

# REMOTE LEARNING POLICY

Written by: September 2020

Updated: January 2022



**WATERGATE SCHOOL**

'I Can, You Can, Together We Will'

# Watergate School

## Remote Learning Policy

### Aims

This remote learning policy for staff aims to:

- ✓ Ensure consistency in the approach to remote learning for pupils who are not in school
- ✓ Set out expectations for all members of the school community with regards to remote learning
- ✓ Provide appropriate guidelines for data protection

### Remote Learning for Watergate Pupils

We aim to provide a remote learning offer which follows our bespoke curriculum and is closely aligned to the learning planned for pupils at school. We will strive to provide opportunities for our pupils to continue to have a range of meaningful learning experiences and opportunities whilst at home.

We recognise that our pupils are not yet independent, autonomous learners. Therefore, any learning that takes place at home will rely on the engagement and commitment of family members. It is our role to engage with, enthuse, enable and empower families to be able to deliver home learning wherever possible.

Through our tri-tiered approach (described below), pupils will have a range of learning suggestions, activities and opportunities available to them. Taking into account the recognition that families will be experiencing a range of situations at home, we do not feel it appropriate to set a minimum number of hours pupils are expected to engage in learning at home. We also strongly believe that, as a school, our priority is not to 'monitor' engagement in learning, but rather to facilitate engagement in whichever ways we can through partnerships with parents and a focus on maintaining close communication between home and school.

In order for remote learning to be meaningful and relevant for pupils, it will comprise of a tri-tiered approach:

1. **Individual Education Plans (IEPs)** – termly - learning objectives set by teachers in close liaison with parents and other professionals, linked to each child's EHCP outcomes and Steps Towards.
2. **Home Learning Challenges** – weekly - each class group will have a sheet of home learning challenges linked to the term's topic and related to the learning planned for pupils continuing to attend school that week. All areas of the Watergate curriculum are represented in the challenges so that pupils can continue to engage in a broad range of learning experiences whilst at home.
3. **Group and individual lessons** - across each week staff will provide a range of learning experiences available for pupils and families to access. These will take place through live online sessions, pre recorded video sessions and telephone calls.

**Resources** – where possible, we will endeavour to provide resources to support planned learning activities and lessons. Ongoing discussions between families and school staff will support us to identify where specific resources may be beneficial for individual and/or groups of pupils. This will include the provision of technology, assistive technology and/or internet access for specific pupils.

## When will the various aspects of remote learning take effect?

	If an individual pupil is self-isolating for 10 or 14 days or is shielding (but is well) and the rest of their class is in school	If the bubble (class group) is self-isolating but the rest of the school is open	If the whole school is self-isolating	In the event of a longer lockdown
Individual Education Plan	✓	✓	✓	✓
Home Learning Challenges sent out via email	✓	✓	✓	✓
Resources, as appropriate, sent home to support pupils to engage in learning opportunities		✓	✓	✓
Group and individual lessons offered online and via telephone		✓	✓	✓
Class teachers available for support via class specific email and Zoom (where previously arranged)		✓	✓	✓
Additional online resources linked to Home Learning Challenges available on school website and via Twitter feeds		✓	✓	✓
Weekly 'keeping in touch' phone calls home				✓

## Roles and responsibilities

### Teachers

When providing remote learning during their bubble or wider school self-isolation or in the event of a longer period of lockdown, teachers must be available between 8:45am and 3:45pm (with the exception of a lunch break).

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

When providing remote learning, teachers are responsible for:

#### ➤ Providing learning opportunities:

- Individual Education Plans must be agreed and set in liaison with parents and other professionals by the fourth week of the Autumn Term and the second week of each term thereafter.
- Weekly Home Learning Challenges sheets linked to the termly topic should reflect similar (if not the same) learning activities which have been or would have been planned for if the pupils were in school. Teachers must ensure that there are Home Learning Challenges linked to each

of the areas of the Watergate curriculum. One Home Learning Challenges sheet per class per week.

- Weekly Home Learning Challenge sheets should be emailed to parents by 9am on the Monday of each week. Please address your email to [n.carroll-ward@watergate.lewisham.sch.uk](mailto:n.carroll-ward@watergate.lewisham.sch.uk) and 'bcc' parents in order to keep parental email addresses private from all other recipients.
- Group and individual online sessions (both live and pre-recorded) should be timetabled across the week and this timetable should be available at 9am each Monday for that week on Google Classroom so that families can plan their week.
- Individual session and contact with pupils by telephone should be pre-agreed with families
- In the event of whole school self-isolation or a longer period of lockdown, teachers can work together in groups set out below in order to allocate tasks (such as setting Home Learning Challenges for specific areas of the curriculum or creating videos to support learning) so that they are able to share the workload. Teachers can communicate and decide on the allocation of tasks by work email.
- Teacher groups (by class names):

Chestnut, Sky, Olive and Amber		
Red and Blue	Yellow and Green	Pink and Orange
Violet and Gold	Silver and Peach	Lime and Aqua
Purple – to provide support regarding MOVE, Sensory Learning and Physical Development		

➤ Providing feedback on work:

- Where parents and pupils send work or report on learning undertaken at home, teachers will be expected to respond to this with 24hours (during working hours) in a format that they feel is most appropriate – this may be via a written email response, a voice message or short video message
- The best type of feedback for our pupils is, of course, instant feedback. This will be possible to give during live online sessions and telephone sessions.
- Any feedback given must comply with the expectations for professional working

➤ Keeping in touch with pupils who are not in school and their parents:

- Teachers should use class specific email accounts to send resources and respond to parents/pupils
- Where individual pupils are self-isolating or shielding, all possible attempts should be made to provide opportunities for virtual engagement in appropriate class activities – for example, class greeting, music session, singing session, story, etc. This can be arranged with parent beforehand.
- Teachers should aim to respond to emails from parents within 24hours, but are not expected to do so outside of working hours or at weekends.
- Complaints or concerns from parents via phone or email, should be shared as soon as possible with a member of the senior leadership team. Teachers should seek advice before responding to parents.
- Where teachers have safeguarding concerns, these must be recorded on CPOMS as soon as possible with the safeguarding team alerted via CPOMS (see safeguarding section below)
- [Guidance for Special Schools Special Post-16 Provision and Alternative Provision](#), issued 14<sup>th</sup> January 2021, states that: "All settings should have systems for checking, daily, whether pupils and students are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern."

- Teachers should allocate responsibility to their class teams in order to ensure regular contact is made through 'keeping in touch' phone calls, telephone sessions and live online sessions. Whatever system is put in place teachers must ensure that they have contact with each family at least once a week. Contact is to be recorded on CPOMS.
- All staff must follow the guidance for contacting families and pupils provided by the school – this can be found on the staff area of the school website.

➤ Attending virtual meetings with staff, parents and pupils:

- As with face to face meetings in school, teachers are expected to maintain all professional expectations during virtual meetings, including appropriate dress code, suitable background during virtual meetings, finding a suitably quiet area in which to join meetings virtually, etc. Guidance on attending virtual meetings and providing live and pre-recorded video sessions must be followed and is available on the staff area of the school website.

### Higher Level Teaching Assistants (HLTAs) and Senior Nursery Nurses (SNNs)

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

When assisting with remote learning, HLTAs and SNNs are responsible for:

- Providing Home Learning Challenges for the curriculum area(s) they would usually plan for and deliver at school during the week (e.g.; during a teachers PPA time).
- These activities need to be submitted to teachers by Wednesday 3:30pm for the following week.
- In the event of their bubble self-isolating or a longer period of lockdown, HLTAs and SNNs are expected to provide additional home learning opportunities (such as videos or links to online events) linked to the Home Learning Challenges they have set each week and as previously agreed with class teachers.
- There is no expectation that additional home learning resources should be created or provided by HLTAs or SNNs who continue to work in school full time.

### Teaching Assistants (TAs)

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

When assisting with remote learning, TAs are responsible for:

- In the event of their bubble self-isolating or a longer period of lockdown, TAs are expected to provide additional home learning opportunities (such as videos or links to online events) linked to the Home Learning Challenges as previously agreed with class teachers.
- There is no expectation that additional home learning resources should be created or provided by TAs who continue to work in school full time.

### Curriculum leads

Alongside their teaching responsibilities, in the event of a longer period of lockdown, subject leads are responsible for:

- Monitoring the remote work set by teachers in their subject to ensure that work set is appropriate and consistent.
- Issues arising should be addressed in a supportive and solution-focused manner via email, phone or Zoom meeting as appropriate with the teacher
- Best practice ideas should be recognised and shared with colleagues
- Alerting teachers to resources they can use to teach their subject remotely

### Senior leaders

Senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – Natalie Carroll, DHT

- Monitoring the quality of Home Learning Challenges provided by teachers
- Monitoring the quality and appropriateness of any additional learning resources provided by teachers
- Where the quality of remote learning needs to be addressed, this should be done with the class teacher responsible by telephone, email or Zoom meeting.

### Designated safeguarding lead

The DSL is responsible for:

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Responding to all concerns from staff or families that are raised as a result of home learning interventions.

### IT staff (Deku)

Deku are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

### Parents and carers

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work, by calling the school office on 0208 695 6555
- Seek help from the school if they need it, initially with teachers via class specific email addresses (see below)
- Be respectful when making any complaints or concerns known to staff
- Make themselves familiar with Google Classroom so that they are able to access the learning opportunities available for their child
- Make the school aware of any barriers to being able to access Google Classroom or remote learning generally so that the school is able to discuss how we may be able to support in removing these barriers where possible
- Feedback to staff about what their child has been doing at home and the progress they are making. This can be during phone calls and through messages and photos sent via email. This will be important for helping to inform the planning of future work and in the review of learning objectives.

### Governing body

The governing body is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

### Who to contact

If **parents** have any questions about remote learning set by class teachers, require any support or advice about home learning or to feedback about their child's learning at home, they should, in the first instance, contact the class teacher by email using the class specific email for their child's class group:

Chestnut Class: <a href="mailto:chestnutclass@watergate.lewisham.sch.uk">chestnutclass@watergate.lewisham.sch.uk</a>	Sky Class: <a href="mailto:skyclass@watergate.lewisham.sch.uk">skyclass@watergate.lewisham.sch.uk</a>	Olive Class: <a href="mailto:oliveclass@watergate.lewisham.sch.uk">oliveclass@watergate.lewisham.sch.uk</a>
Red Class: <a href="mailto:redclass@watergate.lewisham.sch.uk">redclass@watergate.lewisham.sch.uk</a>	Green Class: <a href="mailto:greenclass@watergate.lewisham.sch.uk">greenclass@watergate.lewisham.sch.uk</a>	Yellow Class: <a href="mailto:yellowclass@watergate.lewisham.sch.uk">yellowclass@watergate.lewisham.sch.uk</a>
Blue Class: <a href="mailto:blueclass@watergate.lewisham.sch.uk">blueclass@watergate.lewisham.sch.uk</a>	Purple (MOVE information): <a href="mailto:purple@watergate.lewisham.sch.uk">purple@watergate.lewisham.sch.uk</a>	Violet Class: <a href="mailto:violetclass@watergate.lewisham.sch.uk">violetclass@watergate.lewisham.sch.uk</a>
Pink Class: <a href="mailto:pinkclass@watergate.lewisham.sch.uk">pinkclass@watergate.lewisham.sch.uk</a>	Orange Class: <a href="mailto:orangeclass@watergate.lewisham.sch.uk">orangeclass@watergate.lewisham.sch.uk</a>	Silver Class: <a href="mailto:silverclass@watergate.lewisham.sch.uk">silverclass@watergate.lewisham.sch.uk</a>
Peach Class: <a href="mailto:peachclass@watergate.lewisham.sch.uk">peachclass@watergate.lewisham.sch.uk</a>	Lime Class: <a href="mailto:limeclass@watergate.lewisham.sch.uk">limeclass@watergate.lewisham.sch.uk</a>	Aqua Class: <a href="mailto:aquaclass@watergate.lewisham.sch.uk">aquaclass@watergate.lewisham.sch.uk</a>
Gold Class: <a href="mailto:goldclass@watergate.lewisham.sch.uk">goldclass@watergate.lewisham.sch.uk</a>		

If **staff** have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – contact the member of senior leadership team linked to your class group (see below)
- Issues with IT – contact Deku via email and copy in SLT
- Issues with their own workload or wellbeing – contact the member of senior leadership team linked to your class group (see below)
- Concerns about data protection – contact Carly Kennedy [c.kennedy@watergate.lewisham.sch.uk](mailto:c.kennedy@watergate.lewisham.sch.uk)
- Concerns about safeguarding – contact Linda Matthews (DSL), [headteacher@watergate.lewisham.sch.uk](mailto:headteacher@watergate.lewisham.sch.uk)
- Advice and support for families – contact Rani Singh, Family Support Worker [r.singh@watergate.lewisham.sch.uk](mailto:r.singh@watergate.lewisham.sch.uk)

Class group	Member of SLT allocated to class & contact details
Yellow, Pink, Orange, Silver, Peach, Lime	Natalie Carroll <a href="mailto:n.carroll-ward@watergate.lewisham.sch.uk">n.carroll-ward@watergate.lewisham.sch.uk</a>
Amber, Chestnut, Sky, Olive, Gold	Barbara Lambe <a href="mailto:b.lambe@watergate.lewisham.sch.uk">b.lambe@watergate.lewisham.sch.uk</a>
Red, Green, Blue, Violet, Aqua	Clare Chalaye <a href="mailto:c.chalaye@watergate.lewisham.sch.uk">c.chalaye@watergate.lewisham.sch.uk</a>

## Data protection

### Accessing personal data

When accessing personal data for remote learning purposes:

- Access information using secure connections on laptops provided by the school, e.g.; using CPOMS or by email communications with the Admin Team.
- Personal data should not be stored on teachers' personal devices or written down. Any stored information should remain on password protected school devices.

### Processing personal data

Staff members may need to collect and/or share personal data such as email addresses or telephone numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

### Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device 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)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

### Safeguarding

The Safeguarding Policy is available on the school website at:

<https://www.watergate.lewisham.sch.uk/parents-zone/safeguarding/>

### Monitoring arrangements

This policy will be reviewed at least annually. At every review, it will be approved by the Head Teacher and Governing Body (Education and Welfare Committee).

### Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding and Child Protection Policy and coronavirus addendum to our Safeguarding and Child Protection Policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy

### Appendices

A: Home Learning Challenges template

B: Home Learning Challenges example 1

C: Home Learning Challenges example 2

<b>Approved by:</b>	Linda Matthews Headteacher	<b>Date:</b> 4/1/22
<b>Written by:</b>	Natalie Carroll Deputy Headteacher	
<b>Last reviewed on:</b>	<b>04 January 2023</b>	
<b>Next review due by:</b>	04 January 2024	



## Appendix A: Home Learning Challenges template

1. My World

2. My Creativity

3. My Independence

4. My Wellbeing

5. My Thinking & Problem Solving



## Home Learning Challenges

Class:

Week Beginning:

6. My Creativity

7. My World

8. My Wellbeing  
(physical)

9. My Communication & Interaction

Make your own snack

### Banana Pudding

The recipe is on the other side. We're going to make it in school too, on Tuesday afternoon.

In Blue this week, we're going to make something for you and post it in the postbox. When it arrives, get busy with your felt pens. Make a drawing and send it to us at school. We'll send you an envelope to put it in to post it.

Snuggle up with someone who loves you to watch Something Special: Wildlife Park.

<https://www.bbc.co.uk/iplayer/episode/b03skn1z/something-special-were-all-friends-series-9-10-wildlife-park>

We're going to watch it in Blue Class too!

**Make a den!** Find some things you could use - a blanket, cushions, a duvet. Find somewhere to use them to make a den. Pretend it's a jungle, or a dinosaur cave.....or somewhere you can just chill. If you can, please take a photo and send it to:

[b.nathan@watergate.lewisham.sch.uk](mailto:b.nathan@watergate.lewisham.sch.uk)



## Home Learning Challenges

Class: Blue

Week beginning: 18/01/21

Join in with Walking through the Jungle  
<https://www.youtube.com/watch?v=plvY0quSyJg>

Pretend to be an animal!

Do a 5-minute Joe Wicks workout each morning. This week in Blue Class we are taking part in workout 2 every day at 10.00am

<https://www.youtube.com/watch?v=SbFqQarDM50>

Do at least one of your Move Home Learning Challenges each day and join in with Katie's Zoom Move session on Friday - see you there!

**m** Look around your house or flat and see if you can find things that start with a **m** sound. How many can you find? I can think of Mum, mat, mirror.....

Join in with a Zoom Sensory experience, Friday at 11.00am!

Email [sensorywatergate@watergate.lewisham.sch.uk](mailto:sensorywatergate@watergate.lewisham.sch.uk) and the link will be sent to you.

## Appendix C: Home Learning Challenges example 2

1. Can you listen to and feel the wind on an Autumn walk? Can you feel and listen to the crunch of Autumn leaves?



2. Can you make Autumn Art? Try using your hands to press or roll Autumn items on and over dough



3. Can you explore some Autumn things with your fingers as independently as possible?

4. Can you enjoy a sensory story with someone special?

5. Can you explore some fruit and veg of different shapes and textures using as many senses as possible?



## Home Learning Challenges

Class: Gold Class

Week Beginning: 28<sup>th</sup> September 20

6. Can you listen to different foods being dropped or sprinkled onto a tray? Which ones do you like the sound of best?

7. Can you find out what happens to corn flour when you add water?

8. Can you get active? How about having a stretch and a shake out to an action rhyme or song?

9. Can you enjoy some special intensive interaction moments with someone in your family?