



### **Weston Rhyn Primary School: Remote Learning Procedures (September 2020)**

As in 'normal' times, we aim to deliver high quality education during any necessary periods of remote working – whether for an individual pupil or many. High expectations in all areas of school life must be maintained & all pupils must have fair access to the learning resources and support they need to succeed. Equally, we appreciate that there are limitations and that there is no suitable substitute for learning in school itself.

#### **These procedures aim to:**

- Minimise disruption to pupils' education and the delivery of the curriculum.
- Ensure consistent provision is in place so that all pupils (including SEND) have access to high quality online and offline learning resources/teaching videos.
- Outline our expectations for pupils, parents and staff, to ensure that these are clear, fair and not overly onerous
- Protect pupils from the risks associated with using devices connected to the internet
- Ensure robust safeguarding measures continue during remote learning.
- Ensure all pupils have the provision they need & remain happy, healthy, and supported during periods of remote learning
- Comply with the expectations outlined in the DFE Guidance for Full Opening of Schools.
- Support effective communication between school/families and support engagement

#### **“LEVEL ONE”**

**Scenario: A small number of individuals (and their siblings) need to self-isolate (until they receive a negative test) - due to potential (but unconfirmed) Covid19 symptoms of someone in their household**

- This “Level One” remote education has been designed to be fair and achievable, since **staff cannot work full time in school and then full time on remote education at home**
- It aims to ensure that the frequent need for small numbers of pupils to self-isolate as a precaution (pending a negative test result) does not disrupt learning for these pupils
- “Level One” remote education will run at the same time as the “in school” curriculum/timetable, to match it as much as possible
- The approach has been developed with input from teachers in staff meetings, discussing what is possible to best meet our pupils' and families' needs.

**Further details of how remote education works, for this short-term absence (only a few days) is listed under “Remote Education” (in the table in “Appendix 1”)**

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#### **“LEVEL TWO”**

**Scenario: As a result of a positive test (or contact by Test and Trace) of a WRPS school child/WRPS staff member, a large group of pupils/staff (ie. an entire class/bubble or more) would likely need to self-isolate for 10/14 days (On PHE/HPT advice)**

- This scenario is likely to affect staff as well as children, due to the difficulties of class-based staff maintaining a strict 2-metre distance at all times (but this will be decided by PHE/HPT on a case by case basis)
- In this “Level Two” scenario, remote education will be provided for the affected pupils.
- Since a “bubble” would likely close in this scenario, there would be no “in school timetable/lessons” being delivered. Therefore, **remote education in this “Level Two” (14 days) scenario will be more detailed/full than for “Level One”** (because staff in this scenario would have capacity to work on remote learning & support all self-isolating pupils from home, depending on whether staff were ill or simply asked to isolate & fit enough to work from home),

**Further details of how remote education works, for this short-term absence (only a few days) is listed under “Remote Education” (in the table in “Appendix 1”)**

### **Remote education (principles)**

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-outbreaks>

Our remote education will:

- have a clear, sequenced curriculum, supporting learners to access high-quality online/offline resources/teaching videos, linked to our curriculum expectations wherever possible.
- ensure that resources provided are age/stage appropriate and support their learning needs.
- ensure staff are trained in the use of our online learning platforms
- allow for interaction, assessment and feedback, to support student progression.
- aim to source technology (via Shropshire LA, contact Phil Wilson) for pupils who do not have access to the internet & who are vulnerable/disadvantaged (where possible)
- provide printed resources, such as textbooks and workbooks as required
- provide tailored support to our learners/families where possible, especially those with SEND

### **Planning & Delivery of Remote Education**

When planning remote learning, staff will:

- plan a programme of equivalent length to the teaching learners would receive in school
- ensure learners have meaningful and ambitious work each day in a number of different subjects
- teach a 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.
- avoid an over-reliance on long-term projects or internet research activities and consider the extent of resources available to students/interns within their homes.
- provide frequent, clear explanations of new content/skills, delivered either directly by a teacher or through high quality curriculum resources and/or videos.
- gauge how well students/interns are progressing through the curriculum, using questions and other suitable assessment tasks
- regularly check work and monitor progress
- adjust the pace or difficulty of what is being taught in response to questions /assessments, including, where necessary, revising material/simplifying explanations to ensure understanding.

### **Remote learning – Expectations**

Weston Rhyn Primary School is fully aware that these are exceptional times and appreciate that the completion of some/all of the work set may not be possible for all pupils, since each family's circumstances will be unique. However, the expectations are that wherever they can, all children will engage with the full remote learning on offer, supported by parents:

- We will encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.
- Whilst school staff will support and encourage this in all possible ways, the responsibility to ensure their child engages with "remote education" as much as possible has to lie with parents/carers and the pupils themselves
- Teaching staff will make contact if a child is not completing their schoolwork or their standard of work has noticeably decreased (and may discuss additional support or provision with the headteacher as soon as possible)
- Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.
- Should anything be unclear in the work that is set, parents can communicate with class teachers on behalf of their child and swift communication between parents/carers & staff should resolve this.
- Parents/pupils must inform staff as soon as possible if schoolwork cannot be completed.
- Issues with remote learning or data protection must be communicated to the school as soon as possible so they can support where possible/find alternative arrangements

**Work completed through remote learning should be:**

- Finished when returned to the relevant member of teaching staff (electronically where possible)
- Alternatively, work that children complete on paper should be kept safe and returned to school when safe to do so.
- Completed to the best of the pupil's ability & with a good work ethic

- The pupil's own work (with any adult support given noted)
- Marked with a positive comment and relevant feedback by staff (the amount of feedback will depend on the "Level" of self-isolation involved - and the corresponding staff capacity).
- We understand that families will necessarily approach home learning in ways which suit their context. In our planning and expectations, we are aware of the need for flexibility from all sides because:
  - parents may be trying to work from home so access to technology as a family may be limited;
  - parents may have several children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation;
  - teachers may be trying to manage their home situation and the learning of their own children;
  - pupils' or parents/carers may be unwell at the time
  - families may have other dependents who require high levels of care (e.g. very young/babies, with additional needs)
  - (computer) systems may not always function as we expect
- **Individuals(children/staff) who are unwell will not be able/expected to engage with these procedures of course.**

***Parents/carers will understand that staff will do their utmost, but the same limitations that will make it difficult for all parents (as per the bullet points above) apply equally to most school staff***

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### **Pastoral/Safeguarding**

The wellbeing of children who are away will be monitored in a variety of ways, depending on the "Level".

This will include:

- Attendance calls (school office), as usual
- Electronic Communication from staff in each "bubble" to check in (Dojo, SeeSaw, Tapestry, phone calls with parents/pupils)
- Support from Education Access (EWO, Donna Crick)
- Additional information will be shared as appropriate via our school website and Facebook page (with parents signposted to this via existing electronic class communications systems)
- Vulnerable pupils being contacted by class staff (as part of pastoral role), and in addition, by SENCO, HT/DHT (DSL/DDSL – see below)
- The DSL/DDSL 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/DDSL 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 (numbers masked from home if not).
- The DSL/DDSL will liaise with attached social workers and will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required (such as by allocated social workers)
- All contact with vulnerable pupils will be recorded and acted on accordingly
- All parents, pupils and staff will be reminded of the specific safeguarding email contact system and the school's number, in addition to class based online communication methods
- All members of staff will report any safeguarding concerns to the DSL **immediately**, as always
- Pupils supported by the Learning Mentor will have support offered as available/necessary.

*Appendix 2 provides further detail of online safety resources which can be shared with parents/carers*

***These procedures will be reviewed as and when updates to home learning are provided by the government. Note: At present, the only 'live lessons' will be used via the Oak Academy.***

***D Peterson,  
Headteacher***

***(September 2020)***

***Update: As of 22/01/20, the DfE/Government have issued an "interim continuity direction", making the immediate provision of some form of remote learning a statutory obligation***

## Appendix 1:

Scenario	Remote learning - See below for more detailed information on expectations:
<p><b><u>“Level One”</u></b></p> <p><b><i>Scenario: A small number of individuals (and their siblings) need to self-isolate (until they receive a negative test) - due to potential (but unconfirmed) Covid19 symptoms in their household</i></b></p>	<p><b>When planning their daily timetable (PPA time available), staff plan online links to Oak Academy lessons/other useful websites. Each week (whether needed or not), links to remote learning (under “Level One”) are noted on a daily/weekly timetable sheet, shared with ALL parents in that class electronically – via Dojo/SeeSaw/Tapestry).</b></p> <p>= Daily expectations of reading, spellings and mental maths/tables (ie TT Rockstars in Y2-Y6) will continue as currently            = Teachers will set work in-line with the current curriculum that week in class (primarily supplemented by a range of resources provided by <b>Oak National Academy*</b> (linked to current lessons being taught/resources being used in class that week, wherever possible)            = The resources will cover the range of curriculum subjects, with a mix of online and offline activities, wherever possible.            = Other high quality links/resources/activities will be provided (not just Oak National Academy)            = SeeSaw may also be used to set additional work (a bank of resources is already available &amp; additional worksheets can be added to).</p> <p><b><u>COMMUNICATION/FEEDBACK:</u></b></p> <p>= Office staff will monitor absence and pass on any messages that come in to the office email/phone            = Class staff will monitor Class Dojo messages <b>daily</b> from these parents/pupils (as they do for every pupil, every day), and will give support/feedback as required (<b>but there will not be any specific additional expectation here, since staff will be working full time and these are hoped to be only short-term absences</b>).</p> <p>= Parents/pupils will be directed to post photographs of completed work on these platforms, so that staff can feedback as necessary.            = Some resources can be accessed online, printed at home or if needed, printed at school and shared</p> <p><b><i>NB: The amount of time that staff will have to set work and respond to messages/work returned online will be limited in this scenario by staff till working their full hours in school with the rest of the class/bubble.</i></b></p> <p>Teaching staff had non-contact &amp; staff meeting time to discuss/train &amp; work on these resources in September. <b><i>This approach will be reviewed/adapted regularly as required, to see how it is working in practice.</i></b></p>
<p><b><u>“Level Two”</u></b></p> <p><b><i>Scenario: As a result of a positive test (or contact by Test and Trace) of a WRPS school child/WRPS staff member, a large group of pupils/staff (ie. an entire class/bubble or more) would likely need to self-isolate for 10/14 days (On PHE/HPT advice)</i></b></p>	<p><b><u>Setting of work/platforms:</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>EYFS:</u></b> This will be set by allocated class staff (led by class teachers) through the online systems “Tapestry” and Class Dojo (and “SeeSaw”, where appropriate)</li> <li>• <b><u>KS1/KS2:</u></b> This will be set by allocated class staff (led by class teachers) through the online systems Class Dojo and “SeeSaw”</li> <li>• Pupils/parents will carry out &amp; upload work set using these online platforms, for feedback from staff (see below)</li> <li>• Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all of the devices that different families will have at home.</li> </ul> <p><b><u>Curriculum:</u></b></p> <ul style="list-style-type: none"> <li>• Daily expectations of reading, spellings and mental maths/tables (ie TT Rockstars in Y2-Y6) will continue as currently</li> <li>• Weekly spellings will be provided for each class, using the strategies learnt in class.</li> <li>• Suggested timetables/timings will be provided for parents</li> <li>• Staff will make use of the <b>Oak National Academy*</b>, where these match our own curriculum plans <a href="https://www.thenational.academy/">https://www.thenational.academy/</a></li> <li>• Staff will make use of other high quality remote resources, <b>such as:</b> Hamilton Trust, Spelling Shed, DigiMaps, <a href="https://trockstars.com/">https://trockstars.com/</a> , <a href="https://www.pobble365.com/">https://www.pobble365.com/</a> (A brilliant, fun and entertaining resource - reading and writing activities are provided based on the picture provided, BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/this-terms-topics">https://www.bbc.co.uk/bitesize/this-terms-topics</a> , French resources from Mme Young,</li> </ul>

- Staff will set an English and Maths lesson daily (Oak Academy or through SeeSaw), in addition to a daily Science or Humanities lesson (Oak Academy or through SeeSaw).
- “Level Two” remote learning arrangements will include the full range of curriculum subjects/areas (including use of Oak Academy lessons/resources (and others), where these match our school curriculum\*

**\* Updating our current curriculum is a key, identified SDP priority. This work started before “lockdown” and continued throughout, but more work remains.**

- To save additional workload, staff are strongly encouraged to save and use the worksheets/Slides/PowerPoints/explanations that they are already using/planned to use in physical lessons school to upload onto SeeSaw for those learning remotely
- PPA time to produce these learning resources will continue to be provided (even if working from home)

#### **Video Explanations/Video Lessons:**

- Oak National Academy lessons make use of video introductions by qualified teachers (as do other resources staff will provide).
- Other resources provided will use a range of video explanations, printed explanations by our class teachers, as well as audio instructions/explanations recorded by staff
- Staff will **not** be providing “video lessons” (either live or recorded) due to:
  - technological limitations at home
  - school/work commitments (some may still be still working in school)
  - having young dependents/dependents with additional needs at home
  - safeguarding concerns (we have several pupils whose parents do not consent to their images being used online, so live streaming of lessons or recording lessons taught in school for later playback is challenging).

#### **SEND:**

- SEND resources will also be used as appropriate from <https://www.thenational.academy/>
- Additional remote support for pupils with additional needs will be provided (eg. online resources from Woodlands/Spectra etc)
- Appropriate support from SENCO and LA SEND team will be sourced where required/possible

#### **Communication (General):**

- All classes already use Class Dojo and this will continue to be used in any “remote” learning context
- School office email/phone will continue to function
- Facebook Page will continue to be monitored
- DSL/DDSL will continue to carry out safeguarding responsibilities (see section on “Safeguarding” above)
- Staff will be asked to upload short “introduction and/or feedback video” for their class as regularly as possible (to Dojo/SeeSaw/Tapestry), to allow all children to see a familiar “school” face regularly.

#### **Communication (Feedback):**

- Teachers will respond as promptly as they can to electronic requests for support from pupils/families at home (Dojo, SeeSaw/Tapestry)
- Parents/pupils will be directed to post work and/or photographs of completed work on these platforms, so that staff can feedback as necessary.
- Pupils/parents will have contact from a member of their “bubble” as regularly as possible (online, or by phone if needed)
- Dedicated time for feedback must be planned into each day, organised from within the staff in each “bubble” (led by class teachers)
- If further communication is required beyond this feedback, this will be facilitated through discussion between SLT and class staff
- Any member of staff who has to work from home will ensure that they:
  - are contactable on Dojo/SeeSaw/Tapestry (as appropriate)
  - are contactable (by colleagues) via a working mobile/landline device available to take phone calls during their agreed working hours
  - have access to contact details of HT/DHT for support

**Training:**

- Training on the platforms has been provided in September staff meetings & some staff are used to the technology from using it since March
- Should a staff member require further support with the use of technology, they must seek this support and Senior Leaders will ensure that support is given, wherever this is possible

**Access to Technology (Devices/WiFi):**

- School has already distributed one laptop to 2 pupils in school (one family), in the 2019/20 academic year
- School will liaise with Phil Wilson (nominated person at the LA) if required to access additional technology resources (as per latest guidance and LA communications)

**Physical (Offline) Resources:**

All pupils ("Level Two") will be provided with (including, but not limited to):

- their current home reading book
- current reading diary
- current spellings to learn at home
- a blank exercise book ("Remote Learning Book")
- a basic set of individual stationery (pencil/pen etc).
- Differentiated worksheets from school
- Any other physical resources school can reasonably provide (or loan, by written agreement)

*PLUS: Any online "homework" typically set already (TT Rockstars, daily Spellings (or Spelling Shed) etc*

- Any curriculum/learning resources used (including websites and worksheets) should, where possible, be shared with home learners via SeeSaw/Tapestry.
- Staff will add these resources to SeeSaw/Tapestry electronically and families will print/use these resources at home (or contact the school to ask for paper versions)
- School has a socially distanced/covered "pick up" point (an unused school entrance), from where physical resources can be collected (blue plastic organiser on the wall)
- Should accessing work be an issue, parents should contact school promptly and alternative solutions will be made available (e.g. paper copies of work). These will be discussed on a case by case basis.

**Staff Self Isolation:**

- Whilst self-isolating (or indeed, if still available to work in school), and only if they are well and able to do so, all staff working in a "bubble/class group" will be expected to support the remote learning for the affected pupils in that "bubble" (this will be led by the class teacher(s) and whether this is responding to messages, giving feedback, preparing resources (etc), will depend on individual circumstances at the time)
- Staff who are non-class based will be contacted to determine an appropriate way for them to support the school (if they are well/able to do so), such as an individual project to work on which is line with whole school improvement priorities, online CPD/training or if needed (and only in extreme circumstances), by supporting the online learning provision for any affected bubble(s). This will be communicated by the Senior Leadership Team, allocated on a case-by-case basis.

**\* The choice to link to Oak Academy has been made to support remote learning where possible, for a number of reasons**

- Oak National Academy lessons match much of our teaching ethos – encouraging the use of retrieval practice, explicit teaching, high quality modelling, deliberate practice and time to work independently.
- These lessons are free to all and offer a recorded taught session so that the children can access physical teaching (from a qualified teacher) and then access work relating to that lesson within the same website.
- These resources have been signposted to schools by the DfE and funded by the DfE.
- Oak Academy lessons are accessible on a range of devices (pupils only need materials they can find at home) & provide the equivalent of 3 hours of lessons per day for primary school children, delivered by a teacher, with a pre-recorded video as well as quizzes, worksheets and creative activities.
- It is easy to use, with no login or password

## **Appendix 2:**

### **Useful Resources for staff/parents (resources available from home/online safety)**

#### **Resources to Support with home education:**

DfE has produced a quality assured list of remote education resources:

<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

#### **Safeguarding while online:**

Refer to the E-Safety Policy. The following resources may also prove supportive for staff and parents in managing online safety:

[UK Safer Internet Centre](https://www.saferinternet.org.uk/) <https://www.saferinternet.org.uk/>

[National Online Safety](https://nationalonlinesafety.com/guides) <https://nationalonlinesafety.com/guides>

[ThinkUKnow](https://www.thinkuknow.co.uk/) <https://www.thinkuknow.co.uk/>

#### **Online safety**

- Statutory guidance on online safety can be found in Annex C of 'Keeping Children Safe in Education' and in the Safeguarding Policy. These must be read and adhered to by all staff prior to engaging in the delivery of remote education. Parents/Carers should also be supported in understanding e-safety and how to effectively monitor their child's use of the internet and online activity.

Anyone using remote technology must:

- Wear suitable clothing for any recorded audio or video – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background
- Use appropriate language in any video/audio resources– 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/video material without permission.

*The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO and individual staff availability.*

During periods of remote learning, the school will:

- 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

#### **Sharing personal data**

Staff members are unlikely to need to collect and/or share personal data. However, if it does become necessary, staff are reminded to collect and/or share as little personal data as possible online. All data collection will be compliant with GDPR guidelines.

#### **Keeping devices secure**

All staff will take appropriate steps to ensure their devices remain secure. Computers should be locked if left inactive for a period of time. Operating systems must be up to date – always install the latest updates.