



Wesley Methodist Primary School

Remote Learning Policy

Shine like stars as children of God

Policy Review Details	
The Induction policy will be reviewed in line with the policy review schedule	
Date of issue: Summer 2024	
Headteacher Signature	Rhys Jones
Governor Signature	
Date of next review: Autumn 2026	

Our Vision

Wesley Methodist Primary School aspires to be a Christian family where all stakeholders work towards ensuring that our children “shine like stars as children of God”

Phillipians 2:15.

We aim to promote the value of self, others and the environment.

Underpinning of our vision

The vision of Wesley Methodist Primary School is underpinned through our use of the Fruit of the Holy Spirit to ensure that we all have a secure understanding of the importance of our roles within our community and how to be good citizens that support and enable all to flourish. The use of these values support our vision’s aims and gives our children a daily mission to uphold these through their attitudes and learning behaviour.

Our curriculum is developmentally responsive which actively engages all in learning skills in a context; integrative – directing children to connect learning to daily lives; and exploratory – enabling children to discover their abilities, interests, learning styles, and ways that they can make contributions to society.

Safeguarding Statement

At Wesley Methodist Primary School, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors.

Statement of intent

At Wesley Methodist Primary School, we understand the need to continually deliver high-quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed. This ensures that our aspirations for all of our pupils to flourish into life-long learners is able to succeed.

At Wesley Methodist Primary School, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. The school vision ‘Shine like stars as children of God’ is interwoven within our curriculum intent and design. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils’ education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning. This includes access to printed resources and workbooks for pupils who do not have suitable online access.
- To ensure the needs of all children are catered for, and fully inclusive; especially for those children with SEND.
- To set work through our online platforms of Class Dojo and Purple Mash.

Context

The aim of this policy, is to ensure we are well-prepared to help pupils learn remotely if this is ever required.

The temporary provisions in the Coronavirus Act 2020 expired on 24 March 2022. As a result, the Remote Education (England) Temporary Continuity (No.2) direction no longer has effect. This policy reflects the non-statutory guidance to schools from January 2023 on maintaining their capabilities to deliver high quality remote education in cases where it is not possible or contrary to government guidance for some or all pupils to attend face-to-face education. The priority is always for schools to deliver high-quality face-to-face education to all pupils.

As stated within the guidance, 'Attendance is essential for pupils to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances. Remote education should not be viewed as an equal alternative to attendance in school.'

Remote education should only ever be considered as a short-term measure and as a last resort where in person attendance is not possible.

This policy applies only to children of compulsory school age.

This policy should be read in conjunction with the following DfE guidance:

- 'Working together to improve school attendance' guidance (DfE Sept 2023)
- DfE Emergency Planning guidance in the event of school closures or restrictions on attendance. (May 2023)
- Mental health issues affecting a pupil's attendance guidance (DfE Feb 2023)

Scenarios where Remote Learning Might be Required:

Attendance is mandatory for all pupils of compulsory school age. Schools should consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with an infectious illness or 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.

Providing remote education will not change the imperative to remain open or to reopen as soon as possible. Every effort will be made to ensure pupils can be taught in person by attending their school or if appropriate and possible, attending a safe alternative site. After exploring all options to ensure the school remains open to all pupils, there may still be some exceptional occasions when school leaders or the local authority decide that it is not possible to open safely, or where opening would contradict guidance from local or central government.

In these circumstances pupils should have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.

Where needed, remote education should be equivalent in length to the core teaching pupils would receive in school and including recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently.

Good practice is considered to be:

- 3 hours a day on average across the cohort for key stage 1, with less for younger children
- 4 hours a day for key stage 2

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.

1. Aims

This remote learning policy aims to:

- Ensure consistency and quality in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8:30am and 4:00pm, in line with their usual working hours.

If they are 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, teachers are responsible for:

- Setting work:
 - Work should be set on a daily basis and communicated to children using Teams.
 - Work should ideally be set by 4:30pm the day before it is expected to be completed but by no later than 8:45am on the day it will take place. (*This is to allow parents to work out schedules for the day if children are sharing devices / print anything that is required and plan for the day ahead*)

- The work for the day should be in line with the Wesley Methodist Primary School planned curriculum and be closely matched to learning that would have taken place in school. i.e. coverage, topics and English texts
- Each day children should be set:
 - English task (Including SPAG task)
 - Reading task
 - Maths task (*including FIF task*)

Maths and English work should be appropriately differentiated in line with usual classroom practice
 - Topic work in line with their usual class timetable i.e. 2 x topic lessons daily (*This may include a well-being activity suggestion at appropriate points*)
- Each week, children should have some access to direct input from their class teacher (*pre-recorded or live*) to help maintain relationships and engagement. This should predominantly be linked to phonics and early reading and could take the form of story time, guided reading or phonics. It may also be a maths tutorial of a method. It may also be linked to pastoral need.
- Online Resources that teachers should use to support home learning are: Purple Mash, Times tables Rock Stars, Cracking Comprehension, Read, Write, Inc phonics, Learning by Questions (KS2) and Oak Academy (*Ensuring content is used that reflects the learning sequence of our usual curriculum*). Teachers must ensure children have the log-in details for these in the front of their home school diary and that children are taught to access these in school early in the autumn term. Some class tasks across the year will be set via the Teams platform to utilise this platform and also ensure staff, pupils and parents retain these skills.
- Staff are entitled to PPA time, Early Career Teacher time and management time as they would be in school. In order to facilitate this, staff who ordinarily provide cover will be asked to set home learning as appropriate for those sessions.
- We recognise that some pupils have limited access to devices so we will work to identify these families so that devices can be given on loan to ensure children can continue to learn from home.

➤ Providing feedback on work:

- Teachers should provide feedback for pupils work using Teams (*if submitted in this way*) or if work is emailed into the class email, feedback should be given by return email.
- With pupils and parents' consent, work should be shared via the class web page in the news section to celebrate achievement.
- Feedback should be mostly positive and encouraging and in line with our feedback and marking policy. Points for action should be given more sensitively in a remote learning context.

- Feedback is given directly to the pupil on times tables rock stars and Learning by Questions – staff should view this regularly to check engagement and progress so they can adjust any work accordingly.
- Staff should aim to provide feedback within 24 hours whenever possible, usually through Teams.

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

- We hope that pupils will engage with home learning via Teams and will 'log-on' to online platforms / sites regularly. If a child has not engaged in any aspect of remote learning for a two-day period, staff should contact the parents initially via telephone to offer any support and 'check-in'. This should be done from a pastoral perspective and parents asked if they require any further help / information in order to engage.
- We do expect teachers to answer emails from parents and pupils usually within 24 hours and inside normal working hours.
- If any concerns or complaints are shared by parents and pupils, these should be passed on promptly following the usual processes.
- If pupils regularly fail to complete work, this will initially be followed up by the class teacher but if there is no improvement, this will be followed up by the deputy headteacher or headteacher.

➤ Attending virtual meetings with staff, parents and pupils:

- Dress code is in line with our staff code of conduct i.e. smart clothes
- Please be aware of locations (e.g. avoid areas with background noise, nothing inappropriate in the background)
- Planned meetings will take place virtually and where needed, a member of the SLT will be present.
- Parent meetings will be held virtually if required.

Teachers with responsibility for setting home learning will usually be asked to work on site in a rotation in order to enable them to continue to provide high quality remote learning to minimise any gaps in knowledge and skills for pupils if a blended approach is ever needed.

Staff providing PPA / management time / NQT time will be asked to continue to support with planning and cover. In the event of a sickness absence, senior teachers who know the class expectations and remote learning approach may be asked to support the class.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their usual working hours.

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 the class teacher to support pupils who aren't in school with learning remotely:

- Be available to be the additional adult present in virtual sessions and support in virtual sessions
- Supporting individuals as directed by the teacher
- Helping to prepare work and resources
- Attending virtual meetings with teachers, parents and pupils:
 - Dress code is in line with our staff code of conduct i.e. smart clothes
 - Please be aware of locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

As with teachers, support staff may be asked to support groups of vulnerable pupils and key workers in continuing learning on school site.

2.3 Subject leads

The term 'subject lead' refers to anyone co-ordinating subject provision across the school.

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 and in line with the Steps in Learning approach
- Monitoring the remote work set by teachers in their subject through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Headteacher

The Headteacher is responsible for:

- Co-ordinating the remote learning approach across the school and ensuring resources are in place to support this
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring the community feels connected during periods of closure – virtual assemblies will take place each week.

2.5 Designated safeguarding lead

The DSL is responsible for:

- Ensuring that all staff are aware of the safeguarding and child protection policy– staff should still act promptly on any concerns raised at home and school
- Acting promptly and in line with usual practice when any safeguarding needs emerge

- Promoting online safety as part of home learning and ensure this features regularly and all staff and children are aware of acceptable user agreements
- Sign post to information regarding online safety
- Develop 'contact plans' for anyone with a social worker or is considered a safeguarding risk when they are accessing remote learning.

2.6 SENDCo

The SENDCo is responsible for:

- Providing advice and support for teachers on approaches to use with pupils on the SEND list.
- Coordinating remote learning for children with SEND across school and ensuring work is well matched to their needs and in line with their support plan.
- Ensuring that regular contact with parents of pupils with Education Health Care plans and Plan, Do, Review support plans are made by the teacher and recorded on CPOMs
- When necessary, holding review and support meetings remotely.

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider 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

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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

2.8 Governing board

The governing board 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:

- Issues in setting work – talk to a senior teacher, the relevant subject lead or SENCO
- Issues with behaviour – talk to a senior teacher or the headteacher
- Issues with IT – talk to the headteacher and / or Office Staff
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer (COO Epworth Trust)
- Concerns about safeguarding – talk to the DSL (Rhys Jones) or deputies: Rachael Webster, Richard Clayworth, Kate Hunter

4. Data protection

4.1 Accessing personal data

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

- Access using Integris which is a secure cloud based school information management system.
- Staff should use school laptops, rather than their own personal devices.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 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)
- 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

For details of our safeguarding procedures for periods of remote learning please see our safeguarding and child protection policy which is available on the school website.

6. Monitoring arrangements

This policy will be reviewed annually by the headteacher or sooner if significant updates are needed. At every review, it will be approved by the Local Advisory Board (LAB).

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy