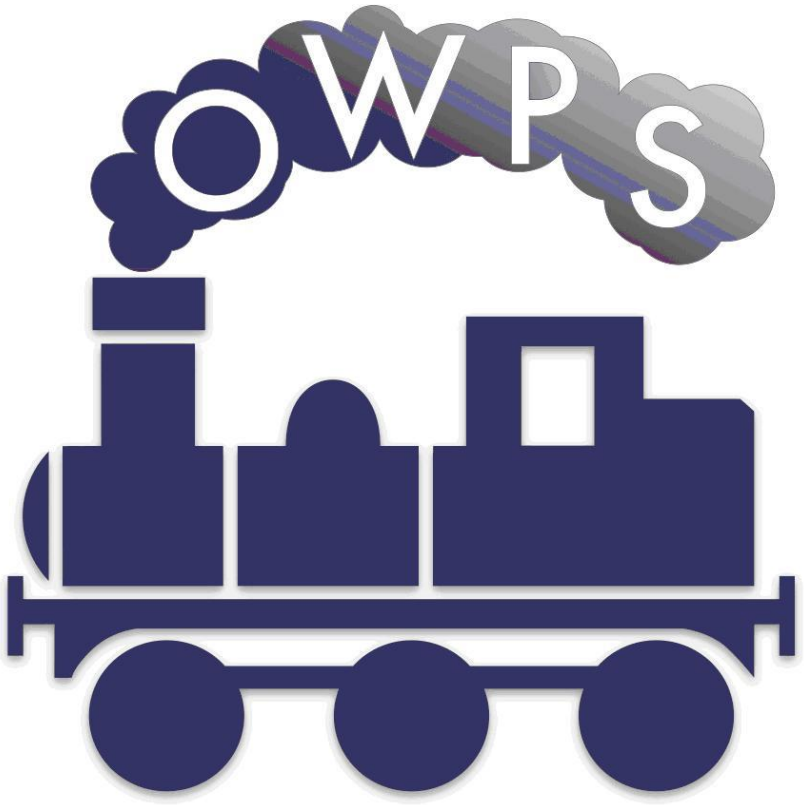
Orton Wistow Primary School



Remote Learning Policy

Status	Statutory
Staff Lead	Deputy Headteacher
Senior Lead	Headteacher
Publication Date	Spring 2021

Date Agreed:	19th January 2021
Headteacher:	Simon Eardley
Chair of Governors:	

Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Outline the provision children will receive at different stages across the school (FS-Y6)
- Outline the online systems Orton Wistow Primary School will use to deliver the learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

Roles and Responsibilities

Teachers

When providing remote learning, teachers will be available on the days they are contracted to work. If approved, teachers may work from home on some days as the remote education can be monitored and prepared off site.

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. (Details included in the staff handbook)

When providing remote learning, teachers are responsible for:

- Providing work for all children in their class/year (Year group teachers will be working together to provide remote learning for all children in their year group)
- Planning lessons and learning in line with the OWPS curriculum. The focus of the learning in all areas of the curriculum will be matched to what the focus would have been in school at that point in the year.
- Facilitating the learning of vulnerable children or children of key workers who are still attending school. All children, learning at home or in school will follow the same curriculum.
- FS and KS1 teachers should provide a minimum of three hours of remote learning. KS2 teachers should provide a minimum of four hours of remote learning.
- All work set must be available by 8am on the day it is for. Teachers may choose to upload some resources/lessons before the day it is due to give some flexibility to parents.
- Work will be uploaded to: (Appendix 1)
    - FS – Tapestry
    - KS1 – Class Dojo
    - KS2 – Google Classroom
    - Teachers also have the option to upload work to the Digital Village page on the school website (large video files, links to websites etc.) (https://www.owps.org.uk/page/?title=Digital+Village&pid=197)
- Teachers will provide feedback to children (and parents) on a weekly basis in a variety of ways (Appendix 3)
- Keeping in touch with home:
    - Teachers will keep in touch with children who are home learning at least once a week (Appendix 3)
    - Teachers will monitor the 'Bubble' emails and respond appropriately.

- If a child is 'falling behind' with their home learning, teachers will contact parents/carers directly to offer support and share expectations. (Appendix 4)

If a teacher has any safeguarding concerns they will follow the school's safeguarding procedures and the January 2021 Covid Annex to the school's Safeguarding policy – See Safeguarding section below

- Attending virtual meetings: (Appendix 2)
  - Teachers will be appropriately dressed for any meetings with staff, children or parents/carers
  - Teachers will select an appropriate location for themselves for these meetings
  - Teachers will ensure children are following the expectations for virtual meetings (Appendix 2)

Teaching Assistants

When providing assistance with learning in school or remote learning, teaching assistants will be available on the days they are contracted to work.

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 (details included in the staff handbook)

- When in school, teaching assistants' main role will be to assist the learning of the children still attending school. If required, they may take responsibility for a bubble for a determined amount of time to allow the teacher to focus on the remote learning offer.
- Teaching assistants may also support class teachers in the following ways:
  - Monitoring the work being completed by children at home, updating teachers if any are not completing work set on a regular basis.
  - Creating resources for individuals or small groups, especially children with SEN.
  - General admin tasks in school or tasks that would be difficult to carry out when all children are in (major resource organization etc.)
- Teaching assistants may be required to attend virtual meetings. When attending a virtual meeting they must:
  - be appropriately dressed for any meetings with staff, children or parents/carers
  - select an appropriate location for themselves for these meetings
  - ensure children are following the expectations for virtual meetings (Appendix 2)

Subject Leads

Subject leads will continue to lead and monitor their subjects during periods of remote learning. Subject leads will need to:

- Consider whether any aspects of the subject curriculum needs to change to accommodate remote learning.
- Work with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Monitor the remote work set by teachers in their subject, examples of remote learning can be included in the Subject Folder of Excellence.
- Alert teachers to resources they can use to teach their subject remotely.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- co-ordinating the remote learning approach in their year groups.
- Monitoring the effectiveness of remote learning – This will be done through conversations with teachers in their team, looking at the work being handed in by the children and overseeing the quality of the resources being produced, including the recorded videos.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- English and maths leads will monitor the effectiveness of remote learning across the school
- The Head and Deputy will add remote learning as a standing item to the weekly SLT meetings
- Deputy to co-ordinate the sharing of best practice via 'Teach Meet' style staff meetings.

Designated Safeguarding Lead and Deputy Designated Safeguarding Leads

The DSL and deputy DSLs are responsible for ensuring all staff follow the safeguarding measures set out in the Orton Wistow Primary School Safeguarding policy and the January 2021 Safeguarding policy annex. This can be found on the school website (https://www.owps.org.uk/page/?title=Policies&pid=50) and has been distributed to all staff and governors.

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work by the deadline set by teachers
- Join in with the face to face sessions organised by the teacher
- Seek help if they need it, from teachers or teaching assistants. This can be done via Google Classroom for KS2 or via the dedicated bubble emails that parents can use to contact teachers (see below)

Staff can expect parents/carers with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Support their child/children with remote learning. Although teachers will aim to make work accessible to all and promote a level of independence from all, this will vary between age groups and individuals and all children will require support at times.
- Seek help from the school if they need it – This can be done directly by using the bubble emails:

fsbubble@owps.org.uk
Y1bubble@owps.org.uk
Y2bubble@owps.org.uk
Y3bubble@owps.org.uk
Y4bubble@owps.org.uk
Y5bubble@owps.org.uk
Y6bubble@owps.org.uk

- 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

Who to contact

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

- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to the senior leader team or the learning mentor
- Issues with IT – Contact our IT support providers (Simon Hollingsworth) support@owps.org.uk
- Issues with their own workload or wellbeing – talk to their year group partner, team leader or other member of SLT
- Concerns about data protection – talk to Head or Deputy Head
- Concerns about safeguarding – talk to the DSL (Colin Marks) or a deputy DSLs (Linda Harries, Simon Eardley, Jackie Johnson)

Safeguarding

Orton Wistow Primary School is committed to ensuring the safety and wellbeing of all its students and will ensure compliance with Keeping Children Safe in Education (KCSIE) which remains in force throughout the response to coronavirus (COVID-19).

The following safeguarding principles therefore remain unchanged:

- The best interests of children must always continue to come first;
- If anyone in a school or college has a safeguarding concern about any child they should continue to act and act immediately;
- A DSL or deputy should be available;
- It is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children;
- Children should continue to be protected when they are online.

Safeguarding measures set out in the Orton Wistow Primary School Safeguarding policy and the January 2021 Safeguarding policy annex. This can be found on the school website (https://www.owps.org.uk/page/?title=Policies&pid=50) and has been distributed to all staff and governors.

Data Protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will use the schools MIS system, Scholarpack. Staff should use their work laptops or if in school, a school owned device to access this information.

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses or login details (usernames and passwords) for the online remote learning delivery systems we are using (Tapestry/Class Dojo/Google Classroom). 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.

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)
- 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 (IT support to provide this)
- Keeping operating systems up to date – always install the latest updates (IT support to provide this)

Monitoring arrangements

This policy will be reviewed at the end of the Spring 1 half term by the Senior Leadership Team. At every review, it will be approved by Orton Wistow Primary School's local governing body.

Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding policy and the January 2021 annex to the Safeguarding policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy

Appendix

1. Remote Learning delivery systems:

FS: Tapestry

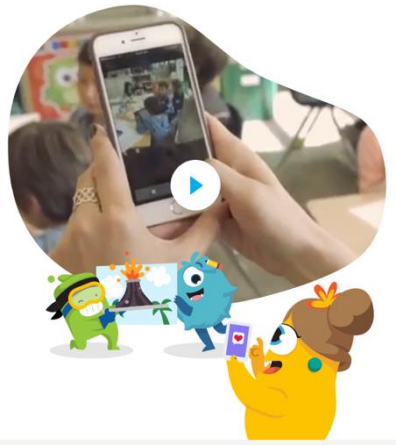
Tapestry builds a very special record of a child's experiences, development and learning journey through their early years and primary education. Using photos, videos and diary entries, a teacher or early years practitioner, along with the child's parents, 'weaves' the story of the child and how they are growing and developing. The Tapestry platform then works seamlessly to enable these memories to be kept as a permanent record of each child's unique journey. All information held in the platform is stored securely, and can be downloaded and shared as required. Parents are able to view online their child's progress and how much fun they're having, whilst also uploading their own comments and media.

TAPESTRY
ONLINE LEARNING JOURNAL

The Tapestry app is available for Apple, Android and Amazon Fire devices, putting all the essential Tapestry functionality right with you in the classroom. It is particularly helpful if you don't have an internet connection all the time, don't want your staff to be able to access Tapestry outside your school/setting, or if you want to lock down your devices so that users can't access internet browsers.

Key Stage One: Class Dojo

ClassDojo is a school communication platform that teachers, students, and families use every day to build close-knit communities by sharing what's being learned in the classroom home through photos, videos, and messages.



Parents can connect to their child's Class Dojo account through most devices and there is an app available on Apple and Android to make this process even easier.

Although we have used Class Dojo in school for some time we are now using this system to deliver the remote learning offer to all children in Years One and Two. Children can view tasks set by the teacher, watch video lessons created by staff at OWPS and hand work in they complete remotely.

Key Stage Two: Google Classroom

Google Classroom is used in school by all children in years Three, Four, Five and Six. Prior to the recent school closure, homework was being set by teachers for children to complete on Google Classroom. It is a product created by Google to help teachers organise learning in and out of the classroom, promote collaboration and allow children to connect in new ways. We used it in Years Five and Six during the original lockdown in March but have now rolled it out to all Key Stage Two classes.

Children have login details (username and password) to allow them to access Google Classroom on most internet enabled devices (including some games consoles if required) and all work, including any lesson recordings will be kept for children to access.

2. Virtual meetings between staff and children

The following rules must be followed by any children meeting with a member of staff from home:

- An adult must be in the room when they are on the call
- The child must be in a communal room in the house, not their bedroom
- The child must be dressed appropriately
- The child should be on mute when they enter the call
- The child should use their own name
- Children can turn their camera off after they have entered the call and the staff member has acknowledged their attendance.

The following rules must be followed by any staff member meeting with children virtually:

- Be dressed appropriately
- Check children are following the rules above and remind them if required
- Make sure they use either a plain background or a suitable virtual background
- Keep a record of the children that have joined the call
- Use a quiet space where other staff won't disturb the call

3. Remote Learning by Year Group

	FS All learning submitted/set via Tapestry	1 All learning submitted/set via Dojo	2 All learning submitted/set via Dojo	3 All learning submitted/set via Google Classroom	4 All learning submitted/set via Google Classroom	5 All learning submitted/set via Google Classroom	6 All learning submitted/set via Google Classroom
Eng - Writing	Plan details which videos to watch on Tapestry each day. Literacy linked to topic, activities as part of shared, eg; writing sentences/fact finding as part of Frosty & Frozen topic.	One English activity per day. This is based around our POR text, with GPS included. Daily video recorded by teacher and task set on Dojo.	One English activity per day. This is based around our POR text, with GPS. Daily video recorded by teacher and task set on Dojo. Handwriting once a week from next week- will record using writing repeater for children to practise on paper.	One activity per day - mostly writing focused but some with GPS or reading focus. Last week based on Literacy Shed short film, this week from serial mash, next week we're focussing on describing settings.	Using Pobble pictures but creating own learning based on it - focus on Alan Peat 'exciting sentences' and GPS skills.	Purple Mash English lessons using the Serial Mash books that were available on home learning access. English lessons based on the CLPE lessons already planned. (video from teacher when needed)	English Lesson (inclusive of a video from teacher/or alternative source where necessary) - linked to normal curriculum expectation/schedule eg: POR
Reading	Expected to submit a photo of reading diary weekly.	Expected to submit a photo of reading diary weekly.	Reading activity twice a week. Teacher video, task on dojo Expected to submit a photo of reading diary weekly.	Range of reading comprehension sent home for children to to complete. (2 x a week) Virtual Reading Log Available for families to complete if they wish.	Purple Mash miniseries - one chapter per day set here. Weekly reading skills session - teacher led video - then children answer questions. Virtual Reading Log Available for families to complete if they wish.	Daily reading Lessons (including videos from teacher) getepic.com with class login for children to continue reading Virtual Reading Log Available for families to complete if they wish.	Reading Skills (inclusive of a video from teacher) - linked to normal curriculum expectations Children can access Serial Mash for extra reading texts. Teachers share a text with the year group during the Friday Google Meet. Children have access to Kindles, which are loaded with the texts beng taught in class. Virtual Reading Log Available for families to complete if they wish.
GPS	Daily phonic video showing LP/JM/TOH delivering whole class input, learning new sound or revisit previously taught	Daily phonics/ spelling lesson recorded by teacher	Daily phonics/ spelling lesson recorded by teacher and sometimes a follow up task on dojo	A couple of spelling activities per week set via Purple Mash from next week - plus a stand alone GPS activity.	A couple of spelling activities per week set via Purple Mash from next week - plus a stand alone GPS activity.	Weekly GPS session as part of the English lesson Spelling activities set on Purple Mash	Open-Ended Task to learn Yr5/6 Spellings Early Morning Learning (GPS)

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	sounds. Children to complete additional phonic activities as per plan.					following the Spring Term scheme of work.	GPS Curriculum expectations taught and embedded in daily English lessons.
Maths	1 x maths video a week to link to White Rose maths. Additional maths activities on plan. Eg; starter by teachers (currant buns) then photographs/ short videos to recap, eg; how to use tens frame/ part part whole practically.	Daily teacher recorded video and follow up tasks. Following what we would have taught in a normal term. Using MNP, white rose, Nrich and other sources for follow up tasks. Tasks completed on dojo.	Daily teacher recorded video and follow up tasks. Following what we would have taught in a normal term. Using MNP, white rose, Nrich and other sources for follow up tasks. Tasks completed on dojo. Will use White Rose videos if they fit with what we are covering.	White Rose maths - continuing multiplication and division that we started before Christmas. TT Rockstars	White Rose - following where we would have been in school - plus reasoning challenge - e.g True or False question. Weekly multiplication on Purple Mash. TT Rockstars	White Rose Maths lesson using the video provided. Flashbacks or Tough Ten activities to revise previous learning TTRockstars	Early Morning Learning (Arithmetic) - Google Classroom Flashbacks/Tough Ten are used for Early Morning Learning. White Rose Maths Lesson (inclusive of video link) submitted on Google Classroom TTRockstars Daily 10
Other	1 x shared (topic) video, eg; power point a week with daily slides to show. Additional shared activities on plan. Extra videos to cover all areas of the curriculum. Eg; make a snowflake (PD) with Mrs Esposito. Make playdough (EAD) with Mrs Wilbert. UW videos planned to link to topic, eg; melting experiment etc	A foundation subject lesson per day. Mainly teacher recorded video and task, to follow what we would have been teaching. Suitable Oak Academy lessons may be used at times. • Art • Computing • RE • PSHE • Geography • History • Science	A foundation subject lesson per day. Mainly teacher recorded video and task, to follow what we would have been teaching. Suitable Oak Academy lessons may be used at times. • Art • Computing • RE • PSHE • Geography • History • Science	5 x topic activities set per week - children expected to do 1 per day but can choose the order. Some with video input from teachers. • Art • Computing • RE • PSHE • Geography • History • French • Science • Music	1 x topic lesson per day - following Spring 1 topics. Often containing video input from teachers. • Art • Computing • RE • PSHE • Geography • History • French • Science • Music	Foundation subjects following the timetable we would follow if in school. Some Oak Academy lessons, some videos from teacher. • Art • Computing • RE • PSHE • Geography • History • French • Science • Music	Foundation Subject Task Daily (one subject per week/ 5xlessons) - in link with long term Spring Plan. • Art • Computing • Online Safety • RE • Science • PSHE • PE • French • History • Geography

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	PE (PD) with team - video recorded showing all staff taking part in Joe Wicks challenge for children to join in with. .	• Music PE fitness challenge	• Music PE fitness challenge	PE weekly fitness challenge.	PE weekly fitness challenge.	BBC Live Music Lesson PE weekly fitness challenge	BBC Live Music Lesson PE weekly fitness challenge/Joe Wicks/Go Noodle Dance
Additional Support	Differentiated activities added to Tapestry to help less able, for example phase 2 videos/ideas to help. Extension ideas added to plan for more able. Children who had been sent home activities previously, to be reminded about using at home. Children who are on class provision map to receive additional activity ideas via Tapestry communication.			Short extra activity pack sent home for provision map children where appropriate.	Short extra activity pack sent home for provision map children where appropriate.	Some spelling packs have been created, these will be sent home for those who need them (provision maps)	Intervention Packs have been created for those children on provision maps and are available at the office for collection - parents have been notified of this via email.
Communication and feedback	Parents signposted to assemblies where relevant - eg; Eco, make a bird feeder. Hello's recorded and put onto Tapestry. Stories recorded by all team to link to topic or for story time.	Weekly comment on work Weekly Zoom (google meet won't work as chn don't have google accounts) Phone calls to be made for any pupils who seem to be submitting limited learning - weekly.	Weekly comment on work Weekly Zoom (google meet won't work as chn don't have google accounts) Phone calls to be made for any pupils who seem to be submitting limited learning - weekly.	Weekly Google Meet set up - Wednesday mornings - 10 children per slot - 20 mins each. A range of story time, quizzes and catch up opportunities will be used. An overall weekly comment sent to each child for feedback from the class teacher - each	Weekly Google Meet set up - Wednesday mornings - 10 children per slot - 20 mins each. A range of story time, quizzes and catch up opportunities will be used. Weekly kahoot set - assigned on Monday and due in Friday - questions on CEW,	Google Meet in groups to catch up. 10 children in each group Google thread message to the children each day	Daily Grouped Google Meet with Class Teacher and a whole year group Google Meet weekly on a Friday. Google Classroom thread available for all children to ask questions to others/class teacher.

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	All 'work' uploaded by parents onto Tapestry is 'liked' everyday by member of FS team. Queries replied to through Tapestry or Twitter. Once a week feedback given via Tapestry on this week's learning and to include 'next steps' from school (eg; scissor skills etc). Parents who have not uploaded work reminded via Tapestry or telephone call if not included by end of week 1. Children encouraged to send photo of work via email account to add to class display.	Work submitted will be approved by staff, this will move it into the child's portfolio. Work checked by staff will be liked.	Work submitted will be approved by staff, this will move it into the child's portfolio. Work checked by staff will be liked.	piece of learning submitted is checked by a TA, to monitor engagement and marked as 100/100 when seen. Phone calls to be made for any pupils who seem to be submitting limited learning - weekly.	multiplication and topic knowledge. An overall weekly comment sent to each child for feedback from the class teacher - each piece of learning submitted is checked by a TA, to monitor engagement and marked as 100/100 when seen. Phone calls to be made for any pupils who seem to be submitting limited learning - weekly.	An overall weekly comment sent to each child for feedback from the class teacher - each piece of learning submitted is checked by a TA, to monitor engagement and marked as 100/100 when seen. Phone calls to be made for any pupils who seem to be submitting limited learning - weekly.	An overall weekly comment sent to each child for feedback from the class teacher - each piece of learning submitted is checked by a TA, to monitor engagement and marked as 100/100 when seen. Phone calls to be made for any pupils who seem to be submitting limited learning - weekly. 1xWeekly Email advising parents of additional provisions they can be doing from home and informing parents of the upcoming tasks for the next week.
When work will be made available and deadlines for completion	All work is uploaded by teachers by Sunday. Parents to upload work to Tapestry each week (either all at once on one day or spread over the week)	Work will be posted on ClassDojo twice weekly, so that parents can see what is coming up in the next few days. Work is for the date it is set, but as long as it is completed in the right order, can be handed in across the week.	Work will be posted on ClassDojo twice weekly, so that parents can see what is coming up in the next few days. Work is for the date it is set, but as long as it is completed in the right order, can be handed in across the week.	Work goes live on Google classroom on Saturday morning. Maths and English – one hand in per day – so Tuesday's Maths is due to be handed in by 22:00 on a Tuesday. Google will allow it to be handed in after though. Topic and GPS/Spellings – there are 5 activities for each of these, one per day, though the children can choose the order they do them in – deadline for these is 22:00 on Friday Weekly Kahoot also finishes on a Friday evening.	Work goes live on Google classroom on Friday evening. Maths, English and reading – one handed in per day – so Tuesday's Maths is due to be handed in by 22:00 on a Tuesday. Google will allow it to be handed in after though. Topic and GPS/Spellings – there are 5 activities for each of these, one per day, though the children can choose the order they do them in – deadline for these is 22:00 on Friday	We will schedule a maths, English, reading and other topic lesson each day. These will then be open for a week and due in the following week. The children can then complete the work at a time that suits them. The children are still able to access the work after the due date.	Work for Year 6 goes live daily at 8am. The deadline for the learning is 7days post each piece being set, to give flexibility for different families to complete tasks. Upcoming topics or themes are outlined for families in the Friday email that is sent home weekly, so that families know what is being studied/taught in advance.

Appendix 4

What to do if a child is not engaging with the home learning:

All staff will take a positive and supportive approach to helping families with home learning problems. If a teacher becomes concerned because a child in their class is not completing any work or is handing in a very limited amount of work, they will do the following:

1. Class teacher to check with sibling's teachers (if the child has siblings)
2. Class teacher to ring home and speak to parent or class teachers to decide on who will ring if siblings are not engaging (this is to avoid the parent/carer receiving several phone calls from school about home learning)
3. If the lack of engagement continues, the teacher will speak to the team leader or deputy and consider the following steps:
   - Team leader or deputy to ring the parents/carers to offer support or guidance
   - Speaking to SENCO or learning mentor if the problem relates to SEN or mental health
   - Class teacher to consider what reasonable adjustments could be made to make the home learning more accessible/manageable for the family. This could include:
     - Moving away from a reliance on technology, if this is a barrier to the engagement.
     - If available, consider loaning a Chromebook to the family (school has limited numbers of these available)
     - Involve support staff in working with the child more closely (1:1 video / phone calls, creating specific resources for the child)
     - Organise regular, direct contact with the family (parent/carer or child) to continue the support and guidance
4. Class teacher to speak to the head teacher and consider next steps. Head teacher ring parent/carer.