



*Our Best Preparation for Tomorrow  
Is Doing Our Best Today*

**Westbrook Old Hall**  
PRIMARY SCHOOL

**REMOTE LEARNING POLICY**

**JANUARY 2021**

## SCHOOL MISSION STATEMENT

We believe that the best preparation for tomorrow's future is striving to do our best today.

**We believe** that because **our children matter**, they have the right to be safe and healthy, happy and confident, recognised for the individuals they are and for those they might become.

**We believe** that because **our children's achievement matters**, they have the right to an excellent learning environment that promotes high expectations, ensures inclusion, recognises diversity and promotes progress and attainment.

**We believe** that because **our children's future matters**, they have the right to lead, the right to follow, the right to take best advantage of present and future technology and the right to a global life free from threat

### **Aims (Outcomes)**

Our school aims that all children:

- Are tolerant and responsible
- Are happy and confident
- Are safe and healthy
- Are skilled and willing
- Are eco aware
- Are techno 'cute'
- Are leaders and partners
- Are flexible
- Are given every opportunity to attain and progress
- Are mindful of the joy of diversity
- Are focused on being excellent in all they do
- Are expected always to do their best

## SCHOOL AIMS

Our **children** matter, as does their **achievement** and so too does their **future**.

### **Because our children matter, we will work to:**

- Ensure they are safe and ensure that they can keep themselves and others safe too
- Make sure that school life is happy, enjoyable and rewarding - taking each and every opportunity to build confident, positive citizens of the future
- Develop individuals with a sense of responsibility to themselves and to their community, able to respond positively to different views and beliefs

### **Because our children's achievement matters, we will work to:**

- Release and develop the excellence latent in all our children
- Ensure high expectations in all we do, developing a culture that remains positive about the steps to success and able to celebrate success accordingly
- Provide an inclusive learning framework where individual needs are recognised and catered for, where diversity is celebrated for what it offers our school community
- Ensure that all children make good progress leading to attainment appropriate to potential
- Develop learners with a love of learning and a commitment to future learning in life

### **Because our children's futures matter, we will work to:**

- Develop their ability to release the opportunities provided by technologies present and future
- Develop their awareness of their footprint upon this 'one' world and how they can contribute to its sustainability
- Develop a skills base and a solution-focused attitude that can be applied to effect in a variety of circumstances now and in the future
- Develop an ability to lead others and to be led by others in productive working partnerships

## **EQUALITY STATEMENT**

Equal Opportunities is the responsibility of the whole school community and must be reflected throughout the organisation of the school and be addressed in the taught and hidden curriculum.

All staff, governors, parents/guardians and pupils will be involved in developing, implementing and monitoring the equal opportunities policy and practice.

All staff, governors, parents/guardians and pupils regardless of race, religion, ethnicity, disability, age, gender, gender identity, sexual orientation, pregnancy or maternity and socio-economic background, are welcome and will be encouraged to participate in the life of the school.

The school recognises its responsibilities under the Equality Act 2010 to eliminate discrimination and to promote good race relations.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## **BRITISH VALUES**

The government set out its definition of British Values in the 2011 Prevent Strategy. At Westbrook Old Hall we reinforce regularly the following values through an agreed programme: Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of Different Faiths and Beliefs.

### **Remote Learning Strategy**

At Westbrook Old Hall Primary, we value the partnership between home and school. We value feedback which we receive from parents and work hard to implement change where possible. Parent responses regarding feedback to pupils has led us to consider other vehicles for sharing learning at home. As a result, this academic year, we will be using Seesaw (an online learning app) to develop an effective remote learning strategy. Seesaw allows teachers to set a wide range of appropriate learning for all pupils and also facilitates effective feedback in a variety of ways, including verbal and written. Additionally, as responses can be completed on-line or uploaded from photographs or other documents, the need for printing is minimised.

### **What is Seesaw?**

Seesaw is an app that allows teachers to assign learning activities to children. It also allows children the opportunity to share their learning with their teacher for feedback and acknowledgement. We think this will be very helpful to families who are engaged in distance learning.

### **How will this be set up?**

Parents will download the Seesaw app or login through a website (TIP: access is easier on a tablet or laptop where possible). Each child will receive a unique remote learning code, which provides your child access to their class. Please note that each child will receive a unique code, so if you have three children in the school then you will receive 3 unique remote learning codes for each of them to access their own class.

### **How will learning activities be shared?**

Teachers will share a suggested programme of work through the Seesaw app. Please see the separate attached document outlining how learning will be shared in different situations.

### **Will children need a laptop?**

Seesaw can be downloaded onto a device such as a phone or tablet, or alternatively, you can login online on a laptop or computer. Children will be instructed to share completed tasks via photo, video, uploading documents etc. (instructions will be included in the app). Teachers will provide acknowledgement of completed learning tasks or feedback during the week.

**Remote Learning Model:**

The remote learning model contains three areas of learning support; homework set for all pupils in all year groups weekly; remote learning for those directly affected by COVID-19 guidelines and have to isolate and partial or full school closure.

**Homework**  
*For all pupils in school*



Homework activities will include weekly maths, spelling/phonics activities and reading activities. Pupils can access this remote learning through their Seesaw accounts. Feedback will be given to pupils as appropriate.

**Remote Learning**  
*For pupils needing to shield or isolate*

Our remote learning strategy has been developed for children and families who are unable to attend school as a direct result of COVID-19.



Class teachers will make contact with families who are isolating by the end of the first day of absence to discuss and agree the learning at home. Learning will be shared via Seesaw for all pupils. This will include daily Maths and English, where children will learn in line with the teaching in school, to support the seamless transition back to school. Weekly learning will also include Science, RE and one other wider curriculum subject, in line with the teaching in school. Pupils will be given feedback on the work completed through Seesaw. Weekly home and school communication will take place via phone calls, Seesaw or email to ensure children and families are well supported.

## **Partial Closure**

*For individual bubbles or whole school*



In the event of a partial closure for a year group bubble, work will be set daily by the class teacher. This will follow, as much as possible, the structure of a regular school day. Pupils will be expected to access this learning through their Seesaw accounts. Maths and English lessons will be set daily and wider curriculum activities will be delivered across the week.

### **Information available on the school website:**

- Overview of coverage across the year in all subjects for each year group (Long term plans)
- Progressions of key learning or each subject area
- Websites with additional online resources

### **This will enable us to offer remote learning which:**

- Links to our school curriculum
- Is broad and balanced
- Makes use of high quality online and offline resources of resources being used in school or Oak National Academy lessons and resources, which are consistent with the curriculum being taught in school or printed textbooks, workbooks and texts
- Enables interaction with, and assessment and feedback, from teachers in school
- Meets the needs of children with SEND through differentiation and work linked to personalised targets.

### **When teaching pupils remotely, we will:**

- Set learning which mirrors what is being taught in school, so that it is well-sequenced, builds knowledge and skills incrementally and provides coverage equivalent to that in school
- Provide daily learning activities which are meaningful and ambitious across all subjects
- Provide frequent, clear explanation of new content, delivered by a teacher in school or through high quality curriculum resources and/or videos
- Monitor how well children are progressing through learning set
- Adjust pace or level of challenge in response to assessments and monitoring
- Provide opportunities for daily contact with teachers either via email, messaging or video calls
- Not rely on long-term projects / internet research-based activities
- Supplement resources provided by teachers and contact with teachers, with Oak National Academy lesson videos and resources which link to the curriculum coverage in school

**Communication:**

- Staff will endeavour to respond as quickly as possible to communication from the children, however where some children are in school and some are learning remotely, teachers will only be able to respond when they are not teaching. In these circumstances Teaching Assistants may respond to children.
- Responses from staff will be made during normal working hours - if communication is outside these hours, responses will be made the following day
- Parents or children should contact their class teacher, via email or Seesaw, as soon as possible if schoolwork cannot be completed or there are any issues.
- Staff will contact all families in the first two days of online learning to ensure support is offered and next steps identified
- Communication will remain open between staff and families via email, Seesaw and telephone. Contact information will be shared regularly with parents.

**Safeguarding:**

- The Safeguarding Team 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.
- All contact with vulnerable pupils will be logged and suitably stored in line with GDPR regulations.
- The Safeguarding Team will maintain contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- All members of staff will report any safeguarding concerns to the safeguarding team immediately.

**Absence of children:**

- If a child is unwell during a period of remote learning, this should be reported every day to the school office, following normal procedures, by telephone or email.
- This information will be passed to relevant staff so that it can be noted that your child will not be completing their remote learning for that day and will be absent.
- Absence will be monitored, and where concerns are raised, this will be followed up.

**Absence of staff:**

- If a member of staff is absent due to illness, another member of staff will cover their lessons.
- In the event of limited staff members being able to fulfil the remote learning expectations, parents and carers will be informed of adaptations needed to the provision, based on the number of staff who are available.

**E-safety:****All staff and pupils using video/audio communication (online or telephone) must:**

- Use appropriate language - this includes others in their household
- Be seated in a suitable location for learning - bedrooms are not an appropriate location for these sessions
- Maintain the standard of behaviour expected in school



- Use the necessary equipment and computer programs as intended
- Children should be free from distraction, so that they can focus on the session and activity in the background should be kept to a minimum
- Mute their microphone unless they are speaking; children must use the "hand up" tool to indicate that they wish to speak as they would in school
- Children must leave the session when it is ended
- 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
- During the period of remote learning, and through computing lessons, whilst in school, the school will continue 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.

**Returning work to the teacher:**

- Children will return work online
- This should be done as soon as it is completed, so that teachers have time to assess, provide feedback as required to address misconceptions, or support improvement and editing and adapt future learning
- Work must be finished before returning it to their teacher
- Work must be completed to the best of a child's ability
- Work returned to their class teacher must be the child's own work
- If work is not returned and there is a lack of engagement, this will be monitored and followed up, as children are expected to engage with the learning set.

The remote learning expectations at Westbrook Old Hall will continue to be reviewed half termly.