

# Remote Education Policy

*'Be the best that we can be'*

## **Aims:**

This remote learning policy for staff aims to:

- Ensure that remote education is as closely matched to on site education as possible.
- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

This remote learning policy has been written as guidance for staff and parents during the COVID-19 Pandemic. It sets out the systems and technology that staff will use to keep the learning experience going for children, and details how they can be used effectively and safely, while allowing for the differing needs of families.

The school's usual Acceptable Use Policy agreements still apply at this time, but this policy is an addendum in these unprecedented circumstances.

Continuing learning during the period of school closure is paramount to reduce the impact on children's education. Parallel to this, we understand that everyone's circumstances at home will be different especially with regards to access to devices and personal working arrangements.

## **Roles and responsibilities**

### **Teachers**

Teachers must be available between 8.30am and 4:00pm with an hour lunch break (12:00-1:00pm). If they're 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 procedures as set out in the school handbook. If it affects the completion of any work required, they must ensure that arrangements have been made with year group partners or SLT to ensure work is completed. We are required by the DfE to provide enough remote learning for at least 3 hours a day for KS1 and 4 hours a day for KS2. Where possible, pupils without access to devices have been allocated one or arrangements have been made for paper-packs to be completed allowing their learning to continue from home. During the event of a school lockdown, pupils with an EHCP will be strongly advised to continue their learning at school and disadvantaged pupils will receive a weekly food voucher.

Teachers are responsible for:

Setting learning:

- Following the agreed timetable for EYFS/ KS1/ KS2 and from this, creating a daily timetable of learning for their year group in liaison with year group partners. This must include subjects from across the curriculum and must be shared with parents and children via Class Dojo each week.
- Ensuring that learning is purposeful, inclusive and where possible, the same curriculum as would be taught in school.
- Live lessons via TEAMS to launch each lesson ensuring that children receive clear expectations to ensure that they can begin their learning task with confidence. Each day there will be a live lesson for English, Maths and then Topic/ Science and story time at the end of the day.
- Phonics learning MUST take place in EYFS and KS1.

- Work as a year group team to ensure the above work is planned and ready, including sharing/ preparing paper-based activities for pupils who do not have access to a device.
- If a member of the team is absent from school or the internet fails when working remotely, then the partner teacher will be expected to set learning for both classes but not be expected to mark/ respond to all pieces of learning. This is at the discretion of the teacher in that year group.
- Online safety curriculum to be followed through the Purple Mash Curriculum.

#### Providing feedback on learning:

- Class teachers will set “Assignments” on Teams which is the learning that is to be submitted and feedback will be provided for. Teachers will provide feedback for 2 pieces of Maths learning, 2 pieces of English and 1 piece of Topic and Science per week. All other learning that is uploaded to Class Dojo/ Tapestry will be viewed by the class teacher, the “remarkable” will be commented on with this sample of learning.
- In the event of a lockdown where key worker and vulnerable pupils are in school, they should continue to use their exercise books and the existing marking policy still applies.
- For pupils who are accessing learning via paper packs, learning will be handed in, marked and future learning set based on this.

#### Keeping in touch with pupils and parents:

- A Class Dojo message will be sent to pupils who have not joined the registration TEAMS meeting. If there is no response to the Class Dojo message, the family will be contacted via telephone. The purpose of this call is to find out if the pupil is unwell or if they need support joining the meeting.
- Weekly wellbeing checks will take place to pupils who are unable to access live learning and receiving paper packs. Those pupils will also be given a key member of staff in school to contact if they need any support via telephone.
- Pupil engagement will be tracked weekly. If pupils are not engaging in live lessons or completing assignments, a telephone call will be made by the child’s class teacher in the first instance and if there is no improvement, the Phase Leader.
- Fortnightly wellbeing checks, most likely to be by the class teaching assistant, via telephone call when in school or from a withheld number. Contact details can be accessed on Arbor (Appendix 1 – Arbor user guide). Record all contacts with parents on CPOMS and add any relevant actions. Example CPOMS comment: ‘Telephoned Mum and offered support during home learning and I spoke with child who is getting on well. No concerns.’. If any pupils/ parents are particularly struggling, they will be referred to our Learning Mentor for support.
- Any issues that are received are to be dealt with professionally by the class teacher and the Headteacher/Deputy Headteacher should be informed.
- Remote parent/ carer consultations will continue as scheduled in lieu of face to face consultations – the days may differ from the school calendar. These will be via telephone and scheduled in individually on or around the original date.
- SEND parent/ carer consultations will continue half termly via telephone.

#### Attending virtual meetings with staff, parents and pupils:

- If there is a 1:1 virtual meeting (e.g a wellbeing session between a pupil and staff member) and the pupil is learning from home, this must have been pre-arranged with parents and permission given. The member of staff must record the session for safeguarding reasons.
- If the member of staff is working remotely and connecting with pupils in school (e.g virtual 1:1 reading) this must be done within the classroom or where another member of staff is present.
- For each meeting, staff must consider their locations (e.g. avoid areas with background noise and ensure there is nothing inappropriate in the background)
- Remain professional at all times and where possible cameras must remain turned on.

#### **Teaching Assistants:**

Teaching assistants must be available between 8.30am – 3.30pm, Monday to Friday (or your normal working hours if they are different). During this time, they are expected to check work emails and be available to work alongside their class teacher or within another area of school if they are not isolating. If they’re 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.

Teaching assistants are responsible for supporting pupils with learning remotely under the direction of the class teacher/ SENCO (Special Needs Assistants). This will involve:

- Making contact via telephone if pupils have not signed onto the morning registration.
- Undertaking wellbeing checks for pupils who are isolating via telephone.
- Engaging with the timetable, including sharing stories, 1:1 reading, small group support.
- Participating in SEND half termly consultations either via phone or with a written comment to the teacher to share with the parent.

Teaching assistants are also responsible for supporting the class teacher with duties set to them, for example, supporting with resources and the school environment.

### **SENCO:**

We recognise that some pupils with special educational needs and disabilities (SEND) may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families; therefore, the SENCO is responsible for monitoring the learning set by teachers for pupils on the SEND register and ensuring that we are working with parents and carers to support those pupils and families in the following ways:

- Children with SEND or specific needs will have learning differentiated, either online or paper based packs.
- All children with 1:1 support will be able to gain activities, challenges and feedback from their specific adult who, if the child is not in school, will also be able to log onto the learning platform.
- For speech and language therapy, individual programmes will continue for pupils in school; for pupils who are learning from home, these sessions will take place via Teams.
- The class teacher will remain logged onto all live English and Maths sessions to ensure that children with SEND or specific needs can access learning and that provision closely matches their timetable were they on site.
- For children with SEND or specific needs who are working from paper packs, a personalised, pre-recorded session will be available for pupils each Monday. They will have a designated teaching assistant who they can contact should they need any support with their learning. This member of staff will contact them weekly.

### **Subject Leaders:**

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for monitoring the quality of learning set by teachers in their subject and sharing advice and ideas from relevant reading/ research/ link meetings.

Subject leaders should review subjects in the light of home learning, liaise with staff about where there may be gaps within knowledge and regularly evaluate what changes will need to be made in subject action plans.

### **Senior Leaders:**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning; for example, reviewing work set by teachers weekly and sharing "lessons learnt" for future remote learning.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

### **Designated Safeguarding Lead:**

The DSL is responsible for:

- Maintaining contact, collating, passing on information and responding to any concerns.

**See the COVID-19 amendments to the Child Protection Policy**

### **Pupils and parents**

Staff can expect pupils and parents to:

- Be contactable during the hours of the school day 8:45am – 3.15pm – although they may not always be in front of a device the entire time
- Support children as much as possible to ensure that they engage in remote learning
- Seek help if they need it, from teachers or teaching assistants
- Be respectful when making any concerns known to staff
- Understand the level and quantity of feedback which will be given to pupils for their remote learning.

### **Governing board**

The governing board 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 systems are appropriately secure, for both data protection and safeguarding reasons.

*Whitkirk Primary School, January 2021*