

Winnington Park Primary School and Nursery

Remote Learning Policy



Updated: Autumn 2024

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Remote Education Support

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, schools are expected to have the capacity to offer immediate remote education. Schools should consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

Schools should:

- provide **frequent**, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- 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
- set assignments so that pupils have **meaningful and ambitious** work **each day** in a number of **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
- 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**
- plan a programme that is of **equivalent length to the core teaching pupils would receive in school**, ideally including daily contact with teachers

In the case of Remote Learning, Google Classroom will be used by Winnington Park Primary and Nursery School as the online tool in the event of pupils being required to learn from home. Tapestry is the online tool that will be used for remote learning by the families of children in the Early Years Foundation Stage.

Scenarios where remote education should be considered

Circumstances where it might not be possible for pupils to receive in person education fit into two broad categories:

- School closures or restrictions on attendance, where school access for pupils is restricted
- Individual cases where a pupil is unable to attend school but is able to learn School closures or restrictions on attendance.

Providing remote education does not change the imperative to remain open or to reopen as soon as possible. At Winnington Park, we believe that effort should be made to ensure pupils can be taught in person by attending their school or if appropriate and possible, attending a safe alternative site.

If restricting attendance for pupils is the only viable option, we would consider providing remote education to help pupils stay on track with the education they would normally receive. Individual cases where a pupil is unable to attend school but is able to learn, there should only be limited circumstances where a pupil is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and might include: pupils recovering from short-term infectious illnesses, pupils preparing for or recovering from some operations, or pupils recovering from injuries where attendance might inhibit recovery. In some exceptional cases, these circumstances might also include pupils whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue. In these circumstances, and after the pupil's absence from school has been established, schools should consider providing pupils with remote education on a case-by-case basis. This should be part of a plan to reintegrate back to school, and only when it is judged that providing remote education would not adversely affect the pupil's return to school. Provision of remote education should be made as a short-term solution allowing absent pupils to keep on track with their education and stay connected to their teachers and peers. Pupils with long-term medical conditions or any other physical or mental health needs affecting attendance may require additional support to continue their education.

Working with the local authority

Under section 19 of the Education Act 1996 (s.19 duty) local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health or other reasons, would otherwise not receive a suitable education. Statutory guidance sets out that local authorities should provide education as soon as it is clear that the child will be away from school for 15 school days or more during the school year, whether consecutive or cumulative. While the s.19 duty sits with the local authority, schools should work closely with them and any relevant medical professionals to ensure that children with health needs are fully supported at school, including putting in place individual healthcare (IHC) plans if appropriate. This may involve, for example, programmes of study that rely on a flexible approach which include agreed periods of remote education.

What to consider when providing remote education to individual pupils

When a pupil is absent, the school should always seek to overcome the barriers to attendance and provide support for the pupil to attend, regularly reviewing any barriers in conjunction with the pupil, parents or carers, and if appropriate, a relevant medical professional. Remote education should not be viewed as an equal alternative to attendance in school, and providing remote education during a pupil's absence does not reduce the importance of bringing that absence to an end as soon as possible. In the limited circumstances when the school decides to use remote education for individual pupils when they are absent, the following should be considered:

- Ensuring mutual agreement of remote education by the school, parents or carers, potentially pupils, and if appropriate a relevant medical professional. If the pupil has an Education, Health and Care plan or has a social worker, the local authority should also be involved in the decision.
- Where remote education is being used as part of a plan to reintegrate back to school, putting a formal arrangement in place to review its efficacy regularly, alongside identifying what other support and flexibilities can be put in place to help ease the pupil back to school at the earliest opportunity.
- Setting a time limit within which the period of remote education provision should be reviewed, with the aim that the pupil returns to in person education with the required support in place to meet their needs.

Provision for pupils with SEND

If pupils with SEND are not able to attend school and require remote education, their teachers are best placed to know how their needs can most effectively be met to ensure that they continue to access the curriculum. The school needs to put in place an appropriate curriculum, teaching and support that will enable the pupil to continue learning effectively. Some pupils with SEND may not be able to access remote education without adult support. Schools should work collaboratively with families and put arrangements in place that allow pupils with SEND to access remote education successfully. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely. The duty under the Children and Families Act 2014 for mainstream schools to use their 'best endeavours' to secure the special educational provision called for by a pupil's special educational needs continues to apply when remote education is in place. In addition, if a pupil has an Education, Health and Care plan, whether they are in a mainstream or special school, the school must work with the local authority to ensure that all the relevant duties under the 2014 Act continue to be met. The duties under the Equality Act 2010 relating to disability (and more broadly) also continue to apply, such as to make reasonable adjustments, not to discriminate and to have due regard to the statutory objectives in the public sector equality duty. It may be challenging or impossible for the school to deliver remotely the kind of approach that it does in the classroom, for example the provision of certain differentiated resources and the support of a Teaching Assistant. If this is the case, the school must instead consider, in cooperation with the local authority (if the child has an EHC plan), other ways in which it and the local authority can meet its statutory duties, working closely with the parents or carers.

What our children and families can expect from Remote Learning at Winnington Park Primary and Nursery School

<p>1. provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos</p>	<p>Clear explanations of knowledge and skills being taught will be provided for each lesson delivered along with clear instructions for any independent activities. These explanations may be in the format of tutorial videos, instructional and explanatory video resources; written or audio or purely visual guides.</p> <p>Teachers may provide additional prompts, questions, challenges, explanations or structured support, as required, for all or some selected pupils. Different individuals or groups of pupils may be directed towards different resources.</p>
<p>2. 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</p>	<p><u>Google classroom KSI/KS2</u></p> <p>Interaction with children and their families will be through stream notifications; feedback to submitted work; private messages within Google Classroom as required for support and help with learning; and the setting and assessment of assignments.</p> <p>All work that children complete and ‘turn in’ to their teacher will be acknowledged (children will receive a comment).</p> <p>Children will have three Maths assignments and three English assignments assessed in more detail each week and will receive a ‘next steps’ suggestion for each of these pieces of work.</p> <p>Teachers will create Google Quizzes as an additional learning check and assessment tool when required.</p> <p><u>Tapestry EYFS</u></p> <p>Interaction with children and their families will be through Tapestry notifications and feedback to parents’ entries as required for support and help with learning.</p> <p>Tapestry entries that children complete will be acknowledged, commented upon and next steps will be provided as appropriate.</p>
<p>3. provide printed resources, such as textbooks and workbooks, for pupils</p>	<p>When families are identified as requiring printed resources to facilitate home learning, these will be posted or delivered to the home as soon as is possible by a member of staff who is still working in school.</p>

<p>who do not have suitable online access</p>	
<p>4. 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>	<p>Families will be consulted and informed of the implementation plan and the schools remote learning offer and encouraged to begin using Google Classroom and continue using Tapestry for homework and home activities from the beginning of term and prior to a period of remote learning being required.</p> <p>All children in KS1 and KS2 will have Google Classrooms introduced to them by their teachers so they will be familiar with its interface and basic functionality.</p> <p>Families will receive guidance letters advising them how to support their child in joining Google Classroom and outlining how it will be used by the school.</p> <p>Due to the age of the children in school, it is expected that the majority of children will need adult support at home to access the learning opportunities provided. Support to parents will be ongoing from class teachers and SLT. Paper resources will be made available to any family that require them as appropriate.</p>
<p>5. set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</p>	<p>Learning opportunities will follow the planned curriculum topics and themes making use of cross-curricular links, varied and exciting activities.</p> <p>Teachers will be able to differentiate and tailor the learning for individuals, providing additional support and challenge for pupils as they would normally in class.</p> <p>For children in key stages 1 and 2, English, Maths, and Reading learning opportunities will be provided daily along with 1 or more learning opportunities covering the broader curriculum. Science and Physical Education learning opportunities will be provided each week. Foundation subjects will be taught for their normal proportion of curriculum time.</p>
<p>6. teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity</p>	<p>The knowledge and skills being taught remotely will continue with the planned curriculum for each year group in key stage 1 and key stage 2 and the Early Years Curriculum for children in EYFS, progressing from the point where classes were up to when remote learning began.</p>

<p>about what is intended to be taught and practised in each subject</p>	<p>Children with SEND who have top-up funding or an Education and Health Care Plan will have learning opportunities tailored towards them achieving their individual targets.</p> <p>Where a group of children are being taught remotely, in parallel with their year group peers who remain in school, every effort will be made to ensure that these children receive the same offer of education and do not fall behind their peers.</p>
<p>7. 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</p>	<p>Through their online interactions with children and their families, through Tapestry entries and through the submission of pieces of work, teachers will be able to make judgements about the progress children are making with their learning.</p> <p>All work that children complete and ‘turn in’ to their teacher will be acknowledged (children will receive a comment).</p> <p>Children will have three Maths assignments and three English assignments assessed in more detail each week and will receive a ‘next steps’ suggestion for each of these pieces of work.</p> <p>Tapestry entries that children complete will be acknowledged, commented upon and next steps will be provided as appropriate.</p>
<p>8. plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers</p>	<p>Children and families can expect every reasonable endeavour to be made by teachers and school to ensure that teachers are present online during the normal times that lessons would be happening in their classrooms in school.</p> <p>It is important that teachers and children have their normal breaks and rests during their working and school day. It is important that younger children and all children in EYFS have opportunities to learn through self-chosen play.</p> <p>Teachers working in the same year group can support children in each other’s classes and plan, set and assess work for each other’s classes.</p> <p>If teachers need support with any issue relating to remote learning they should contact a member of the school’s senior leadership team.</p>

Safeguarding and Remote Education

School Staff: School staff will continue to follow all safeguarding procedures and professional protocols to keep themselves and their pupils safe when providing remote learning through online education, following all the same principles as set out in School policy, Staff Handbook, Code of Conduct, and School Safeguarding Policy.

Children: Children receive regular online safety lessons as part of their normal Curriculum. Children will be taught by their class teacher how to use Google Classroom when in school so they are familiar with the interface if they require to access it at home with their families.

Families: Parents and carers have an important role in supporting our pupils to remain safe when participating in remote learning. Parents and carers will be made aware of what their children are being asked to do, including:

- sites they will be asked to use
- school staff their child will interact with

Parents and carers will be advised to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

Families will be signposted towards these resources to support parents and carers keeping children safe online:

- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online
- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Net-aware](#) has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

Reporting Safeguarding Concerns

If a staff member has concerns over a safeguarding issue that arises when delivering remote learning, in all instances they are to ring school to alert the Senior Leadership Team. They will record the concern or disclosure in the normal manner using CPOMS and alert the relevant staff members. Screen shots may be useful to record any interaction that has taken place through messaging or email and reporting to parents will happen when appropriate.

Communicating with parents, carers and pupils

When education has to take place remotely, it's important for schools, teachers and pupils to maintain professional practice as much as possible. When communicating online with parents and pupils, schools should:

- communicate within school hours
- communicate through the school channels approved by the senior leadership team (Google Classroom)
- use specifically set up school email accounts for Google classroom use (not personal ones)
- school staff should not share personal information

Personal data and GDPR

A project specific DPIA (Data Protection Impact Assessment) will be completed in conjunction with Martin Waters (CWAC DPO).