# Remote Education Policy
# St. Paul's Peel C.E. Primary School

# 1. Statement of School Philosophy

St. Paul's Peel C.E. Primary School has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

# 2. Aims

This Remote Education 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 for 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 Motivation, Health and Well-Being and Parent support

➢ Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher)

➢ 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 St Paul's Peel C.E. Primary) 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'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.

# 4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 *(Class Dojo), as well as for staff CPD and parents sessions.*
- Use of Recorded video (*or Live Video if used*) for Start Day registration, instructional videos and assemblies
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy, Phonics Play, Espresso, Spelling Shed, My Maths, TTRockstars, Linguascope, Monster Phonics,Spag.com, Espresso Coding

# 5. Home and School Partnership

St Paul's Peel C.E. Primary School 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.

St Paul's Peel C.E. Primary School will provide a refresher online training session and induction for parents on how to use ClassDojo as appropriate and where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. St Paul's Peel C.E. Primary School 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.

Parents will be asked to complete a survey regarding computer equipment/internet access and printer availability at home.

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.

In line with St. Paul's Peel C.E. Primary School's 'digital charter' we would encourage parents to follow the 'digital 5 a day' framework which provides practical steps to support a healthy and balanced digital diet. One activity a day will be set as an 'offline challenge'.

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.*

St Paul's Peel C.E. Primary School will provide a refresher training session and induction for new staff on how to use ClassDojo.

When providing remote learning, teachers will be available between 9.00 am - 3.30 pm.  Messaging via ClassDojo is active between 8.00 am – 6.00 pm.

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:
    - o Teachers will set work for the pupils in their classes.
    - o The work set should follow the usual timetable for the class had they been in school, wherever possible
    - o Weekly work will be shared via ClassDojo, or email or work packs
    - o Teachers in Nursery to Year 6 will be setting work on ClassDojo, can email packs to parents/carers or provide hard copies if there are printing issues

- Providing feedback on work:
    - o Reading, writing and maths work, all completed work submitted during the school 'day' will be read by the class teacher and feedback given.
    - o All curriculum tasks; teachers will comment at the end of the week.

- Keeping in touch with pupils who aren't in school and their parents:
    - o If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to access whether school intervention can assist engagement.
    - o All parent/carer emails should come through the school email account or via Classdojo
    - o 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 Assistant's activities will be directed by a member of the SLT or by the class teacher and will include the monitoring/engagement of their pupils' use of online tools eg. TTRockstars, Spag.com, Spelling Shed, My Maths.

When assisting with remote learning, teaching assistants must be available between
9.00 am – 3.30 pm.

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.

## Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school inc daily monitoing 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 and deputy designated safeguarding leads

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

## IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work

- Helping staff 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

- Assisting pupils and parents with accessing the internet or devices, the technician is contactable via the school office or school email address

## The SENCO

Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- 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

## Finance Manager

- Ensuring value for money when arranging the procurement of equipment or technology.

- Ensuring that the school has adequate insurance to cover all remote working arrangements.

## Pupils and parents

Staff can expect pupils learning remotely to:

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- Complete work to the deadline set by teachers, taking into account what is expected to be done and when it is expected to be completed

- 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

- Report any untoward or inappropriate language/photographs to school

## 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 remote learning systems are appropriately secure, for both data protection and safeguarding reasons

# 7. Links with other policies and development plans

This policy is linked to our:

- Safeguarding and Child protection policy

- Behaviour policy

- Data protection policy and privacy notices

- Online safety  acceptable use policy

- Code of Conduct for Phone calls, Video conferencing and recorded video

- End User Agreements for ClassDojo