Whickham Parochial Church of England Primary School

Remote Learning Plan

Approved by: Governing body	Date: 22/10/20
Last reviewed on: 1/3/21	
Next review due by: 1/4/21	

Mission Statement

Through a partnership between home, church and school we provide a stimulating and caring environment in which to develop the whole child, preparing them for life.

At Whickham Parochial we believe that every child is entitled to enjoy their childhood, celebrate their individuality and reach their full potential. We aim to do this through:

- Creating a caring school family living by Christian values.
- Celebrating everyone's strengths and efforts no matter how small.
- Valuing the opportunities we have to contribute to our community and the wider world.
- Offering wide ranging, quality experiences that stimulate children's minds.
- Encouraging respect for others, positive behaviour and good manners.
- Building strong links between school, home and church.
- Preparing children for future challenges in a changing world.

 We wish every child to take with them happy memories of Whickham Parochial into their future life.

Remote Learning Plan: Aims and Objectives

This document sets out our approach to curriculum delivery and implementation of remote education should the following scenarios occur:
- A small number of pupils need to self-isolate
- A class or year group need to isolate
- Teachers need to isolate whilst pupils remain at school
- A local lockdown requiring all pupils and staff to remain at home

Through this plan we aim to:

- Respond to the requirements and limitations of our community's online and technical facilities in line with the information we receive from our survey.
- Maintain a good degree of communication and contact with pupils and their families.
- Continue to support the mental health and wellbeing of the whole school community.
- Set assignments so that pupils have meaningful work each day in different subjects.
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources.
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work and provide feedback.
- 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
- Deliver a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

The plan sets out the following:
1. **Roles and Responsibilities** inc. curriculum and **feedback** expectations
2. **Vulnerable children and the children of Critical Workers during lockdown**
3. **Practicalities in a variety of lockdown circumstance**
4. **Contacts**
5. **Data Protection**
6. **Safeguarding**
7. **Monitoring and Review**
8. **Links with other Policies**

Our Virtual Learning Platform is Microsoft Teams for KS1 and KS2 and Evidence Me for Reception. Reception will also use Microsoft Teams for live lessons.

1. Roles and Responsibilities

Teachers

When providing remote learning, to a class, teachers are responsible for:

Setting work

- Assigning, delivering and assessing the subjects and classes they would normally teach in school
- Meeting the expectations of breadth and quantity of lessons and tasks required (please see table below)
- Ensuring work is on Microsoft Teams or Evidence Me before the Monday of the week the work covers
- Co-ordinating with other staff members, including those teaching the children of critical workers in school, to ensure consistency across the year/subject.
- Ensure that a physical pack of the work for the week is provided, to be copied for families without access to digital technology or printers.
- Make adjustments to assignments so that work is accessible to those with additional SEND needs
- Provide a clear 'teaching' element to the tasks, using a blend of nationally available resources, online resources and their own resources.

Weekly remote learning curriculum expectation during school or bubble closure - accessed on Microsoft Teams or Evidence Me (EYFS)

Subject	EYFS	KS1	KS2
English	Five pre-recorded phonic sessions One pre-recorded guided write with activities	5 lessons per week with associated tasks. This must include at least one comprehension task (may follow guided reading). At least three phonic tasks should be set in addition to the above.	5 lesson per week with associated tasks. This must include at least one comprehension task (may follow guided reading). At least two spelling tasks should be given in addition to the above. From Year 5 onward, a Reading Plus expectation will be communicated to parents.
Maths	Five maths lessons with associated tasks	5 lessons per week with associated tasks. From summer term in Year 2, this will be supplemented by expected time on TTRockstars	5 lessons per week with associated tasks. This will be supplemented by expected time on TTRockstars One lesson each fortnight should be an arithmetic test (weekly in Year 6)
R.E.	A weekly R.E. lesson	1 lesson per week	1 lesson per week
Topic		1 lesson per week	1 lesson per week
Science		1 lesson per day	1 lesson per day
See below for live lesson expectation.			
Additionally, all classes must be set an act of kindness or a wellbeing activity			

Method of delivery

Teaching will be delivered to children using a blended approach, combining pre-recorded teaching, voice-over presentations, videos sourced from teaching schemes (e.g. White Rose, Oak Academy etc) and some live sessions which will be pre-arranged. We feel it is important for children to see and hear their teacher regularly. Teachers will also maintain the online chat with their children and can respond to concerns when they are not in school doing face to face teaching.

Live Lessons

In the event of a school closure, each year group will have 2 live assemblies each week in phases, an optional class wellbeing/fun session weekly from Mrs Crolla, a daily storytime in Key Stages, a group guided live session and a daily half hour of catchup and feedback from the class teacher. Additionally, SEND/vulnerable learners will be offered small group live support.

If a bubble closes and the teacher is not the positive case, the class will have a daily live session with their teacher, access to the WonderWall assembly on a Friday, a daily story time with their teacher and a wellbeing session with Mrs Crolla.

If a bubble closes and the teacher is the positive case, a daily live lesson will be arranged.

Providing feedback on work

- When assignments are set for KS1 and KS2 pupils on Microsoft Teams, an objective or success criteria will also be set under the category 'Rubric'. This will mean that work can be responded if it is submitted digitally.
- If printed packs are completed, these will be dropped off at school (if parents are not isolating, or if siblings are attending) and marked / assessed by teachers. However, this is an inefficient form of response as there may be a lag of several days between the work being completed and the teacher seeing it. Teachers will, nevertheless, adapt their planning in the light of the work they receive. For faster feedback, parents can scan work and upload to Teams or can upload a photograph.
- Teachers are expected to adapt work in the light of ongoing assessment, providing support and revision for individuals, groups or whole classes as required.
- The most effective way for teachers to respond to difficulties encountered by pupils is for parents to contact teachers via phone or 'chat'. This will mean support can be given immediately and that future work can be adapted.

Keeping in touch with pupils who aren't in school and their parents:

- Teachers who are not ill will provide a digital 'chat' with their class at least once each day (this may be a 'Good Morning' and a conversation starter at the beginning or end of the day – possibly linked to the previous day's work or a class novel etc)
- Teachers who are working from home, but not ill, will have access to Teams or Evidence me during school working hours and will respond to queries, concerns and requests for help.
- Teachers are asked to respond to any questions or messages received before the end of the school day on Teams or Evidence Me by the end of the day; if messages arrive after the end of the school day they should be responded to by the end of the next working day.
- Complaints or concerns (academic) should in the first instance be handled by the teacher. If this does not resolve the issue, it should be referred to HT or SLT if HT unavailable
- Safeguarding / child protection concerns should be logged immediately on CPOMs and DSL alerted.
- To provide one small group guided 'live' lesson per week – subject at the discretion of the teacher – per child (so five short guided sessions with approx. six children in each).
- School mobile phone numbers will be made available to parents and any teachers who are providing remote learning will have their phone on and be available during school hours (with phones turned off for a reasonable break for lunch).

Attending virtual meetings with staff, parents and pupils

- Staff are expected, when attending virtual meetings or live chat, to adhere to dress code in Staff Code of Conduct.
- Staff are asked to choose their location carefully, ensuring that their background is blurred or checked for personal or offensive items.
- Parents/carers will be asked to be present at live chats with individual pupils unless they can agree to the session being recorded – this is to protect children and staff.

Teaching Assistants

Teaching assistants are responsible for:

- Supporting SEND pupils via live or digital chat on Microsoft Teams
- Attending school to support the supervision and teaching of critical worker's children and vulnerable (SEND) children.
- Supporting in the preparation of resources, including printed packs.

Subject Leads/SEND Co-ordinators

Alongside their teaching responsibilities, **subject leads are responsible for:**

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Monitoring the remote work set by teachers in their subject at the times when work scrutiny would usually be carried out in school
- Alerting teachers to resources they can use to teach their subject remotely
- Provide any training for staff/pupils in delivering the curriculum remotely

Senior Leaders

Alongside any teaching responsibilities, **senior leaders are responsible for:**

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Providing collective worship and opportunities for Christian Reflection

Designated Safeguarding Lead

The DSL is responsible for:

- Responding to alerts from CPOMs, taking action in all cases and informing other agencies when required (see Safeguarding and Child Protection Policy with addendum)

Pupils and Parents

Staff can expect **pupils** learning remotely to:

- Read assignments carefully (where they are able) and work hard to demonstrate their skills.
- Try to be independent from grown-ups in the way that they would be at school.
- Seek help, or ask parents to seek help, from teachers if they are stuck.
- On live lessons, follow the same expectations as in school, being quiet when asked, facing the screen, answering questions, using the chat features responsibly (and only when permitted) and showing respect for the speaker.

Staff can expect **parents** with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it via the digital chat or by phone.
- Make concerns known, in the first instance to the class teacher either using digital chat or by phoning.
- Ensure they and pupils follow the school protocols when engaged in live lessons that are delivered remotely.

In the event of a school or bubble closure, parents are asked not to email teachers directly, but to use the Teams chat or the teacher's school mobile phone. Teachers will be available during school hours.

Governors

Governors are 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

2. Vulnerable Children and the Children of Critical Workers in the Event of Lockdown

We will be providing full time provision for key worker and vulnerable children.
Our rota has needed to change from the previously published version as unions have asked that staff only be asked to work on a rota basis.
We will still be able to work on the basis on 3 classes of 15 but this will mean that there are some days when teaching staff are not immediately accessible to queries and phonecalls.
Classes are limited to 15 to allow for a greater degree of social distancing – this is due to current infection rates – and also to allow for the fact that staff will be providing work for a larger range of pupils as groups will include up to three NC classes.

The list of criteria for determining which children can access this provision has been updated and can be found here: https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision

If staff are isolating or ill, we would maintain this number by accessing support from supply agencies.

Any parents of children considered to be vulnerable will be contacted in the event of a school closure and given priority for a space in our provision. The vulnerable child descriptor can be found here. If you are a key worker, you will need to contact us by phone or by MyEd. We will first of all give priority to key worker parents who are single families or have both parents in a key worker role. Within that group, priority will be given as detailed below.

If there continues to be space in our provision we will return to the list of families in which only one parents holds a key worker role and we will then apply this same criteria.

Order of Priority	Over Capacity Criteria
Criteria 1	Children identified as vulnerable offered a place.
Criteria 2	Children of NHS and Care Sector staff offered a place where both parents are key workers
Criteria 3	Children of Staff in Gateshead Schools offered a place where both parents are key workers
Criteria 4	Children of School Staff working in LAs beyond Gateshead offered a place where both parents are key workers
Criteria 5	Other key workers' children offered a place where both parents are key workers
Criteria 6	Other children not in the above categories.

3. Practicalities in Various Lockdown Circumstances

Scenario	Actions
A small number of pupils are isolating but well enough to access work – the bubble is not closed.	• Head Teacher will remain in contact via phone • Pupils will, in the first instance, be asked to access sites suggested on our website under "Classes" "Covid-19 arrangements" • Presentations and tasks used in class are set for the pupil on Microsoft Teams as 'assignments' • Work will be provided in a printed form if requested, which will be delivered to the pupil's home in a Covid secure manner. • If the isolating children have SEND needs, work will be adjusted to meet their abilities.
A whole class or year group is isolating, but staff are available	• A teaching pack will be uploaded to the Microsoft Teams Class and a printed pack will be made available. Daily live lessons will be arranged in addition to a daily storytime. • The teacher, either at home or at school, will deliver the full curriculum expectation as detailed above (see teacher's responsibilities) • If the teacher is ill, their tasks will be delegated to senior leadership team who will post work and maintain contact with the class. • Teaching assistants who would usually work with that bubble will be reallocated unless a member of the class held an EHCP – in which case support via live chat would be offered. • Children in the bubble who have SEND requirements will have adapted work.
A teacher is isolating, but pupils are still in school (the teacher is not ill)	• The teacher provides planning and the resources needed to teach the class including all presentations and tasks. This is delivered by a supply teacher or HT when possible. • Differentiation is expected as normal
If the whole school is isolating	• The teacher, either at home or at school, will deliver the full curriculum expectation as detailed above (see teacher's responsibilities) • If the teacher is ill, their tasks will be delegated to senior leadership team who will post work and maintain contact with the class. • Teaching assistants will work with the HT to support the supervision and teaching of critical worker's children and vulnerable (SEND) children. • Children in the bubble who have SEND requirements will have adapted work.

4. Contacts

Issues in setting work – HT 07972057821
Issues with behaviour – HT 07972057821
Issues with IT – HT 07972057821 or ICT support at Gateshead 01914338688
Issues with their own workload or wellbeing – HT 07972057821
Concerns about data protection – HT 07972057821
Concerns about safeguarding – DSL or deputy DSL

5.   Data Protection

Accessing and processing personal data

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

- Keep the email addresses and personal contact information of children and families in a secure digital location which is only accessible via password (Teams or Evidence Me)
- Only use the contact information only on school mobile phones or when logged into a password protected platform.
- When sharing information (such as forgotten login details for online learning) care will be taken to share this only with the appropriate person and not on the class chat.

Please see our GDPR statement 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
- Keeping operating systems up to date – always install the latest updates

6.   Safeguarding

The updated Safeguarding and Child Protection Policy has been emailed to staff along with the Covid 19 annex. These are also available on our website. All staff understand their responsibility to raise any concerns with DSL immediately and DSL will follow them up according to policy.

7.   Monitoring Arrangements

This plan will be reviewed by the head teacher half termly or in light of experience gained by a bubble or school closure.

8.   Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding and Child protection policy and coronavirus annex to our child protection policy
- Data protection policy
- Policy for Telephone, Online and Virtual Contact with Children and Families
- Home-school agreement
- Online safety policy
- Contingency Plan for staff absence