



Remote Education Policy

Policy Version			
Date	Document Version	Document Revision History	Document Author / Reviser
23.9.20	1.1	New Requirement. Approval sought at LGB 28.9.20	Mr M Edmundson

This policy will be reviewed every 12 months or in light of a change to local and Government legislation.

The Dunham Trust's Vision, Aims and Ethos

Together we will

Challenge the ordinary

Promote individuality

Be advocates for change

Across our schools we encourage cross-collaboration and the sharing of best practice. We believe that we are able to help our schools and their young people to aspire to, and achieve, success. We are committed to ensuring that every child and young person has a pathway to succeed that:

- gives them the best possible start in life
- equips them with creativity, spirit and confidence
- enables individuals to appreciate life and equip for further learning
- supports the child in becoming a responsible citizen and contribute to the local community
- celebrates the individual

The Dunham Trust aims to contribute positively to the self-improving school-led system in education across this locality. We believe in true collaboration; working in partnership, investing in people and building capacity for long term, sustainable success. There is both the expectation of and opportunity for collaboration across individual Trust schools.

The five schools in The Dunham Trust are:

Acre Hall Primary School

Barton Clough Primary School

Elmridge Primary School

The Orchards Special School

Lime Tree Primary Academy

The Dunham Trust is a growing Trust with very clear educational aims and expectations. One of The Trust's primary aims is to transform the schools within The Trust into sustainable learning communities. We want to create a community of good and outstanding schools with the highest aspirations. The skills and expertise that exist within The Trust will ensure that our academies and young people aspire to, and achieve, success. We achieve this through a well-structured School Improvement Programme which is supported by The Trust's two Teaching Schools.



Elmridge Primary School - Remote Education Policy

1. Introduction

In September 2020, all our classes returned to full-time education following the Covid-19 closure in March. Although we hope that the majority of our children will now have an uninterrupted experience, there is the possibility that an individual child, a class bubble, or indeed the whole school, will need to self-isolate for a period of time. We have therefore put in place a plan for remote learning so that all children can continue with their education. This meets the expectations set out in the DfE guidance 'Remote Education Support'

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 the use of quality online and offline resources and remote teaching sessions where appropriate
- Provide clear expectations for members of the school community with regards to the delivery of 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
- Provide opportunities for continued education for staff and parents/carers (e.g. CPD, supervision and Meet the Teacher events)
- Support effective communication between the school and families and support good attendance

3. Who is this policy applicable to?

- A child who is absent because they are displaying Covid 19 symptoms, is feeling well and is awaiting a test result.
- A child whose household is required to self-isolate.
- A child whose bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- All Elmridge pupils if there is a whole school closure related to Covid-19.

Where a bubble remains open but individual children are isolating, remote learning will be emailed to families.

Remote learning will not be issued to children who are absent due to illness. If your child falls ill during self-isolation, please contact school. No work will be set in this circumstance.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 (for example, Seesaw, Times Tables Rockstars, BBC Bitesize, White Rose Maths, Reading Plus), as well as for staff CPD and parent sessions
- Use of recorded video (or live video) using Zoom for instructional videos and assemblies
- Phone calls home
- Emailed learning packs for families who are self-isolating.
- Physical materials such as story books and writing tools if they are not available in the family home
- School owned laptops/ipads which have been obtained from the DFE as part of Remote Education provision, **where available**

Please refer to Safeguarding and Child Protection Policy Covid 19 addendum; E safety addendum and ‘safe and well checks – useful questions’ documents for further details.

5. Home and School Partnership

Elmridge 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.

We have sent home QR codes to parents and carers so that they have information on how to download and access Seesaw. In the letter we have directed parents/carers to useful online help videos and also directed them to class teachers for further support if necessary.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Elmridge Primary School would recommend that each ‘school day’ at home maintains a similar structure to a typical day at school.

Expected Daily Timetable

EYFS

Daily Maths activity	Live or recorded by the teacher through zoom
Daily English activity	Live or recorded by the teacher through zoom
Suggested activities	Via Seesaw
Weekly spellings	Children to LSCWC as they do currently for homework.

KS1

Reading	Reading or phonics activity and task as directed to by class teacher
Daily Maths lesson	Live or recorded by the teacher through zoom
Daily English lessons	Live or recorded by the teacher through zoom
Foundation subject	Via Seesaw
Well-being activity	Via Seesaw
Weekly spellings	Children to “Look Say Cover Write Check” as they do currently for homework.
Weekly challenge activities	Direction to further learning if children finish tasks early via Seesaw, Twitter and Class webpages

KS2

Reading	Reading activity and task as directed to by class teacher
Daily Maths lesson	Live or recorded by the teacher through zoom
Daily English lessons	Live or recorded by the teacher through zoom
Foundation subject	Via Seesaw
Foundation subject	Via Seesaw
Weekly spellings	Children to LSCWC as they do currently for homework.
Challenge activities	Direction to further learning if children finish tasks early via Seesaw, Twitter and Class webpages

We encourage parents and carers to support their children, by finding an appropriate place to work and, to the best of their ability, supporting pupils with tasks and 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 and carers must contact school as soon as possible as alternative solutions may be available. These will be discussed on case-by-case basis.

E-safety pledges have been sent out by school to Key Stages One and Two families. These documents were added to ParentMail and will be completed electronically. The online form requires parents and carers to check that they have read the school's e-safety guidance and that their child/children have also read the guidance with them.

6. Roles and responsibilities

Teachers

Elmridge Primary School will provide a refresher training session and induction for new staff on how to use Seesaw. We use the Seesaw platform for setting homework tasks when school is open normally. This is to reduce the amount of paperwork flowing between home and school to reduce the need for quarantining resources in order to stop potential virus spread. It also means that families become accustomed to the system prior to any potential school closure.

In order to make any move to online learning for a class 'bubble' as smooth as possible, and also to be able to provide online learning in a timely manner for any individual pupils who need to isolate, some resources will be prepared in advance. All staff meetings are held online via zoom with staff accessing in classrooms/home individually or in key stage teams at school with appropriate social distancing in place.

Teachers should use their regular planning documents to deliver the remote learning activities. They will post a weekly work schedule before 9am on Monday morning. Teachers' planning should be saved onto the common server at the beginning of a new half term. This will ensure that a supply teacher could deliver remote learning or classroom based activities in case of staff absence.

In the event of a school or 'class bubble' closure, when providing remote learning, teachers must be available between 8.45 am and 3.30pm Monday to Friday.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependant, 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.
 - The work set should follow the usual timetable for the class had they been in school, wherever possible
 - Weekly/daily work will be shared at some point prior to the normal start of the school day. The Seesaw system allows staff to prepare and add tasks to the system and set a time and day when these 'become live' and available to the children.
 - Daily English and Maths will be delivered through live or recorded zoom sessions.

- **Providing feedback on work:**
 - In reading, writing and maths, all completed work should be submitted online by 4pm to be guaranteed teacher response and comments by 4pm the following day. Feedback will be in line with school's assessment policy but it must be understood that there are limitations to giving on-line feedback, as it is a different set up to pupils being in the same physical space as teachers.

- **Keeping in touch with pupils who aren't in school and their parents/carers:**
 - If there is a concern around the level of engagement of a pupil/s parents/carers should be contacted via phone to assess whether school intervention can assist engagement.
 - The Seesaw system has been set up to allow parents/carers to ask questions to the class teacher – there is a protocol around this:
 - Questions etc will not be responded to during evenings or weekends (staff are instructed not to read messages during these times)
 - The Seesaw message system should not be used to send urgent messages – instead school should be telephoned
 - Any complaints or concerns shared by parents, carers 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 8.45 and 3.30 pm if they are full time staff. If part time staff then available hours will reflect this.

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

During the school day, teaching assistants must complete tasks as directed by a member of the SLT.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – explaining 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/carers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated Safeguarding Lead

The DSL is 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

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 Head of School and other organisations to make any alternate arrangements for pupils with EHC plans and IEPs

The Finance Officer

- 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/carers

Staff can expect pupils learning remotely to:

- Alert school immediately if they are unable to access remote learning resources
- Complete work to the deadline set by teachers and submit this as directed
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

Staff can expect parents/carers 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
- Be respectful when making any concerns known to staff

The Local Governing Body

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 (see also separate Covid 19 addendum)
- Behaviour policy (see also separate Covid 19 addendum)
- Data protection policy and privacy notices
- E safety acceptable use policy (see also separate Covid 19 addendum)

Approval by The Dunham Trust

Signed: _____

Date: _____

Review date: _____

This policy, signed by a Director on behalf of the Dunham Trust, is held centrally on the common server.

End of policy statement