

Remote Learning Policy for Welland Academy

1. Statement of School Philosophy

Welland Academy has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and engaging. Our strategy for remote learning continues this.

2. Aims

This Remote Learning Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality Online and offline resources and teaching videos
- Provide clear expectations members of the school community with regards to delivery high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support of health and wellbeing
- Consider continued education for staff and parents
- Support effective communication between the school and families and support attendance

3 .Who is this policy applicable to?

- A child (*and their siblings if they are also attending Welland Academy*) who is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child who is self isolating due to a household member with symptoms until test result is negative.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

Remote learning will be shared with families when they are absent due to Covid related reasons and not to all.

4. Content and Tools to Deliver This Remote Learning Plan

Resources to deliver this Remote Learning Plan include:

- Online tools for EYFS KS1 KS2 (*Tapestry, Airhead, MS Teams, Onenote,*), as well as for staff CPD and parents sessions.
- Use of Recorded video (*or Live Video if used*) for instructional videos
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy, Doodlemath, DoodleEnglish and DoodleSpell, TTRockstars, Purple Mash

The detailed remote learning planning and resources to deliver this policy can be found here:

5. Home and School Partnership

Welland Academy is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Welland Academy will provide a refresher online training session and induction for parents on how to use Microsoft Teams and Tapestry as appropriate and where possible.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Welland Academy would recommend that each 'school day' maintains structure

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. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

6. Roles and responsibilities

Teachers

To note: the suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.

Welland Academy will provide a refresher training session and induction for new staff on how to use Airhead, Teams and One Note.

When providing remote learning, teachers must be available between 8.45 and 3.20

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for the pupils in their classes, including where the subjects are set (Year 6 maths)
 - The work set should follow the usual timetable for the class had they been in school, wherever possible
 - Weekly/daily work will be shared in the morning
 - Teachers in EYFS and Year 1 will be setting work on Tapestry
 - Teachers in Year 2 to 6 will be setting work on Microsoft Teams / Onenote.
- Providing feedback on work:
 - Reading, writing and maths work, all completed work submitted by 1pm to be guaranteed teacher response and comments by the next day.
 - All curriculum tasks submitted by 3.30pm and teachers will comment at the end of the week.

- Keeping in touch with pupils who aren't in school and their parents:
 - If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to assess whether school intervention can assist engagement.
 - All parent/carer emails should come through the school admin account (admin@wellandacademy.org)
 - Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL

Teaching Assistants

Teaching assistants must be available between 8.30 and 3.30

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

During the school day, teaching assistant must support the class teacher with resourcing, communicating with children on Teams and supporting the SEND provision for pupils. Other tasks may be given by members of the SLT.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school inc daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding lead

The DSL and DDSL are responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

The SENCO

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support and communicating with Teachers and TA's in order to support where necessary.

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff