Westleigh Methodist Primary School

Pupil Remote Learning Policy

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Updated and reviewed by:	L Boardman
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Our Vision:



We are a loving, inclusive family, rooted in our Christian Values and nurturing ethos. We provide a positive learning environment where all children can achieve their full potential.

Our Mission:
Westleigh Methodist is a family in which everything we do is built upon our Christian values and ethos.

We endeavour to create a place where everyone feels happy, nurtured, safe and valued. We will foster a sense of high-self-esteem, love of learning and enquiring minds. We aim to equip pupils to become good citizens with high aspirations and an understanding of the part they play in our society. Our creative and exciting curriculum will lead to achievement for all and children reaching their full potential and becoming life-long learners.

Safeguarding Statement:
At the Westleigh 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.

School Remote Learning Plan – to be kept under review

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Statement of intent

Statement of intent

At Westleigh Methodist Primary School, we recognise our school context and have designed our curriculum with the intent that pupils build the secure foundations required to become successful and aspirational adults who seek opportunities, take responsibilities as moral citizens and gain life experiences that extend their horizons. We want children to leave school as 'well rounded' individuals.

The children will do this through our vision **With God, all things are possible.**

The breadth of our curriculum is designed with three goals in mind:

- To give pupils rich and appropriate experiences to develop into confident and responsible citizens;
- To provide a rich 'cultural capital' to provide them with the skills and knowledge to prepare them for life within and beyond Leigh;
- To provide a coherent, structured and progressive curriculum that leads to sustained mastery for all and a greater depth of understanding for those who are capable.

We aim to provide a coherent, structured, academic curriculum, which is rich in knowledge and skills driven.

Through the implementation of this policy, we aim to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- 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.
- Set tasks and activities so that pupils have meaningful and ambitious work each day in a number of different subjects which reflects the curriculum which would be taught in school.
- Ensure provision is in place so that all pupils have access to high quality learning resources and strategies –which are consistently applied across school.
- To be responsive to children's learning to enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments.
- To adapt work to ensure the accessibility for all pupils; especially children with SEND.
- Provide printed resources, such as workbooks, for pupils who do not have suitable online access.
- 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.
- Remain in communication with parents using Class Dojo
- To set work on the learning platforms Class Dojo (Nursery to Year 6) and provide feedback to children around their learning and next steps.

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2024) 'Keeping children safe in education'
- DfE (2024) 'Working together to improve school attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2013) 'Children missing education'

1.3. This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Positive Behaviour Policy
- Feedback Policy
- Assessment Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- Data Protection policy
- Children Missing Education Policy

2. Roles and responsibilities

2.1. The School's Board of Trustees is responsible for:

- Ensuring that the school/trust has robust risk management procedures in place.
- Ensuring that the school/trust has a business continuity plan in place, where required.

- Evaluating the effectiveness of the school's/trust's remote learning arrangements.

2.2. The Headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on a required basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require for supporting pupils during the period of remote learning.
- Conducting reviews on a frequent basis of the remote learning arrangements to ensure pupils' education does not suffer.

2.3. The Trust's Health and Safety Officer is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the Headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

2.4. The Trust Finance Officer is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programmes used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

2.5. The DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the Trust Finance Officer and Abtec to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.

- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely and liaising with the Headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working ensuring all safeguarding incidents are adequately recorded and reported.

2.6. The SENDCo is responsible for:

- Liaising with Trust Finance Officer to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Headteacher and Deputy Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.7. The Headteacher and Trust Finance Officer are responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

2.8. The Trust Finance Officer and Abtec is responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programmes or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking ‘stress’ testing.
- Working with the Inclusion Manager to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

2.9. Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Headteacher.
- Reporting any defects on school-owned equipment used for remote learning to the Headteacher and Trust Finance Officer.
- Adhering to the Staff Code of Conduct at all times.

2.10. Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times set out in paragraphs 9.1 and 9.2 of this policy, and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material during the times set out in paragraphs 9.1 and 9.2.
- Reporting any absence in line with the terms set out in paragraph 9.6.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- This obviously will need to be updated in line with the age range of pupils in attendance at the school i.e. EYFS and Year 1 to ensure any remote learning is accessible.

2.11. Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely at the times set out in paragraphs 9.1 and 9.2 of this policy, and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Positive Behaviour Policy at all times.

3. Resources

Learning materials

3.1 The school will take a **blended approach** to learning. This means a range of remote teaching techniques will be utilised to revisit prior learning, explain new learning and address misconceptions. It also means that sufficient time will be provided for children to practise their skills and deepen their knowledge independently before moving on.

All pupils will have access to high-quality education through our blended approach. The school will continue to use a range of teaching platforms to offer an inclusive yet suitably challenging curriculum for all pupils, which is closely aligned to the content and delivery of lessons that would take place on site.

Communication between home and school is key for effective blended learning to take place. Teachers will use parental feedback to further support pupils' diverse individual and family needs. Our central platform for communication between teachers and parents is Class Dojo (Nursery to Year 6)

Resources used to support blended learning include, but are not limited to:-

- Purple Mash (individual pupil log ins)
- TT Rockstars (individual pupil log ins)
- Microsoft Education (for live lessons only – individual pupil log ins)
- Pre-Recorded video and audio sessions via school staff (accessed via Purple Mash)
- Recommended Educational Websites e.g. Oak Academy, BBC Bitesize (no log in required)
- Paper-based Home Resources Packs
- Paper-based Learning Aids and Prompt Sheets

3.2 The School and Teachers may review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.

3.3 Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective blended learning.

3.4 Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via blended learning whilst aligning to the curriculum content projected for on-site delivery.

3.5 The school will review the resources pupils have access to and adapt learning to account for all pupils' needs by using a range of different formats.

3.6 Paper-based resource packs will be provided to pupils who do not have access to a printer – these packs will be posted out by school.

3.7 Teaching staff will liaise with the Inclusion Manager and other relevant members of staff to ensure all pupils remain fully supported for the duration of the blended learning period.

3.8 The Inclusion Manager will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls from the Pastoral Team.

3.9 Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless (where the child is eligible) the school agrees to provide or loan equipment, e.g. laptop.

3.10 For pupils who cannot access digital devices at home, the school will, subject to eligibility requirements, apply for technology support through the DfE.

3.11 Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

3.12 Teaching staff will oversee academic progression for the duration of the blended learning period and will mark and provide feedback on work in line with section 7 of this policy.

3.13 If the school decide to use any 'live' lessons, e.g. webinars, will be communicated via the learning platform no later than one working day before the allotted time and kept to a reasonable length of ***typically 15 minutes per session***. These sessions take a range of focuses including, but not limited to: providing lesson input, providing intervention or feedback around learning.

Food provision

3.14 The school will inform parents via Arbor towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

3.15 Where applicable, the school may provide the following provision for pupils who receive FSM:

- Making lunch bags available for delivery or collection (as deemed appropriate). This may mean more meals provided every few days, as opposed to daily.
- Providing vouchers to families in a full lockdown. In these circumstances, these will be sent out to families electronically, or as a gift card for those without internet access.

Costs and expenses

3.16 The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.

3.17 The school will not reimburse any costs for travel between pupils' homes and the school premises.

3.18 The school will not reimburse any costs for childcare.

3.19 If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Acceptable ICT Agreements prior to commencing remote learning.

4. Online safety

4.1. This section of the policy will be enacted in conjunction with the Trust's Online Safety Policy.

4.2. Where possible, all interactions will be textual and public.

4.3. If the school choose to use any form of video communication, including live lessons for teaching and learning, all staff and pupils must adhere to the following points below. Please note, live lessons will only be used as deemed appropriate, through the school's learning platform, in order to enhance learning; such as delivering a group intervention or part of a lesson:

- Live streaming should **only** be used if it is safe, reliable and will enhance learning.
- Communicate in groups – one-to-one sessions are not permitted.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication. There should be no inappropriate objects or information visible.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programmes as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.
- No eating is permitted by pupils /staff during a live lesson.
- An adult SHOULD BE PRESENT and visible on the screen with the child at all times during the lesson.
- Teachers will make contact with pupils at least twice a week in the event of a lockdown.
- The school and IT support (Abtec) have audited the settings first (who can chat? Who can start to stream? Who can join?); to ensure all safety measures are in place.
- The school will decide on a set of ground rules for usage which will be shared with staff. E.g. when a pupil can speak and how.
- Staff and pupils will only use their school-registered accounts to access learning platforms, e.g. Class Dojo or Purple Mash. Personal accounts

must not be used under any circumstances for the purpose of distance learning within school.

- Secure password accounts must not be shared with any other household and can only be used by pupils for internal use. However, if a child lives in more than one household, they may use the same login details at both addresses.
- Teachers who stream a live lesson should always have another member of staff 'in the room' and never start without them. Lessons should never start without the Headteacher or member of SLT being aware this is taking place.
- Teachers should introduce themselves and the accompanying staff member, who should be visible to the children and should wear their school lanyard throughout the session.
- Teachers will keep a log of any live lessons, recording what, when, with whom and anything that went wrong. Report to a DSL /SLT immediately if any concerns.
- Where possible, teachers will try to adapt /differentiate the lesson to suit the needs of different learners – however this may not always be possible.
- All online lessons will be recorded by staff for safeguarding and professional development purposes. Children are NOT permitted to record or screenshot any part of the live lesson.
- Children will not be able to contact each other when staff are not present on line.
- Children will be given clear rules at the start of each session and will be given the opportunity to respond appropriately. If there is any inappropriate or disruptive behaviour, the teacher may ask the child to leave the session.
- Children must always be respectful to teachers and fellow pupils as they would be in a classroom session.
- Pupils MUST leave at the end of the session once instructed to do so. The teacher MUST BE the LAST person in the meeting to leave.
- Parents and pupils will be asked to sign a 'Live Learning and Conduct' Agreement before being allowed to access 'live learning' platforms. (see Appendix 1)

4.4. All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programmes as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

4.5. The school will consider whether one-to-one sessions are appropriate in exceptional circumstances, e.g. to provide support for pupils with SEND. This

will be decided and approved by the SLT, in collaboration with the Inclusion Manager.

4.6. Pupils not using devices or software as intended will receive a consequence in line with the school's Positive Behaviour Policy.

4.7. The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

4.8. The school will consult with parents where appropriate prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

4.9. The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

4.10. The school will communicate to parents via letter and Arbor about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

4.11. During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.
- Check the well-being of their children and provide appropriate support as required.

4.12. The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

5. Safeguarding

5.1. This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.

5.2. The DSLs and Headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

5.3. The DSLs and Headteacher will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

5.4. Phone calls made to vulnerable pupils will be made using school number app or a school phone. Personal phone number must NEVER be used.

5.5. The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.

5.6. All contact with vulnerable pupils will be recorded and suitably stored in line with data protection policy using CPOMs and Microsoft teams.

5.7. The DSLs will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required. E.g. through Startwell worker, CYPS

5.8. All home visits **must**:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on CPOMS and Microsoft Teams and the records stored so that the DSL has access to them.
- Actively involve the pupil.

5.9. Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning. E.g. share work telephone numbers only and share e-mail addresses.

5.10. The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

5.11. All members of staff will report any safeguarding concerns to the DSL immediately.

5.12. Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

6. Data protection

6.1. This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

6.2. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times. Staff members will use the school's remote access system when

accessing video and audio communication for remote learning so it can be tracked on the school's device monitoring and management device e.g. Senso.

6.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

6.4. Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

6.5. Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.

6.6. All contact details will be stored in line with the Data Protection Policy.

6.7. The school will not permit paper copies of contact details to be taken off the school premises.

6.8. Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

6.9. Any breach of confidentiality will be dealt with in accordance with the school's Data Protection Policy.

6.10. Any intentional breach of confidentiality will be dealt with in accordance with the school's Positive Behaviour Policy or the Trust's Disciplinary Policy and Procedure.

7. Marking and feedback

7.1. All schoolwork completed through remote learning must be:

- Returned on or before the deadline set by the relevant member of teaching staff; usually by the end of the day or straight after a session.
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Marked in line with the Feedback Policy.

7.2. The school expects pupils and staff to maintain a good work ethic during the period of remote learning.

7.3. Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email if their child is not completing their schoolwork or their standard of work has noticeably decreased.

7.4. Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the Headteacher or Inclusion Manager as soon as possible.

7.5. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the Inclusion Manager as soon as possible.

7.6. The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

8. Health and safety

8.1. This section of the policy will be enacted in conjunction with the Trust's Health and Safety Policy.

8.2. Teaching staff will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

8.3. If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every hour.

8.4. Screen break frequency will be adjusted to ten minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.

8.5. If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the class teacher immediately so that appropriate action can be taken.

9. School day and absence

9.1. Children will be set a daily / weekly timetable of activities to complete. These will, wherever possible, follow the timetables pupils would follow in school.

9.2. Pupils are expected to complete work set daily within school hours. There is an expectation that children have regular breaks in the morning, afternoon and at lunchtime.

9.3. Pupils are not expected to do schoolwork outside the school times of 9am and 3.30pm.

9.4. Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

9.5. Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.

9.6. Parents will inform their child's teacher no later than 8:45am if their child is unwell and unable to access a remote learning activity set by the teacher.

9.7. The school will monitor absence and lateness in 'live lessons.'

10. Communication

10.1. The school will ensure adequate channels of communication are arranged in the event of an emergency.

10.2. The school will communicate with parents via parent mail and the school website about remote learning arrangements as soon as possible.

10.3. The Headteacher will communicate with staff as soon as possible via email or Team chat about any remote learning arrangements.

10.4. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

10.5. The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

10.6. Members of staff will have regular contact with a member of SLT.

10.7. As much as possible, all communication with pupils and their parents will take place within the school hours outlined in section 9.

10.8. Pupils will have verbal contact with a member of teaching staff at least once per week via group phone call.

10.9. Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

10.10. Issues with remote learning or data protection will be communicated to the pupils' teacher via Class Dojo as soon as possible so they can investigate and resolve the issue.

10.11. The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set via Class Dojo.

10.12. The Headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

10.13. Staff will NOT use personal telephone numbers or personal e-mails to contact parents/carers at ANY time.

11. Monitoring and review

11.1. This policy will be reviewed on an annual basis by the school.

11.2. Any changes to this policy will be communicated to all members of staff and other stakeholders.

11.3. The next scheduled review date for this policy is Autumn 2029.

Remote Learning during the Coronavirus (COVID-19) Pandemic

Within the ever-changing circumstances we were living through, we must be prepared for local lockdowns. In the event of a local lockdown, the school will implement provision for remote learning to ensure pupils never miss out on education. We will ensure that our curriculum is inclusive and accessible to all. This policy annex outlines how we will deliver remote education during the pandemic.

1. Legal framework

1.1 This policy has due regard to all relevant legislation, statutory and good practice guidance including, but not limited to, the following:

- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2020) 'Guidance for full opening: schools'
- DfE (2020) 'Get help with technology during coronavirus (COVID-19)'
- DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'
- DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'

2. Contingency planning

2.1 The school will open to all pupils at the start of the autumn term, in line with national and local guidance.

2.2 The school will work closely with the LA to ensure the premises is 'COVID-secure', and will complete all necessary risk assessments – results of the opening risk assessment will be published on the school's website.

2.3 The school will work closely with the local health protection team when entering into a local lockdown and implement the provisions set within their contingency plan.

2.4 The school will communicate its plan for a local lockdown with parents, including whether it will remain open to vulnerable pupils and children of critical workers, or if remote working will be applicable for all.

2.5 If there **is not** a local lockdown, but a single class or 'bubble' needs to self-isolate, the school will immediately implement remote learning for that group.

3. Teaching and learning

3.1 All pupils will have access to high-quality education when remote working.

3.2 The school will use a range of teaching methods to cater for all different learning styles, this includes:

- **Purple Mash**
- **Class Dojo**
- **Home learning packs**
- **Communication with parents will be through Class Dojo**

3.3 Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

3.4 When teaching pupils who are working remotely, teachers will:

- Set assignments so that pupils have meaningful and ambitious work each day.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

3.5 All provisions for remote learning will be subject to the class group's age, ability and/or any SEND and will align to in school provision.

3.6 In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the Headteacher will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.

3.7 Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.

3.8 The school will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme.

3.9 Under the scheme, the school can access laptops, tablets and 4G wireless routers via the DfE to support the following groups of pupils if they do not have access to a digital device or the internet through other means:

- Pupils in Years 3 to 6
- Clinically extremely vulnerable children across all year groups who are shielding or self-isolating in line with government advice
- Children in all year groups who are unable to access remote education whilst attending school on a hospital site

3.10 Before distributing devices, the school will ensure:

- The devices are set up to access remote education.
- Appropriate safeguarding controls and support are in place to help pupils and their families use the devices safely.

3.11 Once devices are ready for collection, the school will either arrange for them to be collected by families from school or delivered to pupils' homes, ensuring infection control measures are adhered to as part of this process.

4. Returning to school

4.1 The Headteacher / Trust will work with the LA to ensure following any period of lockdown or closure pupils only return to school when it is safe for them to do so.

4.2 After a period of self-isolation, or the lessening of local lockdown rules, the Headteacher will inform parents when their child will return to school.

4.3 The Headteacher and Pastoral team will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

5. Monitoring and review

5.1 This policy annex will be reviewed in line with any updates to government guidance.

5.2 All changes to the policy will be communicated to relevant members of the school community.

Appendix 1

Dear Parent /carer,

Re: Remote Learning Update

In individual circumstances, where your child is absent due to self-isolating or waiting for test results and is feeling well, we will set home learning tasks from the second day of absence. Tasks will be set through Class Dojo. You will receive a daily timetable which will link to current learning in class.

As you know, if a 'bubble' has to close, we will be delivering all of our learning remotely from the first day of closure. This will be via the learning platform, Purple Mash. School will be taking a blended approach to learning using a range of teaching strategies and resources. Moving forward, we may also be using the Remote Learning Platform, 'Microsoft Education' for live lessons. Your account details for the above platforms have or will be distributed to families by teachers. The secure accounts or passwords must not be shared with other households and can only be used by the pupil for school use. However, if your child lives in more than one household, they may use the same login details at both addresses. Pupils are not to use any other account under any circumstances for the purposes of distance learning.

In order to make this process as effective and as engaging as possible we are utilising a variety of new technologies and teaching strategies. Where deemed appropriate to further enhance learning, staff will be making use of pre-recorded and live lessons. This is going to be an important element of our teaching and learning strategy and, as such, we need to ensure that all children and parents are aware of, and agree to, the code of conduct outlined below. This supports our usual acceptable usage agreements.

The agreement below is developed within an overarching aim to provide the very best teaching and learning opportunities whilst at the same time protecting our children and staff. It is essential that all parties are respectful of each other and that the use of video technology does not become an invasion of privacy.

Live Learning Agreement & Conduct
Parental Agreement

Please circle

-My child can take part in live lessons	YES / NO
-My child's work can be celebrated with classmates as part of live lessons	YES / NO
-I understand that videos and/or screenshots of live lessons **must not** be taken or shared under any circumstances. (*In the event that videos / pictures are taken and placed on social media I understand this could lead to exclusions, permanent exclusion or police involvement.*)	YES / NO
-I understand that during a 'live lesson' an adult should be present and visible on the screen with the child at all times during the session. (Typically around 15 minutes)	YES / NO
-I will talk to my child regularly about the benefits and risks of the online world and give them space to ask questions and talk about anything that worries them	YES / NO
-I will ensure my child will use any messaging service appropriately and for school purposes only. All messages will be screened and monitored by school.	YES / NO
-I have read and understood the pupil agreements and will support my child with the areas identified.	YES / NO
-I will establish a suitably-resourced working desk/table at home with access to a computer or other suitable device, free from any unnecessary distractions.	YES / NO

-I will set age-appropriate parental controls on devices and internet filters to block malicious websites.	YES / NO
-I will ensure my child, and all other household members, will be suitably dressed during live learning sessions and ensure appropriate language is used at all times.	YES / NO

Pupil Agreement – Live Learning

Please circle

I understand that the normal high expectations of behaviour are expected of me, my interactions and engagement will be focused, polite and respectful at all times. I will not use inappropriate language.	YES / NO
I understand that this is a new way of working and that I need to focus even harder and really apply my listening skills to make the most of my learning.	YES / NO
I agree that I will always complete the work to the best of my ability and that I will work to the normal expectations of the schools behaviour policy in all interactions and the effort that I apply to my learning.	YES / NO
I agree that I must never use some or all of this material for any purpose other than my own learning.	YES / NO
I will never place any of a teacher's video or audio file on any on-line platform or social media platform.	YES / NO
I will not record any part or whole of a live video or pre-recorded lesson.	YES / NO
I will not edit any part or whole of a live video or pre-recorded lesson.	YES / NO
I agree that my teacher will always record any live video lesson; I understand that this is an agreement to ensure the safety of all students and teachers.	YES / NO
If I am involved in a live lesson I agree to ensure that I am aware of others in my own home and that they know I am engaged in a lesson to avoid unnecessary or inappropriate distractions.	YES / NO
If I am involved in any live video lesson I will ensure that I am wearing sensible and appropriate clothing that would be deemed acceptable on a school non uniform day.	YES / NO
I will always have an adult with me in live lessons who will be visible on the screen with me at all times during the session.	YES / NO
I understand that my teacher will be recording or delivering the lesson from their own home and that I should be respectful that this is their private space and is not a subject that should be discussed with them or with others.	YES / NO
I understand that other students will also be inside their homes, which may also be visible on camera, and that I should be respectful that this is their private space and is not a subject that should be discussed with them or with others.	YES / NO
I will not attempt to invite anyone to the live video lesson. Only teachers will invite students to live lessons.	YES / NO
During a live video lesson I will use the audio 'mute' function when instructed to do so by the teacher.	YES / NO
During a live video lesson I will cut the camera feed to stop the visual link when instructed to do so by the teacher.	YES / NO
I agree that if I am involved in a live video session and I do not adhere to any of the rules above I will be removed from the lesson by the teacher.	YES / NO
If I am removed from a lesson by a teacher, I will not be permitted to re-join the class until the teacher or a senior member of staff has spoken with my parent/carer.	YES / NO
I will leave at the end of the session once instructed to do so. My teacher will be the last person in the meeting to leave.	YES / NO

Signed: …….. (child)

Signed: …….. (parent /carer)

Date: ……..

Pupil Agreement Acceptable Usage Policy

These rules will keep everyone safe and help us to be fair to others.

Please circle

I will only use the school's computers/iPads for school work and homework or activities approved by someone working at the school.	YES / NO
Whether at home or school, I only use the devices, apps, sites and games I am allowed to, at the times I am allowed to.	YES / NO
I know that apps, sites and games have rules on how to behave, and some have age restrictions. I follow the rules, block bullies and report bad behaviour.	YES / NO
I will not look at other people's files without their permission.	YES / NO
I will keep my login and password secret.	YES / NO
I will only log on with my own login details and will never use those of someone else.	YES / NO
I will never store any passwords using the "remember me" option.	YES / NO
I will not bring files into school without permission.	YES / NO
I will ask permission from my parent/carer before using the Internet and will not visit Internet sites I know to be banned by the school.	YES / NO
I will not open an attachment, or download a file, unless I have permission or I know and trust the person who has sent it.	YES / NO
I will not give my home address, phone number, send a photograph or video, or give any other personal information that could be used to identify me, my family or my friends, unless my teacher has given permission.	YES / NO
I will never arrange to meet someone I have only ever previously met on the Internet or by e-mail or in a chat room, unless my parent, guardian or teacher has given my permission and I take a responsible adult with me.	YES / NO
I don't click on unexpected links or popups, and only download or install things when I know it is safe or has been agreed by trusted adults. Sometimes add-ons can cost money, so it is important I always check for these too.	YES / NO
I do not post, make or share unkind, hurtful or rude messages /comments and if I see it happening, I will tell a trusted adult.	YES / NO
I know anything I do can be shared and might stay online forever (even on Snapchat or if I delete it).	YES / NO
I don't change clothes in front of a camera.	YES / NO
If I see anything I am unhappy with or I receive a message I do not like, I will not respond to it but I will tell a teacher / trusted adult.	YES / NO
I will take care of the computer and other equipment loaned by school.	YES / NO
I know that if I break the rules, I might not be allowed to use a computer/Ipad	YES / NO

Signed: …….. (child)

Signed: …….. (parent /carer)

Date: ……..

Please return these agreements as soon as possible. Until we have received these signed agreements, we will not be able to deliver learning in this way.

Yours sincerely,

Headteacher

Appendix 2

Remote Learning Curriculum Design – A Blended Learning Approach

Statement of intent

At Westleigh 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 ***'With God, all things are possible'*** 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:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- 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.
- Set tasks and activities so that pupils have meaningful and ambitious work each day in a number of different subjects which reflects the curriculum which would be taught in school.
- Ensure provision is in place so that all pupils have access to high quality learning resources and strategies –which are consistently applied across school.
- To be responsive to children's learning to enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments.
- To differentiate work to ensure the accessibility for all pupils; especially children with SEND.
- Provide printed resources, such as workbooks, for pupils who do not have suitable online access.
- 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.
- Remain in communication with parents using Class Dojo.
- To set work on the learning platforms Class Dojo (Nursery to Year 6) and provide feedback to children around their learning and next steps.

Blended Learning

In the event of the need for a group of learners to work from home, activities and resources will be shared on the learning platform Class Dojo (Nursery and KS2) on a weekly basis. These will be broken down into daily sessions which will replicate, where possible, the timetable followed in school. Printed work packs will be provided for children who are unable to access online resources. (In the event of a full school closure, the work will also be made available on the school's website). Planning will align to the planned school curriculum and link to our curriculum drivers of 'culture, possibilities and diversity.'

To support with teaching and learning, links will be shared within planning to further quality online resources such as Oxford Owl and TT Rockstars. If online support is not readily accessible, other learning aids will be provided, such as knowledge organisers, posters and prompt sheets.

One concern about home learning is that activities set by teachers may be predominantly screen-based, given that work is frequently set through the use of education technology. Teachers will ensure lessons aren't limited to on-screen activities by setting tasks that can be completed away from a device, to offer a balance of activity type.

Where websites are used, teachers will ensure that these are appropriate and free to use for parents/ children. Teachers will send out logins and passwords where necessary. Staff and pupils will only use their school-registered accounts to access learning platforms. Personal accounts must not be used under any circumstances for the purpose of remote learning.

Class Dojo

How can Class Dojo support remote learning?

Class Dojo's tools and activities are app based. Therefore, they are not device-specific and as long as your child has access to a device that can browse the web, then they should be able to access Class Dojo.

Class Dojo has features to support remote learning and safe communication.

Below is a summary of how Class Dojo will support your child's learning during a period of remote learning:

- The teacher will assign tasks for your child to complete at home using the class story page
- Children will submit tasks in their personal portfolios when they are ready for their teacher to view.
- All work is saved to your child's portfolio and work cannot, accidentally or otherwise, be saved to another child's folder.

- Children can only access their own work and cannot view or edit the work of peers.
- Teachers will give feedback on work completed and dojos will be awarded on completed tasks.
- Children can return to previous work to edit and improve after feedback from the teacher, replicating the learning process in school.
- Teachers can safely communicate with their class using the class story or messaging function (a simulated text system) enabling one-way or two-way communication.
- Children and staff can share learning and discussions using class story or school story.
- Children can build their individual work portfolios for teachers to access.

Children will be asked to upload completed work on to Class Dojo. Class teachers will provide instructions around this. Deadlines for work to be uploaded will be shared as work is assigned. Most work will be asked to be uploaded by the end of each day.

Live Learning

Live Learning may take place only when deemed necessary and beneficial to enhancing teaching and learning. Live learning can take place in a variety of ways from delivering parts of a lesson (e.g. introducing a new learning concept) or delivering bespoke interventions to a group of children. Live learning will typically last around 15 minute sessions and an adult should be present and visible on the screen with the child. More information on the use of this can be found in our Pupil Remote Learning Policy which can be found on the school's website. If Live Learning takes place, school will use Microsoft Education as a platform for this. Parental /carer consent is required to use Microsoft Education. Parents/carers and children must **both** sign and agree to follow the 'Acceptable Usage Agreement for Live Learning and Conduct.' (Appendix 1 of Pupil Remote Learning Policy). Without this consent and agreement, children will not be able to take part in any live lessons or teacher/ pupil check-ins.

It is important children, parents and staff follow the Online Safety rules stated in the 'Pupil Remote Learning Policy'. Any Safeguarding concerns must be shared with school straight away in line with the policy.

Coverage of learning

Planning for blended learning will align with the projected delivery of the school curriculum to provide consistency and progression. This ensures children are given the best opportunity to reconnect to the curriculum when on-site learning recommences. A weekly timetable, with suggested timings will be uploaded on to Class Dojo.

KS1 & KS2

- 4 x English lessons following a theme. Use of a stimulus to engage the children followed by learning around word and sentence level work. One piece of extended writing will be set each week, which is linked to the stimulus.
- Daily reading
- One reading comprehension per week.
- Spelling and phonics – At least one task per week focusing on key spelling patterns
- Daily Maths lessons, following the White Rose Scheme of Learning, which align with the method of delivery used in school. Learners will be able to build upon previous learning and develop a deeper understanding through practising fluency skills, reasoning and problem solving.
- Daily number facts/key skills practice
- Wider curriculum – daily sessions on a theme taught within the curriculum year group. This may be a pre-recorded lesson on Science, History, Art or RE followed by a task, or a knowledge organiser/resource sheet/powerpoint followed by a task. The subject being explored will change daily to ensure a broad and balanced curriculum. .
- Physical exercise, for example, join in with Joe Wicks PE Coach on You Tube or go for a walk/jog/bike ride.

Children will be expected to complete work set daily **between 9am and 3.30pm**. We do not expect children to complete activities outside of these hours. It is also important children take **regular breaks** in the morning, afternoon and at lunchtime where they will not be directed.

EYFS

The children in Nursery and Reception will be set some weekly fun activities to do, centred around the Development Matters Framework. These activities will be presented in a grid format (2 Year Old Nursery) and a weekly timetable for Pre-School and Reception. These will be available on Class Dojo. These will include:

- Listening to stories recorded by our EYFS staff.
- Fine motor / handwriting practice activities.
- Daily Reading on Oxford Owl (Reception).
- Daily White Rose Maths activities.
- Challenge activities – such as a shape hunt, making minibeasts, masks etc.…
- Topic based activities linked to subjects such as science, history, geography, PSHE etc
- Daily physical exercise – such as joining in with Joe Wicks PE coach on You Tube, going for a walk or trying some yoga.
- Phonics activities – practise letter sounds and high-frequency words.
- Number activities – number hunts, chants, songs and rhymes.

We encourage parents to upload evidence of children's learning onto our online assessment and observational tool – Class Dojo. EYFS staff give daily feedback, during working hours, to any uploads.

Communication

Communication between home and school is key for effective blended learning to take place. During the period of blended learning, the school will maintain regular contact with parents and carers to:

- Check the well-being of their child and how well they are able to access the activities provided to ensure appropriate support is in place.
- Reinforce the importance of their child staying safe online and direct parents/carers to useful resources to help them keep their children safe online.
- Ensure parents are aware of what their child is being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.

The Learning Platform, Class Dojo will be used as the main form of communication during a period of remote learning for Year 1 to Year 6. Teachers will upload activities for children to complete and provide feedback and next steps, as necessary. Children can also comment about the work and aspects which they enjoyed or were challenged by. Teachers will set differentiated activities, where appropriate, to ensure the needs of all learners are met.

Class Dojo will also be used for wider communication between teachers and parent and carers. Teachers will respond to any communications within the working day.

Any important whole school changes will be communicated via Arbor, Class Dojo, and the school website.

A full copy of the Pupil Remote Learning Policy can be found on the school website. This is a live policy which is under regular review.

Appendix 3

Westleigh Methodist

Device loan agreement for pupils

1. This agreement is between:

1) Westleigh Methodist Primary School (“the school”)

2) [Name of parent and their address] (“the parent” and “I”)

And governs the use and care of devices assigned to the parent’s child (the “pupil”). This agreement covers the period from the date the device is issued through to the return date of the device to the school.

All issued equipment shall remain the sole property of the school and is governed by the school’s policies.

1. The school is lending the pupil a laptop (“the equipment”) for the purpose of doing schoolwork from home as part of our remote learning approach.
2. This agreement sets the conditions for taking a Westleigh Methodist Primary School laptop home.

I confirm that I have read the terms and conditions set out in the agreement and my signature at the end of this agreement confirms that I and the pupil will adhere to the terms of loan.

Damage / loss

By signing this agreement I agree to take full responsibility for the loan equipment issued to the pupil and I have read or heard this agreement read aloud and understand the conditions of the agreement.

I understand that I and the pupil are responsible for the equipment at all times whether on the school’s property or not.

If the equipment is damaged, lost or stolen, I will immediately inform school and I acknowledge that I am responsible for the reasonable costs requested by the school to repair or replace the equipment. If the equipment is stolen, I will also immediately inform the police.

I agree to keep the equipment in good condition and to return it to the school on their request in the same condition.

- I understand that arranging internet connectivity for this device is my responsibility, as is the payment of any bills associated with this internet access.
- I will ensure that the device is cared for properly during the period of the loan, including:

    1. Keeping food and drink away from the device at all times
    2. Not at any allowing it to be taken outside of the home, except for return at the end of the loan period
    3. Not allowing any software to be downloaded onto the device except for the purpose of education
    4. Ensuring that it is used in a place where it can rest securely on a desk or other level surface without risk of falling or being dropped.
    5. Ensuring that it is used in accordance with the e-safety advice provided with the device.

6. Ensuring that it is in a safe place when not in use and protected from accidental damage.
7. Letting the school know immediately in the event of any problems with the device.

Unacceptable use

- I take full responsibility for any damage or loss caused by not following this agreement.
- I understand that technical records on the device (such as internet history) may be viewable by the school at any time.
- I agree that the pupil will only use this device for educational purposes and not for personal use and will not loan the equipment to any other person.

Data protection

I agree to take the following measures to keep the data on the device protected.

- Keep the equipment 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)
- Make sure my child locks the equipment if it's left inactive for a period of time
- Do not share the equipment among family or friends
- Update antivirus and anti-spyware software as required
- Install the latest updates to operating systems, as prompted

If I need help doing any of the above, I will contact school on 01942 672614 who will put me in touch with the IT team as needed.

Return date

I will return the device in its original condition to the school office within 7 days of being requested to do so.

I will ensure the return of the equipment to the school if the pupil no longer attends the school.

Consent

By signing this form, I confirm that I have read and agree to the terms and conditions set out above.

PUPIL'S FULL NAME	
PARENT'S FULL NAME	
PARENT'S SIGNATURE	
CHILD'S SIGNATURE	