



# Bedfield and Wetheringsett Cof E Primary Schools Remote Online Learning Policy

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## The Mustard Seed

“The Kingdom of Heaven is like a grain of mustard seed, when it is grown, it becomes a tree, so that the birds of the air come and lodge in its branches. “Matthew 13:31 – 32

## The Mustard Seed

“If you have faith as small as a mustard seed...  
nothing  
will be impossible for you.” Matthew 17:20-21



## Remote Learning Policy

- Remote learning is delivered when children are unable to access face to face teaching and learning in school with their teacher/s.
- Remote learning would usually happen when a child is self-isolating or when they are quarantining following return from a country not on the exempt list. It may also take place for a minority of children who have a current letter from their GP stating that they should remain at home or during a lockdown.
- Remote learning will be the default method of educating children during a National Lockdown.
- Remote learning is online learning, delivered through Google Classroom.
- This remote learning model is applicable in four distinct circumstances:
  1. Firstly, when a child is unable to attend school (as detailed above)
  2. If we had to close a bubble due to a confirmed case of COVID-19
  3. If a school has to close due to staff shortages or other extenuating circumstances
  4. Lastly, if we enter into another period of complete lockdown (regional or national, in which schools are closed to the majority of pupils):

**Please note: If a child is unwell, there is no expectation for learning to be completed.**

One of the benefits of remote learning is that it can support a project or course of study to progress whilst not requiring teachers and learners to be in the same physical space at all times. It is important to consider remote learning within the ongoing development of the whole school: we recognise things may change over time and that there is no 'one size fits all' ideal.

By moving to a remote learning model, routines will change and pose specific challenges to the wellbeing and mental health of staff, learners and parents. The move to remote learning will equally affect the ability of schools to respond to these challenges and provide support to students and staff. The COVID-19 crisis has added extra mental health and well-being concerns for schools, and schools will play an important role in mitigating the negative psychological effects of the crisis.

## Rationale

During periods of isolation, quarantine or a lockdown, children need to have the opportunity to continue their high-quality education at home, supported by the skills and expertise of their teacher who may be in school or at home themselves. This policy aims to provide clear guidelines on how children can engage meaningfully in their education remotely and what parents can expect from their schools during periods of home learning. Remote learning is a partnership. We rely on parents to give us feedback on what is working and what is not so that we can constantly refine and develop our offer so that it is highly effective at keeping children on track with their learning.

Remote learning refers to the teaching, learning activities and learning opportunities provided by the class teacher/s to our pupils should any of our pupils or staff have to isolate in accordance with government guidelines during the COVID-19 period or for a prolonged period of time that involves illness. This document aims to clarify the implementation of Remote Learning at Wetheringsett Primary School, outlining Health and Safety guidelines, and directions to ensure your child's needs are met as much as we possibly can in this challenging time. In order to deliver a coherent range of curricular experiences, our staff are committed to giving pupils access to learning activities which will meet their needs, building upon prior learning.

## Teaching and Learning: Roles and Responsibilities

### The role of staff:

- To provide a balance between new learning as well as reinforcing and consolidation of prior learning.
- To provide children who are self-isolating with access to the learning being taught in school, ensuring inclusivity across the curriculum.
- To build upon the skills learned during lockdown as appropriate.
- To promote an ethos of inclusion, respect, fairness and equality.
- To ensure that cyber resilience and internet safety is central to all digital technology.
- To provide support and guidance for pupils.
- To keep abreast of research and the national agenda.
- To engage with effective learning and teaching resources e.g. Oak Academy, BBC Bitesize. ●

To foster an open pathway of communication between the school and home where appropriate.

- To adhere to government safeguarding and health and safety guidelines.

### Staff will:

- Select an appropriate teaching and learning approach with learning tasks that are complementary and coherent across learning environments.
  - Provide broad, general education remote learning tasks.
- Primary: provide at least a weekly comment on children's learning completed in English, Maths and a foundation subject.
- Provide targeted support to learners with particular needs.
- Feedback to pupils in response to questions or requests through Google Classroom either individually or as a whole class.
- Consider the most important elements of teaching and learning that are needed and which elements will be more difficult to explain remotely.
- Focus classroom work on key ideas and involve modelling, where possible.
- Make use of remote sessions to check knowledge, independent practice, extended writing pieces to consolidate what they have learned.
- Be mindful that extra support may be required where parents and guardians are less able to do this themselves.

**Please give teachers time to respond to questions or queries... remember (if not a National Lockdown) the majority of children will still be in school and will require the teachers' immediate attention.**

### **The role of the pupils:**

- To engage in learning mostly through our digital platform - Google Classroom. However, in exceptional circumstances, some families will receive copies of home learning packs.
- To consider everyone's views and ensure everyone feels valued and respected when participating in live discussion.
- To contribute their views during remote learning.
- To complete remote learning tasks, in the time given.

### **The role of parents:**

- To support the school values.
- To foster an open communication between the school and home.
- To use Google Classroom (or home learning packs) to access remote learning materials which support, complement and consolidate school learning.
- To ensure your child completes remote learning tasks provided.
- To communicate through the usual channels if they want to discuss something with the teacher.
- To make the school aware of any issues with access to technology or more home learning packs are required.

## **Guidelines for Home Learning and Teaching**

We know that the idea of supporting your child's learning can seem daunting. It is important to remember that you are not expected to become a teacher and that your child does not need to learn in the same way as they do in school. The most important aspect is the relationship that you already have with your child, this will enable you to support and reassure them during the time they are learning from home.

On the days that you are engaging with remote learning, plan the day out in advance with your child, doing this will help to reduce pressure or anxiety. Ensure that they have a range of short 'chunks' of time when they are engaged in an activity. Not all activities should require direct adult support, plan so that your child can undertake some activities independently in order to ensure that you can continue to work at home, if needed. It is important to make sure that your child isn't working online all day- factor in time for breaks, lunch, shared activities, time outdoors and fresh air. A variety of different activities such as board games, puzzles or outdoor games can help your child to further develop skills such as problem solving, turn taking, cooperating with others and resilience.

The time pupils have at home could allow them opportunities to read more widely. Encourage them to explore some of the shorter texts and extracts to enrich a topic or simply to give them enjoyment.

For learners that are more independent, time spent learning at a distance may involve the role of the teacher as one to provide support, feedback and instruction on a needs basis while pupils work through the curriculum area and its content. This gives pupils a high degree of control over their learning and supports their self directed and goal-oriented learning.

Where we can, teachers may also consider how to create and maintain a culture of collaboration and trust – through dialogue as well as learning tasks – that contribute to the sense of community, transcending different learning environments. This facilitation may also help dispel the teacher’s own anxieties around different (potentially more distant) relationships with pupils who are less frequently in-school.

## **Online Home Learning Resources: Primary**

- For children who do not have regular access to the internet or a device, paper learning will be provided (please contact the school to discuss the best options open to your child). Laptops will be lent to families who do not have a device.
- The daily activities must be uploaded to the online learning platform.
- The teacher must upload the learning materials by 9am the day of learning.
- During a regional or national lockdown, in which school is closed to the majority of children, teachers will upload at least 12 lessons a week to support home learning for phonics/reading, writing/SPAG and maths. Other forms of interactive learning may be used in addition to those on Google Classroom such as BBC Bitesize links, Oak Academy or YouTube clips.
- Foundation subjects will match those that are taught in the classroom.
- During a national or regional lockdown, in which school is closed to the majority of children, daily communication must occur to maintain meaningful interaction between class teacher and pupils.

## **Safeguarding**

See [APPENDIX 1 - Protocol for Online learning and Live Chats](#)

Keeping teachers safe when providing remote education is also essential. Remote education is a new experience for both staff and pupils, so it’s important that schools understand how to approach safeguarding procedures online. We cannot emphasise enough the importance of a safe online environment and encourage parents and carers 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.

It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns. If you have any concerns, please phone the school office or use the contact email address. All information will be treated in confidence and where necessary reported to the appropriate agencies.

We will not be providing live lessons. However, live chats may occur to allow children to have interaction with their peers. Here are some basic principles to safeguard everyone during remote learning:

- Group meetings only. No one-to-one meetings with children unless the parent is present.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Staff devices used should be located in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background or use the blur background options.
- The live chat should be recorded and backed up on Google Drive, so that if any issues were to arise, the video can be reviewed.
- Live chats SHOULD be kept to a reasonable length of time, or the streaming may prevent the family ‘getting on’ with their day.
- Language must be professional and appropriate, including any family members in the background.

- Data Processors need to reassure themselves that any teaching/learning software and/or platforms are suitable and raise no privacy issues; or use cases against the providers terms and conditions (for example, no business use of consumer products, use of unauthorised copyrighted materials).
- Moving forward as a school, through the development of a blend of in-school and remote learning, teachers can support pupils and help to individualise learning; increase learners' autonomy, motivation and agency; improve learning skills towards becoming self-directed learners. The school will undertake regular reflection and continuous development: the remote learning approach– particularly as it is a new approach for the school – requires constant adaptation of teaching based on reflection (self-evaluation and by others) and feedback, in order to respond to the learners' needs effectively.

## **APPENDIX 1 – Protocol for Online Learning and Live Chats**

### **Protocol for Online learning**

Online teaching should follow the same principles as set out in the school code of conduct. Schools will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. Every school will do all it 'reasonably' can to ensure pupils at home and in school are safe online. There is a clear curriculum offer in place and each teacher/leader of learning should ensure learning opportunities are consistent. It is important that staff, pupils and parents/carers all understand the systems and expectations.

#### **Safeguarding:**

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in the Safeguarding and Child Protection document. We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

- All staff will continue to look out for any signs that indicate a child may be at risk online and will report and respond to concerns in line with the Child Protection Policy addendum.
- Where necessary, referrals will be made to LADO, children's social care and as required, the police.
- Pupils are encouraged to report concerns to a member of staff or a trusted adult at home. Where this is not possible, additional support can be accessed online via: Childline: [www.childline.org.uk](http://www.childline.org.uk); UK Safer Internet Centre's 'Report Harmful Content': <https://reportharmfulcontent.com>; National Crime Agency Child Exploitation and Online Protection Command (NCA-CEOP): [www.ceop.police.uk/safety-centre](http://www.ceop.police.uk/safety-centre)

### **Live Chats: Google Meet with Pupils**

- Staff will record the length, time, date and attendance of any online chats (sessions should not be over 45 minutes, 15 minutes can be enough)
- Chats will not be delivered in any 1:1 situations

- Staff will log any Live Chats with pupils and record the sessions so they can be audited or accessed later if required; pupils and staff should be made aware that lessons are being recorded (pupils must have a completed Parental Agreement).
- All participants will wear suitable dress, use professional language, and ensure the background of videos are neutral and appropriate and/or blurred. Staff and pupils should ensure personal information and/or, inappropriate or unsuitable personal items are not visible
- Staff will agree online behaviour expectations and ground rules with pupils at the start of live chats
- Staff will revisit our acceptable use of technology policy with pupils as necessary
- Where possible, other household members should not be in the background or shot; if this is unavoidable, they should follow appropriate language and behaviour expectations.
- Staff will mute and/or disable pupils' videos and microphone, as required
- Only use school-registered accounts, never personal ones. Only use Google Meets), as agreed by your HT
- Ensure you know how to use Google Meets with confidence and the extensions, if appropriate, and plan if there are any you need pupils to use
- Schedule Google Meet with pupils in Google classroom. Consider how all pupils can be included: who needs to be? Do they have the internet, a device and a quiet neutral place?
- Ensure you have the completed Parent Agreement for the pupils.
- Log date, time and attendees of any Google Meets with Pupils
- Follow school guidance on Google Meets with Pupils
- Dress like you would for school – professional
- Double check that any other tabs you have open in your browser would be appropriate for a child to see, especially if you're sharing your screen.
- Check the link in incognito tab to make sure it isn't public for the whole world
- Keep a log of everything - what, when, with whom and anything that went wrong alongside saving the recording of the live chat with pupils. Pass on any concerns to HT/SENCo/DSL, as appropriate
- Go through expectations: ground rules, how to share and speak etc...
- Practice muting and unmuting

## **APPENDIX 2 – Letter to Parents gaining permission for Chats**

Dear Parents / Carers,

Wetheringsett Primary School will be conducting some live chats online using Google Meets.

One of the safety measures that we are putting in place is the recording of live chats. Recording of the lessons will be saved in each teachers Google account. These recordings will be shared with senior teachers. If safeguarding concerns are raised, safeguarding leaders can review the live chat. By allowing your child to access the live chat you are automatically giving permission for this content to be recorded. If you are unhappy with the recording or do not want your child to take part in live chat then that is your choice. If you are opting out, then please contact the school to alert teaching staff that this is the case. If you have any questions or concerns about the technical aspects of recording live chats please contact the school . If you have questions or concerns about safeguarding then please email the school office who will direct your query to the correct person.