



The Weatheralls Primary School

Remote Learning Policy

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Author:	Deputy Headteacher
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Aims	Timescale
<p>In the event of school closure, this remote learning policy for staff aims to:</p> <ul style="list-style-type: none"> • Ensure consistency and quality in the approach to remote learning for pupils who are not in school. • Set out the expectations for all members of our school community with regards to remote learning. 	<p>This policy will come into immediate effect in the event of:</p> <ol style="list-style-type: none"> 1. A full lockdown involving the whole school. 2. A partial lockdown involving either a whole bubble or part of a bubble. 3. Individual children being affected.

DfE Guidance
<p>We expect schools to:</p> <ul style="list-style-type: none"> • use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations • give access to high quality remote education resources • select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use • provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access • recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum <p>When teaching pupils remotely, we expect schools to:</p> <ul style="list-style-type: none"> • set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects • set work that is of equivalent length to the core teaching pupils would receive in school. For KS1 this must be at least 3 hours and 4 hours for KS2 (less for younger children) • include live, pre-recorded and time for pupils to work on tasks and assignment independently • have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern • gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate • 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

WPS Expectations for Remote Learning

The school have used guidance provided by the EEF, who conducted a Rapid Evidence Assessment in April 2020, drawing on the available evidence of best practice, and reached the following conclusions about remote education:

1. Teaching quality is more important than how lessons are delivered
2. Ensuring access to technology is key, particularly for disadvantaged pupils
3. Peer interactions can provide motivation and improve learning outcomes
4. Supporting pupils to work independently can improve learning outcomes
5. Different approaches to remote learning suit different tasks and types of content

Our pedagogic approach to remote learning reflects our approach in classrooms and centres on key aspects of the teaching process, including:

- Revisit prior knowledge
- Explanations of new content
- Interaction
- Scaffolded practice
- Assessment
- Feedback

Virtual Classrooms

All pupils learning from home will be provided with 3 – 4 hours of learning each day, and will include the same daily curriculum content that is being covered in class with clear lesson objectives i.e. maths, reading, writing and foundation lessons. At least one of these lessons will be a live interactive session via Microsoft Teams and where there is new learning, teachers will upload either pre-recorded content or high-quality external curriculum videos to Class Dojo. Teachers are recommended to use White Rose online materials for maths and Oak Academy resources for other subjects. Teachers will continue to plan collaboratively in their year groups and be clear on the learning journey for all teaching in school and remotely, ensuring that learning tasks are pitched appropriately to meet the needs of all learners.

All other curriculum learning will be accessed through paper packs, either printed for parents to collect or downloaded and printed directly from the school website. Pupils will record their learning in home-learning books provided by school and are encouraged to share their achievements and their endeavours with their teacher.

Teachers will also be available for *some* daily live marking and feedback 'surgery sessions' where they will provide precision feedback on a piece of work. All pupils will have the opportunity to access 1:1 feedback from their teacher at least once a week. This will be offered through either Teams or Class Dojo.

Teachers have flexibility and autonomy to organise their teaching schedule in a way that best suits the needs of the cohort. During live teaching sessions and depending on the group, lesson and learning that is taking place, teachers will either teach the whole group for one long session or split the cohort into smaller groups and deliver the same lesson multiple times. Where possible, teachers are responsive in their teaching and use Assessment for Learning to help inform their planning and teaching for the next day.

What will this look like?

For instance; a year group is split into three remote learning groups, A, B and C. Monday's maths lesson is timetabled for 10am, 10.25am and 10.45am, with video content available from 10am. Depending on the lesson time, after watching a White Rose video for the maths input, pupils at home will access

questions through class dojo or Teams and send their answers to the teacher who will be available for 'live' feedback in relation to learning from the lesson or for learning submitted the previous day.

Where available, TA support is instrumental in making virtual lessons successful. For teachers delivering remote content, we would expect a small portion of the working day to be dedicated to preparation time and this would include ensuring the TA is fully prepared to support in the virtual classroom. For instance, where possible, TAs could manage 'breakout' sessions with smaller groups of children or deliver specific content for those pupils with SEND.

In year groups where there is not a dedicated remote-learning teacher, the expectations for daily lessons is less onerous due to time constraints. The expectation is for at least three virtual lessons a week for every pupil, focusing on either maths or English. Pre-recorded videos or online content to support **new** learning should still be made available to pupils daily for core and foundation subjects and we expect some 'live' availability for feedback to every pupil each week. The frequency of this is flexible depending on the capacity in each year group.

Core Subjects

Teachers will continue to deliver a broad and balanced curriculum as can best be managed remotely, ensuring they use pupil's starting points to tailor their lessons and keep *learning* at the core of all that is taught and provided at home.

In accordance with DfE guidance, we expect that roughly two hours of online remote learning (virtual classrooms and/or pre-recorded content) will be dedicated to maths and English, including the teaching of reading, writing, spelling or phonics. Daily phonics sessions (either live or pre-recorded) will continue for all pupils in EYFS and KS1, as they would in school. Within the teaching of English, teachers may also choose to set vocabulary (Mrs Wordsmith) and handwriting tasks. There is no expectation to record video content to support this learning, though teachers may choose to do so.

In order to ensure pupils have access to high quality texts at home, **all** classes will upload a pre-recorded story daily onto Class Dojo (10 – 15 minutes), using the reading spine as a guide for content. We strongly recommend that teachers read the same story to pupils in school, whether this is a daily picture book or a chapter story that the pupils follow every day. This can be pre-recorded by TAs or can be recorded when the teacher reads to their class in school. In Key stage two, we recommend that teachers use learning support features in Dojo, or external platforms like padlet, in order to engage pupils at home in comprehension questions and give pupils the opportunity to share ideas with each other.

More formalised reading lessons, where the focus is a particular reading skill, should be delivered as part of the daily English learning. We expect writing lessons to follow the Talk 4 writing process as it would in school.

Foundation Subjects/Topic Work

It is vital that the pupil's remote learning experience aligns with pupil's experience in the classroom and so the teaching of all foundation subjects must include some high-quality videos, either found online or recorded by the teacher (e.g. Oak Academy). There is no expectation to provide live virtual lessons for these subjects, though teachers can do this if they wish. **For new learning**, we would expect instructional videos or supportive video resources to be provided once a week for each foundation/topic lesson.

For the most part, we expect that pupils will complete the learning for these lessons independently at home or, as most certainly the case for younger pupils, with some support from parents where possible. Teachers should engage with all written work through purposeful feedback on Class Dojo. We recommend that when teachers set learning for foundation subjects, they include clear success criteria to

help support pupils self-mark and for teacher feedback. This should also reflect the same approach in classrooms.

Feedback

Feedback can take many forms and may not always mean extensive written or verbal for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

Feedback includes the following:

- Verbal/written feedback during a live feedback ‘surgery session’
- Verbal feedback within the virtual classroom during a live teaching session
- Written feedback on learning sent in via Class Dojo
- Self-marking against set success criteria or with answers provided
- Whole class feedback at the start of a next lesson or during morning live session

In order to support those crucial interactions between pupils and their teacher, pupils are encouraged to send in a maximum of three pieces of work each day, two they are proud of and one where they would like specific next-step feedback from their teacher e.g. where they were stuck or found something tricky and need support to move on (EYFS, KS1 – this could be from parents).

This will be submitted via Class Dojo or can be done directly through Teams. Both Teachers and/or TAs will acknowledge or ‘like’ pupil work and provide next-step feedback to at least one piece of learning each day.

Engagement

We have a responsibility to ensure we are monitoring how effectively pupils are engaging with remote learning and where we have concerns, raise these with parents as quickly as possible. Teachers leading the remote learning will update a daily engagement record (RAG rating), noting how frequently pupils at home have participated in virtual lessons, uploaded work and viewed online content. Where there are repeated patterns of disengagement either the class teacher or the remote-learning teacher will contact parents to discuss barriers/support and update the comments accordingly. We would expect to see an increase in engagement once parents have been informed.

Childs name	Engagment in remote lea										Comments	
	11th January	12th January	13th January	14th January	15th January	18th January	19th January	20th January	21st January	22nd January		25th January
Mr Poyser												
Mrs Radcliffe												
Mrs Sabharwal												
Ms Munnelly												

Key:

	attended all sessions, viewed videos and received all work	
	some attendance to sessions, some views on videos, received some work	
	Not engaged in remote learning today	
	In school	

Year Leads will oversee the management of this document and regularly check in with the engagement record for the year group. Communication between all teachers in the year group is paramount in order for this to be successful.

SMT will routinely review the manageability of this document and adapt our systems where necessary.

Any safeguarding concerns that arise as a result of this monitoring must be dealt with using our regular school protocol, including informing a member of the safeguarding team.

Other Remote Learning

Where school is open to all pupils but a child is unable to attend because they are complying with clinical or public health advice, the school will provide a learning pack which can be accessed through the school website.

Every year group will ensure that the learning they provide is in line with classroom content. They will facilitate progress through pre-teaching of the next stage of learning or support pupils to deepen their understanding of previously taught content through application or repeated learning.

Where pupils are required to engage in new learning content, instructional videos will be made available online to support.

School Community

At The Weatheralls, we believe that every member of our school community has an important role to play to ensure pupils learn safely and successfully at home.

Role	Responsibilities
Headteacher DSL	<ul style="list-style-type: none"> • Evaluate the overall effectiveness of remote learning via feedback from SLT, teachers, pupils and parents. • Regularly monitor the impact on teacher well-being, ensuring measures are in place to support staff with workload. • Ensure remote learning is in line with policy changes as set out by the DfE. • As Designated Safeguarding Lead, set out measures for keeping the school community safe; see Child Protection/Safeguarding Policy and the Safeguarding Policy Addendum for School Lockdown.
Deputy Head	<ul style="list-style-type: none"> • Co-ordinate the remote learning approach across the school. • Monitor and evaluate the quality of remote learning content to ensure learning is ambitious, engaging and provides enough opportunity for pupils at home to make good progress. • Measure the impact of remote learning on pupil engagement, progress and outcomes. • Where needed, provide/delegate support for teachers and year leads to ensure curriculum content meets the needs of all learners. • Ensure staff CPD responds to the emerging needs of the school and includes the delivery of remote learning.
Inclusion team	<ul style="list-style-type: none"> • Work collaboratively with families to ensure good levels of engagement. • Undertake regular welfare checks for children with EHCPs and other vulnerable children. • Liaise with Teachers and TAs to ensure that alternative work has been provided for SEND pupils where necessary • Provide regular check-ins for vulnerable or hard-to-reach children and families and offer support where needed. • Provide additional learning opportunities for pupils with specific learning needs via the school website. • Compile and deliver remote learning packs for those families without access. • Facilitate the running of weekly 'wellness' sessions for all pupils to support speech, language, communication and social interaction with their peers.
Year leads	<ul style="list-style-type: none"> • Continue to lead teacher planning sessions to ensure high quality curriculum content is delivered for all pupils, whether in school or at home. • Support teachers with creating accessible remote learning content and ensuring deadlines for updating the school website are met each week. • Promote Acceptable Use Policy within their teams. • Keep track of pupil engagement through including the engagement of pupils and parents, contacting parents where there are escalating concerns. • Monitor registration calls home and report concerns in first instance to AHT/DHT. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed.
Teachers	<ul style="list-style-type: none"> • In the event of a national lockdown or a bubble closure: deliver live interactive lessons, record supportive video content and set learning assignments for children in their class/year group using Microsoft Teams and Class Dojo (as outlined above). • Use a range of assessment strategies in order to accurately evaluate the impact of remote learning on pupil engagement, progress and attainment.

- Provide daily live feedback 'surgery sessions' and ensure some precision feedback is provided for all pupils during the day/week.
- Print and collating paper learning packs for parents to collect by 1pm each Friday and ensure online content is uploaded to the school website by 5.30pm each Friday.
- Set weekly timetabled remote learning for all pupils learning at home, that is accessible through our school website and/or through paper packs.
- Respond to emails from pupils/parents on a daily basis during normal working hours.
- Keep a record of pupil attendance in live lessons, their engagement in feedback sessions and their interaction with resources on Class Dojo through a daily engagement record.
- Communicate with families via telephone to explain expectations and provide guidance and support.
- Telephone pupils, prioritising those not engaging in learning. Phone calls should be made using school phones. Where this is not possible because staff are working from home and using personal devices, then teachers must withhold their personal numbers.
- Teachers must report concerns i.e. Lack of contact/absence of children registering or submitting home learning/ dealing with complaints etc. in the first instance to their Year Lead. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed.
- Liaise with the Inclusion Team in the first instance to check children's eligibility for technical support via internet access/laptop provision.
- Read, follow and adhere to the Microsoft Teams staff protocol.

The table below sets out the content of our remote learning approach in line with the age and stage of our children. For children in Early Years Foundation Stage, we know that learning happens best through play, where they can pursue their own interests and where they can explore, create and think critically.

EYFS	KS1	KS2
<p>Teachers will use Microsoft Teams to deliver daily virtual lessons which include:</p> <ul style="list-style-type: none"> • Live Phonics • Live English or maths • Live feedback session • Ideas for Creative Play • Class story (pre-recorded) <p>Teachers will provide children at home with:</p> <ul style="list-style-type: none"> • Activity ideas to promote physical activity through their everyday lessons • A weekly yoga bugs session which can be accessed through the yoga bugs parent portal <p>Children will have access to reading and Phonics materials via Oxford Owl and Collins Big Cat.</p>	<p>Teachers will use Microsoft Teams to deliver daily virtual lessons which include:</p> <p><u>Year 1</u></p> <ul style="list-style-type: none"> • Live Phonics • Live English or maths • Live feedback 'surgery session' • Wider Curriculum (foundation subjects) with online content to support • Ideas for Creative Play • Class story (pre-recorded) <p>Teachers will provide children at home with:</p> <ul style="list-style-type: none"> • Activity ideas to promote physical activity through their everyday lessons • A weekly yoga bugs session which can be accessed through the yoga bugs parent portal <p><u>Year 2</u></p> <ul style="list-style-type: none"> • Live English or maths • Live feedback 'surgery session' (Through Class Dojo or MS Teams) • Wider Curriculum (foundation subjects) with online content to support • Class story (pre-recorded) <p>Children will have access to online reading materials including Oxford Owl and Collins Big Cat.</p>	<p>Teachers will use Microsoft Teams to deliver daily virtual lessons which include:</p> <p><u>KS2</u></p> <ul style="list-style-type: none"> • Live English or maths • Live feedback 'surgery' session (Through Class Dojo or MS Teams) • Wider Curriculum (foundation subjects) with online content to support • Class story (pre-recorded) <p>Children will have access to online reading materials including Oxford Owl and Collins Big Cat.</p>

Example Timetable

Monday	Phonics- pre-recorded video	Reading comprehension activity from Oxford Owl	Break	English- Live Lessons	Maths- White Rose Hub Video	Lunch	Topic Lesson; History Pre-recorded Video	PE Yoga Bugs (Video Link)
Tuesday	Phonics- pre-recorded video	Reading comprehension activity from Oxford Owl		Maths- White Rose Hub Video	English- Live Lessons		ICT lesson on Purple Mash	Topic lesson- History High Quality Video content (external)
Wednesday	Phonics- pre-recorded video	Reading comprehension activity from Oxford Owl		Forest Schools			Science- Pre-recorded Video	PSHE- Live Lesson with Class Teacher
Thursday	Phonics- pre-recorded video	Reading comprehension activity from Oxford Owl		English- Live Lessons	Maths- White Rose Hub Video		Topic lesson- History Pre-recorded Video	PE- Choose from activity suggestion sheet
Friday	Phonics- pre-recorded video	Reading comprehension activity from Oxford Owl		English- Live Lessons	Maths- White Rose Hub Video		Topic lesson- History High Quality Video content (external)	Stars Assembly
Class Story time daily on Dojo								

TAS

- Be available for timetabled Zoom/Microsoft Team calls with allocated year group colleagues/class.
- Where appropriate, respond to feedback to pupils and provide some online lessons/pre-recorded content as directed by class teacher.
- Report any concerns in the first instance to class teacher/Year Lead.
- In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed.
- Liaise with the Inclusion team and teachers to differentiate remote learning for any pupils with SEND, or compile tailored remote learning packs.

Midday supervisors	<ul style="list-style-type: none"> Under the direction of the Headteacher, providing virtual lunchtime sessions to help support include social catch-up time with their peers and virtual games.
IT/Office Team	<ul style="list-style-type: none"> Update the school website with remote learning information and keep parents/carers informed of updates through Parent Pay and Class Dojo. Manage and co-ordinate paper pack lists, ensuring teachers know how many packs are needed on a weekly basis Provide technical support for staff. Support families with technical difficulties in order to enable remote access. Review the security of remote learning systems and identify any data protection breaches. Keep risk assessments up to date. Promote the Acceptable Use Policy.
School Advisory Body	<ul style="list-style-type: none"> Monitor the school's approach to providing remote learning to ensure the education offer remains high quality. Regularly review the impact of remote learning on teacher workload and ensure appropriate systems are in place to support staff where needed. Ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.
Parents/Carers	<ul style="list-style-type: none"> Support children to attend as much live learning as possible and share any concerns or barriers to learning with their child's teacher or Year Lead. Read and support children with understanding the Acceptable Use Policy terms and materials (accessible through school website). Read, follow and adhere to the Microsoft Teams parent protocol. Support children each day to make sure that they have accessed the live learning and submitted tasks. Alert staff if their child is unwell or unable to submit learning. Keep open and regular communication with teachers/year leads through Class Dojo and seek support where needed.
Pupils	<ul style="list-style-type: none"> Where appropriate read and agree to the Acceptable Use Policy terms and materials. Continue to follow our school rules during live lessons (<i>Be Ready, Be Safe, Be Respectful</i>) and embody our school values of Pride, Perseverance and Positivity. Participate in all live interactive lessons. Complete online learning in their home learning books. Seek help from teachers online if needed.

Monitoring and Evaluating

This policy will be reviewed at appropriate intervals in response to the pandemic by the Headteacher and Deputy Headteacher. At every review, it will be approved by the Advisory Body.

Links with other policies

This policy should be read in conjunction with the following policies:

- Covid-19 Risk Assessment
- Microsoft Teams Protocol
- Safeguarding and Child Protection Policy and the Safeguarding Policy Addendum for School Lockdown
- Behaviour policy
- ICT E-Safety Policy
- Data Protection Policy

Glossary

EEF - Education Endowment Fund <https://educationendowmentfoundation.org.uk/>

DfE – Department for Education

SEND – Special Education Needs and Disadvantaged

EHCP – Educational Health Care Plan

RAG – Red, Amber, Green

SMT – Senior Management Team

SLT – Senior Leadership Team

DHT – Deputy Headteacher

AHT – Assistant Headteacher

DSL – Designated Safeguarding Lead