

# Remote Learning

## Contingency Plan in case of a Local Lockdown

Wood End Park Academy



The principles of this plan will also be used for pupils who are asked to self-isolate due to a household member having coronavirus symptoms.

### The Principles:

1. Remote learning will involve a sequence of learning that is linked to current curriculum expectations at Wood End Park Academy (WEPA).
2. The learning can be carried out via online resources i.e. school website, Mathletics and Google Classroom and offline resources e.g. reading books and resource packs.
3. No one family will be disadvantaged by e.g. lack of IT access at home
4. The online resources will be the same ones as already being used by all WEPA pupils as part of their homework. Use of the online resources will be regular e.g. weekly mathletics homework etc so pupils are aware of how to use these tools in the event of self isolation.
5. Pupils will receive feedback on their learning
6. Staff will be trained in the use of online tools (by IT Enrichment Lead: Belal Hussain).
7. Ensure all resources for remote learning are age and ability appropriate

Quality of our remote learning provision and work is to be monitored by designated lead: Mr Belal Hussain.

**Approved by:**

**Date:** September 2020.

**Last reviewed on:**

**Next review due by:**

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## 1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not 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 in the event of a local lockdown or self-isolating themselves, teachers must be available between 8.40am to 3.20pm. 12.30pm to 3.20pm is allocated time for teachers to be on Google Classroom to give feedback and instructions to pupils on their work; whilst a suitable time in the morning is selected for at least 30 minutes of online tuition.

If a teacher is 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 and this will be logged in the usual way.

When providing remote learning, teachers are responsible for:

- Setting work for their classes
  - The work should mimic the amounts to be done during a normal school day
  - It needs to be set the week before for the week ahead with curriculum areas delegated to year team members as per WEPA's usual system
  - Work should be uploaded to the website and select pieces to Google Classroom
  - Pieces to Google Classroom would be non-core subject quizzes, spelling, English (reading and writing) and maths. These pieces gain feedback from the class teacher
- Providing feedback on work:
  - Completed work from pupils must be accessed via Google Classroom
  - Pieces are annotated with feedback from the teacher
  - Feedback is given on the day of the work being handed in
- Keeping in touch with pupils who are not in school and their parents:

- Each teacher will have access to parents' emails and can keep in touch with parents this way. If a parent needs to be called, teachers should alert their vice principal that he/she would like to do so
- Teachers will rarely be expected to answer emails from parents as the vast majority should be sent to the vice principals, however if any parent queries are to be answered by the classteacher this should be using expected email etiquette and no later than 5pm
- Any complaints or concerns shared by parents and pupils can be resolved by teachers but the senior lead of the department should be made aware of any concerns or complaints too. Alternatively, teachers can refer concerns or complaints to their senior lead to manage; who may refer them to the principal if necessary.
- Teachers must keep track of pupils who are handing in less than the expected amount of work by flagging up this concern immediately with their year team leader who will seek to make contact with the family or ask the WEPA office staff to do so. Year Team Leaders must oversee to check that each pupil in their year group is participating in learning, having full knowledge of those who are working through paper packs of work due to lack of IT access. The plan to feedback to these pupils re: their work needs to be set with the vice principal.

If the pupil continues to not complete work set, the vice principal must discuss the matter with the principal so the best next steps of action can be formed.

#### ➤ Attending virtual sessions with staff, parents and pupils

- Online teaching is conducted using the google meet tool. Parents must be aware of online sessions to be carried out with their child; the teacher must be the first and last person at the meeting so peers are not using this forum on their own
- Parents must be present to any 1:1 tutoring; otherwise several pupils must be present
- Dress code must be in line with the code of conduct policy; dress in a way that commands respect from the families
- Locations: select a location for the meeting where there are no personal items in the background or anything that could distract. Ensure the location is as quiet as possible.

Those working in school on a rota would not be available for Google Classroom or online tutoring on these days and should inform the parents. Work will still be available for their pupils to complete and it should still be completed.

## 2.2 Learning Support Assistants

When assisting with remote learning, learning support assistants (LSAs) must be available between their normal contracted hours; for most of the WEPA support staff this is: 8.50am to 3.20pm

If a LSA is 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, learning support assistants are responsible for:

- Creating resources for an allocated subject to meet the needs of SENd pupils in their year group OR
- Creating a full set of resources for a SEND pupil who is working below age-related expectations.

The senior lead of the department will stipulate which responsibility each LSA should take.

#### ➤ Attending virtual meetings with staff, parents and pupils

- Dress code must be in line with the code of conduct policy; dress in a way that commands respect from the families
- Locations: select a location for the meeting where there are no personal items in the background or anything that could distract. Ensure the location is as quiet as possible.

If a learning support staff is asked to work on site, at WEPA, this will be to either support a pupil with a high level of SEND or take a small group (e.g. if pupils need to work in small bubbles etc).

## 2.3 Subject leads

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
- › Working with other subject leads and senior leaders 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
- › Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- › Alerting teachers to 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 their department
- › Monitoring the effectiveness of remote learning – by reviewing the spreadsheets (set up by Belal Hussain) that tracks pupil participation to see the pupils who have not engaged in mathematics or google classroom. She must take next steps to contact families and find out why.
- › Survey parents about how much work their child is doing, any challenges or factors that are limiting their child's engagement with work to gain an insight into who is struggling and the common issues in the community. This information should be fed back to the principal.
- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## 2.5 Designated Safeguarding Lead (DSL)

The DSL is responsible for:

- Working closely with the Family Support Worker to ensure that each family on WEPA's vulnerable list is contacted each week as our duty of care
- Ensuring details of the phone calls are logged and shared with the senior leadership team who will then carry out any needed actions
- Ensuring the pupils in our vulnerable families can access the learning being set and are completing the work
- Promoting useful contacts to all of our families in case of further support needed.

## 2.6 Network Manager

IT staff are responsible for:

- › Fixing issues with systems used to set and collect work that WEPA staff will log on EVERY
- › Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- › Give guidance on safe remote learning and screen usage.

## 2.7 Pupils and Parents

Staff can expect pupils learning remotely to:

- › Complete work to the deadline set by teachers
- › Seek help if they need it via commenting in the Google Classroom conversation stream
- › Alert teachers if they're not able to complete work again via the Google Classroom conversation stream
- › Parents can email their child's vice principal to alert her to any issues regarding the work being set.

Staff can expect parents with children learning remotely to:

- › Make the school aware if their child is unwell or otherwise can't complete work by emailing the vice principal
- › Seek help from the school if they need it again, by emailing the vice principal or phoning the school office.
- › Be respectful when making any complaints or concerns known to staff

## 2.8 Academy Council

The academy council 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 in a particular subject – contact the subject lead. Names of all subject leads are in our staff handbook
- › Issues in setting work for SENd pupils – contact Eucharía Allen ([eallenwep@theparkfederation.org](mailto:eallenwep@theparkfederation.org)) or Anil Bhatt ([abhatts5@theparkfederation.org](mailto:abhatts5@theparkfederation.org))
- › Issues with behaviour – contact the year leader or vice principal of your department.
- › Issues with IT – email Belal Hussain ([bhussain@theparkfederation.org](mailto:bhussain@theparkfederation.org)) or Kulvir Dyal ([kdyal@theparkfederation.org](mailto:kdyal@theparkfederation.org))
- › Issues with their own workload or wellbeing – contact the principal or a Mental Health First Aider or anyone else you feel comfortable with, but please do make contact.
- › Concerns about data protection – please contact the principal
- › Concerns about safeguarding – please contact the principal or Family Support Worker: Sue Wigglesworth.

## 4. Data protection

### 4.1 Accessing Personal Data

When accessing personal data for remote learning purposes, staff members should use the devices issued by their workplace.

Only a limited number of staff will be able to access SIMS remotely due to the sensitivity of this information.

### 4.2 Processing personal data

Staff members may need to collect and/or share personal data such as parents' email addresses etc 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 as little personal data as possible.

### **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**

All aspects of the Child Protection policy and procedures must be adhered to.

### **6. Monitoring arrangements**

This policy will be reviewed annually but may be at more frequent periods during the Coronavirus pandemic in order to make this policy as up-to-date and practical as possible.

### **7. Links with other policies**

This policy is linked to our:

- › Behaviour policy including Anti Bullying etc.
- › Child Protection policy and procedures
- › Data Protection policy
- › Home-school agreement
- › ICT and internet acceptable use policy
- › E safety policy

## Appendices

Wood End Park uses Gmail and associated Google facilities. Some items to note:

Make sure there's nothing that can identify pupils in the resources, like their names or comments addressed specifically to them, as anyone with the link can view what is in an open Drive. It will be better to decide who to share the resources/documents with rather than selecting 'anyone in the Park Federation can view'.

Pupils will post and comment in the communication 'Stream' of Google classroom. Expected etiquette must be established with pupils before these conversations start to take shape. The behaviour policy is used if there is any inappropriate or undesirable messages being posted. If a decision is made to disable this facility:

To disable pupil comments in the 'Stream':

1. Open your class in Google Classroom
2. Click 'Settings' (the cog icon)
3. Scroll down to 'General'
4. Click the drop-down option to the right of 'Stream' and select 'Only teachers can post or comment'
5. Click 'Save'

If you allow pupils to comment, tell them they should only talk about school work in the 'Stream' and that you may 'mute' them, i.e. stop them from posting or commenting (see below), if they post anything that's inappropriate or bullying in nature. The senior lead should always be notified of such incidents and be part of the decision making to stop streaming or using 'mute'.

Give parents the chance to opt out of their child posting in the 'Stream' too. If they opt their child out, mute them.

To 'mute' a pupil:

1. Click on a class in Google Classroom
2. Click 'People'
3. Next to the pupil you want to mute, check the box
4. Click 'Actions' > 'Mute'
5. Click 'Mute' again to confirm

To delete inappropriate or bullying posts or comments (you'll still be able to view them if you need to use them as evidence – see below):

1. Go to the class
2. Find the post or comment you want to delete
3. Click 'More' (the 3 dots) > 'Delete'
4. Click 'Delete' again to confirm

To view deleted posts and comments:

1. Go to the class
2. Click 'Settings' (the cog icon)
3. Next to 'Show deleted items', click 'Show' to toggle on
4. Hide the deleted items again by clicking 'Hide' to toggle off
5. Click 'Save' to save your changes and return to the 'Stream' page

### Use of Google Meet tool:

You can record live streams so there's something to go back to later on if you need to.

When you schedule sessions in Google Calendar or Gmail, pupils will not be able to rejoin once the final attendee has left. This means pupils will not be able to rejoin for their own private calls.

Sessions should be scheduled following the timetable given to the parent so the parent knows when a session is happening and its duration – **never** schedule a session directly with a pupil.

### Video/Audio Calling with pupils – if needed.

- Do this through parents' phones and in all cases make sure parents are aware and agree – the parent should answer the call at first before passing onto the pupil.
- Call in school hours as much as possible
- Make sure someone else at school is aware, and keep a record of the date and time of each call
- Have a parent there and have the phone on speaker phone
- Either use an app like [3CX](#) that will route calls through your school's number rather than their own, or block their number so parents don't see it. (Give parents a heads-up of what time you'll be calling if you're blocking numbers, so they're more likely to pick up.)
- If possible, have another member of staff on the call. If this isn't possible, record the call, with parents' permission. Explain you're recording for school records only.

### Gather evidence of engagement

#### **Track who has submitted work**

When you set activities where pupils are expected to hand in work, make sure you keep records of who submitted work *to the expected standard* – this can be added as 'comments' when you complete the spreadsheet to show a child has completed the work set from Google Classroom.

Do establish the amount of work that is deemed as an 'acceptable amount' in order for a pupil to be marked off in the spreadsheet as completing the work for that week.