
 - Have at least **one** suitably trained individual present.
 - Be undertaken by no fewer than **two** members of staff.
 - Actively involve the pupil if possible
 - Ensure that social distancing outside is adhered to
- All members of staff will report any safeguarding concerns to the **DSL** immediately.
- Pupils and their parents are encouraged to contact the **DSL** if they wish to report safeguarding concerns. The school will also signpost families to the practical support that is available for reporting these concerns.

SEND

- All staff, to the best of their ability, will provide remote learning for pupils with SEND. Communication with parents will be vital in ensuring any work is accessible by the pupil. If further resources from school are required to enable a child to access remote learning, it will be arranged for parents to collect them from school. The SENCO (Mrs Gould) will work with staff to support them in finding appropriate provision for pupils with SEND.

Marking and Feedback

- Remote learning will be marked and staff will give feedback as closely as possible to the style the children are familiar with when in school. Teachers will adapt this as they see appropriate to support pupils' remote learning.
- All English and maths work will be marked and feedback given at an appropriate level for the piece of work. Teachers are not expected to feedback outside of the hours of 8:45am and 4.00pm. For work received after 4.00pm, feedback should be given no later than the following day.
- Teachers are not expected to feedback during a weekend or holidays.
- As a school we expect all pupils and staff to maintain a good work ethic and a high quality of work during the period of remote learning. We expect older children to be accountable for the completion of their own school work, younger children may need some support from a responsible adult.
- School staff will contact parents via email or telephone if their child is not completing school work or the standard has noticeably decreased.

Online Safety

This section of the policy will be enacted in conjunction with the school's '**Online Safety**' policy.

- Parents should be extra vigilant when their child is using devices and content at home. Ensure there is appropriate adult supervision or an adult nearby when their child is online and follow the guidance found in the '**Online Safety Parent's Guide to Remote Learning**' in our '**Online Safety**' section of the school website. Here, parents will also find other guidance on parental controls and social media safety.
- Please bear in mind that some online websites (e.g, BBC Teach) can also allow children to access the local/ national news feeds and to undertake 'searches'. Please be mindful of this when monitoring your child's device activity.
- Ensure that parental controls and adequate child online safety measures are put into place on your child's device, (e.g. age-appropriate parental controls on devices and internet filters to block malicious websites).
- All staff and pupils uploading videos/ photographs onto 'Seesaw' must:
 - Wear suitable clothing – this includes others in their household.
 - Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication (i.e. recording videos to upload).
 - Use appropriate language – this includes others in their household.
 - Maintain the standard of behaviour expected in school.
 - Use the necessary equipment and computer programs as intended.
 - Not record, store, or distribute video material without permission.

- Always remain aware that they are visible.
- All staff and pupils using audio/ written text communication via 'Seesaw' must:
 - Use appropriate language – this includes others in their household.
 - Maintain the standard of behaviour expected in school.
 - Use the necessary equipment and computer programs as intended.
 - Not record, store, or distribute audio/ written text material without permission.
 - Always remain aware that they can be heard and that written text can be seen.
 - The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.
 - The school will consult with parents prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.
 - The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.
- During the period of remote learning, the school will maintain regular contact with parents to:
 - Reinforce the importance of children staying safe online.
 - Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
 - Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
 - Direct parents to useful resources to help them keep their children safe online.
 - The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.
- Some basic guidelines for parental 'online safety' supervision:
 - Spend time online together to teach your child(ren) appropriate online behaviour.
 - Keep the computer in a common area where you can watch and monitor its use, not in individual bedrooms wherever possible. Monitor any time spent on smartphones or tablets.
 - Bookmark child's favourite sites for easy access.
 - Check your credit card and phone bills for unfamiliar account charges.
 - Find out what security settings your internet provider offers. Always make sure the child lock settings are turned on (these may not automatically be on and made need monitoring)
 - Take your child seriously if he or she reports an uncomfortable online exchange.
 - Regularly check all messages online including through games, chat rooms, WhatsApp messages etc.
- If a pupil is provided with school-owned equipment, the parent will sign and adhere to the **Loan of device - Acceptable Use Agreement** prior to commencing remote learning.
- Pupils should be reminded of the school's online safety rules which apply when working from home also:

Lowton West Primary School
KS1 Online Safety rules

- We ask before we use a tablet, computer or camera.
- We only use the internet when an adult is with us.
- We can click on the buttons or links when we know what they do. We tap or click on things we have been shown.
- We can search the Internet with an adult.
- We always ask if we get lost on the Internet.
- We can send and open emails together.
- We can write polite and friendly emails to people that we know.
- We tell a grown up if something we see online upsets us.

Lowton West Primary School – KS2 Online Safety rules

- We ask permission before using the Internet.
- We ask permission before using any IT equipment in school: tablet, computer or camera.
- We only use websites that an adult has chosen.
- We tell an adult if we see anything we are uncomfortable with.
- We immediately close any webpage we are not sure about.
- We only e-mail people an adult has approved.
- We send e-mails that are polite and friendly.
- We never give out personal information or passwords.
- We never arrange to meet anyone we don't know.
- We do not open e-mails sent by anyone we don't know.
- We do not use Internet chat rooms.
- We do not share our personal login details with others.

Pupils not engaging with the remote learning

- It is essential that pupils participate in remote learning every day. It is not optional. It is a legal requirement.
- Teachers must alert the Deputy Headteacher or Headteacher if children are not engaging in remote learning.
- If a child is not engaging in remote learning (i.e. via 'Seesaw' or paper packs), the school will take the following actions:
 1. Contact the parent via telephone and discuss the reasons for the non-engagement/ seek to support the family in any way possible so that the child engages with the home learning
 2. If the parent cannot be contacted via telephone, a letter will be e-mailed to the parent asking them to contact school.
 3. If the parent does not contact school, further telephone calls will be made.
 4. If the parent still cannot be contacted, a home visit (socially distanced) will be undertaken if possible (by at least two staff members).
 5. If the parent still cannot be contacted and the school has concerns, then this may trigger safeguarding and 'missing child' procedures. Therefore, it is essential that parents engage with the school.

6. If a parent is contacted and the child still does not engage with remote learning, with no good reason, then safeguarding procedures may be triggered.
7. The school will seek advice and support from the local authority where needed in relation to children missing their education (either in school or remotely).

Mental Health and Well-Being

During these unprecedented times and during any school closures/ times when individuals or groups need to isolate, it is most important that the emotional and mental well-being of children (and indeed adults) is given the highest priority.

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents.

The government have published guidance for parents and carers on supporting children and young people's mental health and wellbeing during the Covid-19 pandemic. Please find the link below:

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak>

If you feel that you need any support, there are agencies such as Childline.org.uk (as well as other agencies outlined in the government guidance) who can provide support.

If you need support, you can also contact school and we can signpost pupils and parents to external agencies. We can also support your child via telephone calls from our Class Teachers and/or our Mental Health and Well-Being Practitioner. Please do not hesitate to contact us at school if you need support.

Staff workload and well-being

- Staff well-being is paramount and it is recognised that during a school closure the staff will be both teaching in class and preparing and delivering the school's high quality remote learning offer. Staff also need to respond and feedback to pupils in school and pupils working from home.
- Therefore, the Headteacher will ensure that, during a full school closure, staff are given at least one day out of class for PPA/ Remote Learning preparation. Teachers will be able to work from home on this day. Wherever possible, parallel class teachers will be released on the same day. Additional time will also be given throughout the week (e.g. an extra hour or half day wherever possible). Teaching Assistants will also be asked to cover the class bubble (under the supervision of the teacher) for 30 minute/ 60 minute sessions to enable staff to provide feedback to pupils working from home during the day.
- **Flexibility:** Teachers have been informed that Senior Leaders will do everything possible to ensure that they get the additional time out of class. However, the weekly PPA/RL timetable is subject to change at very short notice (due to staffing issues).
- Teaching Assistants and staff working from home (e.g. shielding) will support with the Remote Education offer and with providing feedback throughout the day to pupils working from home.

- The named Senior Leader overseeing the weekly monitoring of Remote Learning is Mr Rigby. Mr Rigby checks both the content and the online safety aspects of the 'Seesaw' learning platform once weekly (during full school closure). Mr Rigby checks every year group and approves it before the work is released to pupils/ parents. Mr Rigby is given a full day to ensure that this task is undertaken thoroughly and effectively.

Feedback on the Remote Learning Offer

- The school welcomes feedback (both positive feedback and constructive feedback) on the Remote Learning Offer and will actively seek parental views through regular surveys.
- Parents can provide feedback at any time by e-mailing the school:

enquiries@admin.lowtonwest,wigan.sch.uk

Teaching Staff

Staff isolating at home (or working from home as agreed by the Headteacher, e.g. for childcare reasons) must contact the school daily. Staff should work from home if they are isolating but feeling well. Teachers will support the remote learning of their class, whilst other staff members will complete work under the direction of the Headteacher. Staff should report the work that they have completed from home on a daily basis when working from home (with the exception of the class teacher's PPA/ RL preparation day).

If staff are isolating and are unwell (Covid-related), they need to inform the Headteacher. The Headteacher will then ensure that the staff member is not contacted at home in relation to work.

If staff are isolating but are also unwell (non-covid related), they should inform the Headteacher of a sickness absence in the usual way. If a teacher reports that they are unable to work from home due to sickness absence (non-Covid-related), then the Sickness absence procedures will apply as normal and the Headteacher will ensure that the staff member is not contacted in relation to work whilst they are at home.

All staff who need to isolate but are well and fit for work can work from home and should be available to be contacted throughout the day in relation to work.

Communication

- The school will communicate with parents using the messaging service through the school Spider app and/or email. Information will also be published on the School website.
- The Headteacher will communicate with staff through email during any closure.
- Parents and pupils should inform the relevant member of staff as soon as possible if school work cannot be completed. Parents can e-mail school in relation to this.
- Any issues with remote learning or data protection should be communicated to the school as soon as possible so that any issues can be investigated and resolved as quickly as possible.

Data protection

This section of the policy will be enacted in conjunction with the school's **Data Protection Policy**.

- Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.
- All contact details will be stored in line with the **Data Protection Policy**.
- The school will not permit paper copies of contact details to be taken off the school premises.
- Parents/pupils are not permitted to let their family members or friends use any school-owned equipment. The device is for pupil use only for the purpose of remote learning.

Monitoring

- This policy will be kept under regular review and updated as necessary.
- The named Senior Leader overseeing the weekly monitoring of Remote Learning is Mr Rigby. Mr Rigby checks both the content and the online safety aspects of the 'Seesaw' learning platform once weekly (during full school closure). Mr Rigby checks every year group and approves it before the work is released to pupils/ parents.
- The Headteacher and Deputy Head regularly monitor the content and remote learning offer for every year group by speaking to staff/ logging onto the 'Seesaw' platform to view the pre-recorded lessons/ tasks/ 'shout'out' messages/ feedback responses, etc...
- The Headteacher will also monitor the effectiveness of this policy through parental feedback (e-mails/ verbal) and through conducting parent/pupil surveys.

Links to other policies

This policy has been written due to the changes in schools and learning since the outbreak of Covid-19, including remote learning.

This policy operates alongside all other school policies.

Roles and responsibilities

The **governing board** is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

The **Headteacher** is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.

- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy, e.g. use of 'Seesaw' tools and 'Loom' for pre-recording lessons.
- Reviewing the effectiveness of this policy on a **regular** basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.

The **DPO** (Data Protection Officer) is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.

The **DSLs (Designated Safeguarding Leads)** are responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the **ICT technician (Benchmark)** to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the **Headteacher** and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working. Ensuring all safeguarding incidents are adequately recorded and reported.

The **SENCO** is responsible for:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the **Class Teacher, Headteacher** and other organisations to make any alternate arrangements for pupils with EHC plans.

- Identifying the level of support or intervention that is required while pupils with SEND learn remotely and liaising with teachers in relation to this.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

The **SBM** is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring that device loan agreements are in place for staff and parents.
- 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.

The **ICT technicians- Benchmark** are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the **SENCO** to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the **Business Manager or Headteacher** and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the **DSL** and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the **Headteacher**.
- Reporting any defects on school-owned equipment used for remote learning to an **ICT technician**-Benchmark.
- Adhering to the **Staff Code of Conduct** at all times.

Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child has access to remote learning materials

- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the **Parent Code of Conduct** at all times.

Pupils are responsible for:

- Ensuring they undertake their remote learning at home and that their schoolwork is completed to the best of their ability.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.