



Remote Learning Policy Statement

Watermill School

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Appendix 1 added by N.Williams	January 2021
Appendix 2 added by J. Lomas	January 2021

Rationale for this policy statement:

Schools have a legal duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). The DfE is providing further support for schools so that they are able to do so. Where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education. The expectations on the quality of remote education expected of schools remain those set out in the guidance for full opening published in July 2020. The Direction will come into force on 22 October 2020.'

The Government has instructed schools that they expect them to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access. These will be delivered/posted weekly.
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, schools are expected to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to 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

The following policy statement outlined how the schools will address the above requirements

Specific Aims

To outline Watermill School's approach for pupils that, from **23rd October 2020**, will not be attending school due to self isolation, but are otherwise fit and healthy and able to continue with their learning.

To outline Watermill School's expectations for staff that, from 23rd October 2020, will not be attending school due to self-isolation, but that are otherwise fit and healthy and able to continue supporting with the teaching, marking and planning for pupils.

Who is the policy applicable to?

In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms

- A continuous, dry cough
- A high temperature above 37.8°C
- A loss of, or change to, their sense of smell or taste

or

- Have had access to a test and this has returned a positive result for Covid-19 for them or someone in their household
- Been contacted by Track and Trace and told to self-isolate

Remote learning for pupils that are not able to attend school due to self-isolation or in line with government guidelines

Watermill School will provide remote learning (online) and or via paper packs or workbooks for pupils who are not able to attend school so that no-one need fall too far behind. In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents. Watermill School is fully aware that these are exceptional times and would like to make it clear that the completion of work is not compulsory, but is very strongly encouraged by the school and that this document seeks to inform and guide families

and not impose expectations. Each family is unique and because of this, should approach home learning in way which suits their individual needs. The school will discuss your child's needs with you related to home learning.

Family (pupil/parent/guardian) role

Where possible, it is beneficial for young people to maintain a regular and familiar routine.

Watermill School's would recommend that each 'school day' maintains structure.

Each week, at an appropriate time, work for the week, in English, Maths and sometime life skills along with a range of foundation subjects will be posted on the school website in the COVID 19 section, or packs will be given out/delivered to pupils at home. Families should view this together, and then make appropriate plans to complete the work.

Should anything be unclear in the work that is set, parents can communicate with class teachers via the school email address or directly with staff by email if appropriate. by commenting on the school Facebook page post with a question or by calling the schools?. They should make clear which year group and subject the question relates to.

Work that children complete at home should be kept safe, and can be brought back to school when safe to do so.

To attempt to make use of the resources shared with them i.e. access work set on appropriate websites.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-to-case basis.

Teacher expectations

In addition to their in-school work with Key Worker and eligible pupils, teachers from Watermill School will continue to support children that are unable to attend.

Teachers should plan lessons that are relevant to the curriculum focus for that year group and endeavour to replicate this through video clips or paper based activities.

Teachers should create videos and material, where possible, for key teaching points in English, Maths and other appropriate subjects and these should be uploaded or sent to pupils via the schools agreed platform or methods, where possible.

Any resources used, including websites and worksheets, should, where possible, be shared with home learners. Staff will do this electronically and it will be the responsibility of families to print/use these resources at home.

To respond, within reason, promptly to requests for support from families at home. This should be done via email or by adding further video guidance for families. Staff and parents should communicate via email where possible but exceptions may be made when deemed appropriate.

Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders will ensure that support is given promptly.

Staff are expected to know the preferred style of home learning in consultation with parents early in the autumn term 2020.

Remote teaching for staff who are self-isolating

Teaching staff are required to self-isolate if they show symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this.

If a member of staff is required to self-isolate, they are expected to:

Follow normal reporting procedure for planned absence.

School will ask staff about their intention to get tested. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.

Whilst self-isolating, and if able to do so, staff will be given an individual project to work on which is in line with whole school improvement priorities. These projects will be communicated by the Senior Leadership Team and will be allocated on a case-by-case basis. Staff may also be asked to support with the online learning provision for their year group. This may be done by staff dialling into their class by the Teams facility.

Appendix 1: Video Conference Home Learning Policy

It is envisaged that the use of video-conferencing sessions will primarily involve Microsoft TEAMS. This can be used for 1:1 student support, class sessions and pastoral check-ins.

In order to create a safe environment for pupils and staff when taking part in a videoconferencing session, the following considerations must be observed:

1. Parents must give their consent and agree to the terms listed in the CODE OF CONDUCT form (see Appendix 2). The parent must remain with the child at all times, allowing the child to do all of the talking and engaging with the teacher. If the teacher speaks directly to the parent, then they must respond.

2. Parents must agree to have their email address visible to the other parents in the class to perform the TEAMS class conference.
3. Teachers must familiarise themselves with the functions of Microsoft TEAMS, including the privacy and mute settings.
4. All sessions should be recorded if there is no other member of staff in the room. All recordings need to be saved in the shared area folder/ [remote learning2021]/ and in your class folder. These will then be deleted when the lockdown ends.
5. All video-conferencing sessions should take place within school hours (09.30 - 2:30) and must be hosted and supervised by the teacher at all times.
6. Any video-conferencing session should have a minimum of three participants. This should be the teacher, pupil, and supervising parent/carer (who could be in the background not necessarily sitting next to the child).
7. When a video conference finishes, pupils should exit TEAMS first and the teacher should close the session once complete.
8. Teachers should outline their expectations during the first video-conferencing session. Subsequent sessions should include a brief reminder of the expectations and rules that keep pupils and staff safe online.
9. Video conference sessions should be scheduled on TEAMS at least 48 hours in advance. Parents will receive notification of this via an email.
10. Video conferences should be held from an environment that is communal, safe and free from distractions. Children should **not** be in their bedroom for the call. Use a space downstairs, preferably in front of a blank wall. Televisions and other devices should be switched off during the call.
11. Teachers must ensure that pupils are muted to ensure that there is no disruption unless asked by the teacher to discuss or speak. They can use the hand up button or put their hands up.
12. If is disruptive behaviour/ inappropriate language the teacher must address this and explain that they will no longer be a part of the video conferencing if they do so again.
13. Teachers must be professionally dressed and pupils should be dressed appropriately. If you are working from home blur out or change the background so that your house cannot be seen. Also, your family and pets must not be seen in the video.
14. Teachers should keep a record of attendance for each video-conferencing session, using the school's record of intervention paperwork.
15. Teachers should communicate any inappropriate behaviour or any interactions that are not conducive to learning to a member of the senior leadership team and record using CPOMS. Any safeguarding concerns need to be raised immediately with a safeguarding officer in school.

Appendix 2: Code of Conduct for Parents and Pupils

Online Lessons and Video Calls

Dear Parents, Carers and Pupils.

We are now using Teams, email and video to deliver lessons and to contact parents and pupils for catch-up meetings/ conversations. It is important that we all are comfortable with this and know how to use Teams or video sensibly. This is for everyone's safety and well-being.

Parents/ Carers

- Please make sure that you are comfortable with your email address being used as part of the Teams class meeting group.
- Please make sure that you are with your child when they are online. You do not need to be on the camera but it would be helpful if you could acknowledge your presence so that we know that you are there.
- Ideally you should use a main social space in your house such as lounge or kitchen. Please try not to use your child's bedroom.
- Please make sure that your child is dressed appropriately for the lessons. They do not have to wear uniform but should not be in pyjamas or wearing tops with inappropriate slogans or messages.
- As the pupils are sharing the visual classroom we need to make sure that all comments and behaviour are appropriate. If a pupil behaves in a way that makes other pupils, parents or the teacher uncomfortable then they will be asked to leave the lesson and we will review their use of the lessons.
- Please contact your class teacher if you are uncomfortable or have any problems.

Pupils.

- Please remember to mute your microphone when the class teacher or another pupil is talking.
- Please try to be very sensible in the virtual classroom. If you make silly comments, or make your friends in class uncomfortable, then you may not be able to join in.
- Please make sure that you are joining the lesson to learn. We know that it is exciting to see your friends on camera but try not to distract them.
- Please make sure that your parents know that you are online.
- Please make sure that you are dressed for the lessons. Do not wear your pyjamas or inappropriate tops.

