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West Kirby Primary School

Remote Learning Policy

Keeping regular learning going during the period that schools are closed or pupils are isolating is of great importance to reduce the impact on children's education. However, we understand that everyone's circumstances at home will be different. Some families have one child to support while others have several. Some families have one device to share while others may have more – and some things may work differently on different devices. Some parents will have plenty of time to help their children learn, while others may be working from home and may have much less time and some children will be able to work more independently than others or need greater challenge.

Due to this we will offer a variety of daily Remote Learning opportunities but understand that the children may not be able to complete them all. We appreciate that some families won't be able to engage with the full timetable every day and in this case suggest they focus on key learning priorities to reduce the impact on children's core Maths and English skills. We just ask that you support your child as best as you are able to.

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school due to Covid-19, not other illnesses.
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Reflect the school's commitment to the UN Conventions of the rights of the child specifically article 28, 29 and 31

2. Roles and responsibilities

2.1 Teachers

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

When providing remote learning from home, teachers must be available between 8.30am-4.00pm. 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- informing the Headteacher (Emma Bailey) as soon as possible and before 7:30am. If it affects the completion of any work required, ensure that arrangements have been made with key phase teachers or SLT to ensure work is completed.

Teachers are responsible for...

- Setting up Teams Links and sending them to Parents/Carers.
- Uploading a weekly Remote Learning timetable (whole class/school closure only).
- Ensuring children have continued interaction with the teacher and other pupils.
- Teachers need to provide work for their class/year group/phase, this includes provision of work if they teach/cover for other classes.
- Ensure that work is provided for any individual children who are absent due to Covid-19. Remote Learning isn't only for whole class situations. Isolation tasks should be referred to for the first 24 hours.
- This must include subjects from across the curriculum. All presentations, resources, links or tasks need to be included.
- They will continue following the coherent long-term plans that already exist. This sequence will follow the rigour of a normal working day.
- Set differentiated tasks where appropriate, use Mathletics, Spag.com and Purple Mash
- Ensuring all work for the day is loaded onto the VLE ready for the start of the normal school day (8:40am).
- Asking for further assistance if they are unsure how to upload to the VLE.
- Ensuring that their class VLE home page is kept up to date in case things suddenly change.
- Ensuring that all children have their passwords for The VLE and other platforms that we use in school e.g. Mathletics, Purple Mash.
- Ensuring children are familiar with how to access and use the VLE – give regular reminders.

- Working as a key phase team to ensure the above work is planned and ready, this may include coordinating with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.
- Online safety curriculum to be followed through Project Evolve that can be completed at home to support children's online safety at a time when they will be spending more time online.
- Printed resources will be dispatched to families (hand delivered or can be collected from school) if Internet access is a barrier to learning or where the needs of the child would be best met in other ways.
- SEND pupils will have learning catered to their individual needs as it is in the normal classroom environment.

Providing feedback on work...

- The children can send any completed work to teachers via the email/messaging facility on the VLE or via Tapestry for EYFS.
- Teachers can email back through the VLE to provide answers or feedback, and can respond through Tapestry for EYFS.
- Teachers should respond to any emails/messages from parents/children as soon as possible, but within 24 hours

Keeping in touch with pupils and parents...

- Children are expected to join in any scheduled Teams meetings for their class/year group. The first daily meeting is for the teacher to talk through the day's lessons with the class or to teach a lesson. If their class teacher is unavailable this may be another member of staff. Subsequent meetings may be to provide more teaching input to the class, or smaller groups of about 8 to discuss learning, enable more interaction between pupils and check on their wellbeing.
- Parents can message learning queries using the key stage email addresses (or the school office for general enquiries).
- Phase email addresses are to be checked between 8.30am and 4.30pm, Mon- Fri. Teachers should respond to any emails from parents/children as soon as possible, but within 24 hours
- Children can use the 'chat' facility during the TEAMS meeting to ask questions or check on understanding, or send a message to their teacher on the VLE.
- Any issues that are received are to be dealt with professionally by the class teacher and the Headteacher or Deputy Headteacher should be BCC'd in the communication. Teachers are encouraged to contact the Headteacher/Deputy Headteacher for advice when needed.
- Contact should be polite and encouraging. Teachers must adhere to the email policy and not give out any personal details. Any concerns should be forwarded to the Headteacher and/or Deputy Headteacher who may choose to contact the parents directly. There is an expectation from school that work must be completed during the school day, unless we have been notified that they are unwell. If work is not completed then contact will be made by phoning home.
- We understand and appreciate that Parents/ Carers are not qualified teachers but believe they will be doing their best to support their children.
- School have the expectation that work is completed on the day it is set, and if specified returned for marking.
- We expect all children to attend the TEAMS meetings and participate in the Remote Learning. If there is no contact/ engagement from the first day of Remote Learning being implemented, the class teacher should inform the school office as usual. Class teachers to keep a register of who has attended – children can write their names in the chat as they log in.

- 1:1 support would be available via TEAMS on request if there are any issues and if pupils are out of school for more than a week. Parent must be present for this meeting.

Attending virtual meetings with staff, parents/carers and pupils...

- For 1:1, group or whole class TEAMS meetings, Staff should ensure they are dressed appropriately, safely and appropriately for the tasks they undertake.
- For 1:1 meetings, make sure a parent is visible in the room with the child before starting the meeting. If you are not able to see an adult, ask the child if their parent is there, and if not, tell them that you will call back another time when their parent can join you.
- Children should be fully dressed. If not suitably dressed for a 1:1 meeting, explain that you will re-schedule the meeting and that they need to be fully dressed. If not suitably dressed for a group or whole class TEAMS meeting, the child will have to leave the meeting or turn off their video.
- Avoid having the TEAMS meeting in areas with background noise, ensure nothing inappropriate is in the background, use the blur facility or add a TEAMS background.
- Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report any such incident to the Headteacher. Staff engaging with pupils and / or Parents/Carers online have a responsibility to model safe practice at all times.
- If teachers are also working in school, another member of staff will cover their class during this time for the meeting/ phone call. Remote learning will be on the VLE that aligns with the work in class.
- If parents begin to use the 1:1 meeting as a forum for discussing their concerns about their child or the home learning activities, staff will politely remind them that this is a meeting with their child, but if they e mail their concerns to the phase e mail address, a member of staff will respond to them within 24 hours. If they persist, tell them that you think that it would be best to end the meeting now and say goodbye to the child before ending their link into the TEAMS meeting.
- It is unlikely that a child will disclose information during the TEAMS meeting with their adult and other children present. However, if something is said that makes staff feel uncomfortable, they should make a note of it, and report it in the usual way using CPOMS.
- If a child becomes emotional during the TEAMS meeting, reassure them that it's OK to feel like that and ask if they would like to go to their adult for comfort.

2.2 Teaching Assistants

When assisting with Remote Learning, teaching assistants must be available between their usual hours of work. During this time they are expected to check work emails and be available when called upon to attend school. 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.

When assisting with remote learning, teaching assistants are responsible for.

Supporting pupils who aren't in school with learning remotely...

- When requested to by the SENDCo, to prepare packs of work that align with the targets set out in the pupil's support plan
- Organising resources for teachers to be used as part of our Remote Learning provision
- Developing resources to be used by the children at home

Attending virtual meetings with teachers, parents and pupils...

- Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake

- Avoid having the TEAMs meeting in areas with background noise, ensure nothing inappropriate is in the background, use the blur facility or add a TEAMs background.
- Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report any such incident to the Headteacher. Staff engaging with pupils and / or parents online have a responsibility to model safe practice at all times.

2.3 Subject Leads

Alongside their teaching responsibilities, subject leads are responsible for...

- Monitoring the work set by teachers in their subject – Review work set on the VLE to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.
- Review the teaching, learning and coverage within their subject. What has been missed? What may need to be taught again?
- Alerting teachers to useful and beneficial resources they can use to teach their subject remotely.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for...

- Co-ordinating the Remote Learning approach across the school and pupil engagement.
- Monitoring the effectiveness of Remote Learning by dropping in on TEAM meetings and monitoring the chats.
- Monitoring the quality of the work being submitted by the children.
- Monitoring email correspondence between parents and teachers.
- Reaching out for feedback from pupils and parents so that we can look to further improve our Remote Learning.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.5 Designated Safeguarding Lead (Emma Bailey & Tracey McCann)

With the increases use of digital technologies that comes with Remote Learning, safeguarding implications need careful consideration.

Parents/Carers are advised to spend time speaking with their child(ren) about Online Safety and reminding them of the importance of reporting to an adult anything that makes the feel uncomfortable online. While we will be doing our best to ensure links shared are appropriate, there may be tailored advertising which displays differently in your household or other changes beyond our control.

The DSL is responsible for...

- Maintaining contact, collating, passing on information and responding to any concerns.
- Updating the Covid-19 Addendum

2.6 IT staff (Ian Mylett, Mike Procter & Tracey McCann)

IT staff are responsible for...

- Fixing issues with systems used to set and collect work.
- Helping/supporting staff and parents with any technical issues they're experiencing.

- Reviewing the security of Remote Learning systems and flagging any data protection breaches to the Data Protection Officer (DPO – Ian Mylett).
- Providing support to assist pupils and parents with accessing the internet or devices- use school website to share 'how to' video clips.
- Supporting all pupils to have access to a suitable device with adequate internet access.

2.7 Pupils and Parents/Carers

Staff can expect pupils learning remotely to...

- Be contactable during the hours of the normal school day: 8.40am – 3.20pm, although they may not always be in front of a device the entire time.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they're not able to complete work.
- Use the chat function appropriately and for the purpose that has been asked e.g. register, answer a question, ask a question, share an idea.
- Ensure that all pupils are dressed appropriately for online learning.

Staff can expect parents with children learning remotely to...

- Make the school aware if their child is poorly or otherwise can't complete work.
- Seek help from the school if they need it – they should have all passwords to sites that their children will be using. Their children should be able to access the VLE for their work and to respond to teachers, send messages to teachers and attach work to emails.
- Use the other areas of the school website to find support and access resources to help their child. These can be found under tabs for Curriculum, Online Safety and Home Learning.
- Be respectful when making any complaints or concerns.

Concerns can be raised through contacting the Headteacher through our School Office email address headteacher@westkirby-primary.wirral.sch.uk

Concerns can also be raised through contacting the relevant phase using the following email addresses

eyfs@westkirbyprimaryschool.co.uk

ks1@westkirbyprimaryschool.co.uk

lks2@westkirbyprimaryschool.co.uk

uks2@westkirbyprimaryschool.co.uk

If you feel that your concern has not been addressed you can follow our complaints procedure, which is explained in our complaints procedure on our school website.

2.8 Governing Body

The Governing Body 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

3. Who to contact

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

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

- Issues in setting work – talk to the relevant subject lead/HT/DHT/SENDCo or Phase Leader
- Issues with behaviour – talk to the HT/DHT/SENDCo/Phase Leader or Mike Procter
- Issues with IT – talk to Tracey McCann who can contact Ian Mylett (Techease) or eSchools for support if needed. The School Office can also contact eSchools.
- Issues with their own workload or wellbeing – talk to Phase Leader/DHT or HT
- Concerns about data protection – talk to the Headteacher or Deputy Headteacher who will contact Ian Mylett, our Data Protection Officer
- Concerns about safeguarding – talk to the DSL (Emma Bailey) or Deputy DSL (Tracey McCann) if Emma can't be contacted.
- All staff can be contacted via the school email addresses

4. Data protection

4.1 Accessing personal data

When accessing personal data for Remote Learning purposes, all staff members will...

- Have access to CPOMS to record any Parent /Carer contact or concerns about children, this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.
- Teachers should have access to Parent/Carer email addresses for the children in their phase/class
- School Office staff have the ability to locate personal details of families when required through securely accessing SIMS. School Office staff are not to share their access permissions with other members of staff.
- School laptops/ computers are the school's preferred devices to be used when accessing any personal information on pupils.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the Remote Learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

These tips are based on the Key's article on [GDPR and remote learning](#). If we require support we will contact our data protection officer for more help, and our IT support networks if we have any problems with our remote learning platform.

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)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device

- 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

5. Safeguarding

To protect and safeguard staff and pupils...

- Sessions will be timetabled in advance and notice of sessions given to the Parents/Carers and children of the daily TEAMS meetings.
- Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report any such incident to a senior leader
- A Parent /Carer must be present for the entire session if the session is 1:1
- Staff must be present before the children access the meeting.
- The Teams Meeting link will be sent to parent emails.
- Staff should mute all participants at the start of the meeting.
- Staff must leave the meeting after all the guests.
- Sessions must take place at the agreed time unless there are unforeseen circumstances. If this happens, Parents / Carers would be informed through the Key Stage email address, the School Office or a message on the VLE.
- Parents / Carers should be able to access the link on devices with a microphone and video enabled.
- All participants, including Parents/Carers, must be appropriately dressed for the sessions.
- The pupil and parent must be able to access the session in a quiet, communal place away from others. Bedroom spaces are not appropriate.

Please see our Remote Learning Guidance for parents on our [website](#)

6. Monitoring arrangements

This Remote Learning policy will be reviewed every two years or before if necessary due to further Government Guidance or feedback from when Remote Learning was in place.

It will be shared with staff and Governors when changes are made.

This policy also links to the Remote Education Information Policy, which is required to be on our school website https://www.westkirbyprimaryschool.co.uk/website/remote_learning_guidance/550404

7. Links with other policies

This policy is linked to our...

- Remote Education Information Policy
- Behaviour Policy
- Anti-Bullying policy
- Safeguarding and Child Protection policy
- Covid-19 Addendum

- SEND Policy
- Data Protection policy and privacy notices
- Home-School Agreement
- Acceptable use of Technology Agreement
- Online Safety policy
- Teaching & Learning Policy

WEST KIRBY PRIMARY SCHOOL REMOTE LEARNING TIMETABLE

Class 6 Class 5 / 6 Class 5	Weekly Spellings: guarantee, harassment, immediate, familiarity, frequency, exaggeration, existence, environment, determination, curiosity	Mathletic Tasks ... Year 5 • Double and half to multiply • Short multiplication	Year 6 • Rounding decimals 1 • Decimals to fractions 1	Health & Well-Being https://www.youtube.com/channel/UC2YBT7HYqCbbvzu3kKZ3wnw Choose a Go Noodle/ Get Moving activity	
	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1	Practise Year 5 & 6 Spelling List Handwriting – Weekly Spellings	Practise Year 5 & 6 Spelling List Handwriting – Weekly Spellings	Practise Year 5 & 6 Spelling List Handwriting – Weekly Spellings	Practise Year 5 & 6 Spelling List Handwriting – Weekly Spellings	Practise Year 5 & 6 Spelling List Assess Weekly Spellings – take a spelling test.
Lesson 2	Mental Maths Practise x6 x7 and x8 https://www.topmarks.co.uk/maths-games/hit-the-button	Mental Maths Test yourself on your times tables http://www.timestables.me.uk/	Mental Maths Practise x9 x12 and square numbers https://www.topmarks.co.uk/maths-games/hit-the-button	Mental Maths Test yourself on your times tables. https://www.timestables.co.uk/multiplication-tables-check/	PSHE - Write down all the ways you could be a good friend. How could you help someone when they go through a difficult time?
Lesson 3	English https://classroom.thenationalacademy/lessons/to-identify-features-of-a-non-chronological-report-ctjk8c Task : Identify the features of a non chronological report.	English https://classroom.thenationalacademy/lessons/to-revise-compound-sentences-c4t3jd Task : To revise compound sentences	English https://classroom.thenationalacademy/lessons/to-learn-about-the-portia-spider-6hh3jd Task : To learn about the Portia Spider.	English https://classroom.thenationalacademy/lessons/to-develop-vocabulary-to-describe-the-portia-spider-6xjk2c Task : To develop vocabulary to describe the Portia Spider	English https://classroom.thenationalacademy/lessons/to-plan-the-first-section-of-a-report-64tkac Task : To plan the first section of a report.
BREAK					

Lesson 4	<p>Maths</p> <p>https://vimeo.com/452564168</p> <p>Task : Recap numbers to 10,000</p> <p>Complete the sheet on the VLE</p> <p>Check your answers</p>	<p>Maths</p> <p>https://vimeo.com/452564518</p> <p>Task : Recap numbers to 100,000</p> <p>Complete the sheet on the VLE</p> <p>Check your answers</p>	<p>Maths</p> <p>https://vimeo.com/452564830</p> <p>Task : Recap numbers to a million</p> <p>Complete the sheet on the VLE</p> <p>Check your answers</p>	<p>Maths</p> <p>https://vimeo.com/454666928</p> <p>Task : Recap rounding numbers to 10, 100, 1000</p> <p>Complete the sheet on the VLE</p> <p>Check your answers</p>	<p>Maths</p> <p>https://vimeo.com/454667567</p> <p>Task : Negative Numbers</p> <p>Complete the sheet on the VLE</p> <p>Check your answers</p>
LUNCH					
Lesson 5	<p>History</p> <p>https://classroom.thenational.academy/lessons/how-did-the-roman-empire-become-so-powerful-74u62t</p> <p>Task : To find out about the Roman Empire.</p>	<p>History</p> <p>https://classroom.thenational.academy/lessons/who-was-julius-caesar-cgw3ce</p> <p>Task : To find out about Julius Caesar and his accomplishments</p>	<p>History</p> <p>https://classroom.thenational.academy/lessons/what-was-britain-like-before-the-romans-crvkgt</p> <p>Task : To find out what Britain was like before the Roman invasion.</p>	<p>Reading Comprehension</p> <p>Romulus and Remus – choose 2 or 3 star.</p> <p>Check your answers.</p> <p>SPAG.COM</p>	<p>Music – To find the pulse and explore the rhythm</p> <p>https://classroom.thenational.academy/lessons/understanding-pulse-and-rhythm-chj3cr</p> <p>French - To understand basic grammar rules appropriate to the language being studied and how to apply it.</p> <p>Complete activity on the VLE</p> <p>PE –Circuit fitness – To keep strong, fit and healthy</p> <p>https://classroom.thenational.academy/specialist/subjects/physical-development/access-points/applying-learning/lessons/fitness-circuit-part-1-dynamic-movements-6cuk4c</p>
Lesson 6	<p>Reading</p> <p>https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-cgukgt</p>	<p>Reading</p> <p>https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-74w3cr</p>	<p>Log on to Purple Mash</p> <p>In Serial Mash select 'The Magic Pen'</p> <p>Read Chapter 1 and complete the quiz</p>	<p>Log on to Purple Mash</p> <p>In Serial Mash select 'The Magic Pen'</p> <p>Read Chapter 2 and complete the quiz</p>	<p>Log on to Purple Mash</p> <p>In Serial Mash select 'The Magic Pen'</p> <p>Read Chapter 3 and complete the quiz</p>

	Task : To develop reading for pleasure	Task : To develop reading for pleasure			
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