

## Remote Education Policy for George Spicer Primary School

### 1. Statement of School Philosophy

*George Spicer 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. Who is this policy applicable to?

- A child (*and their siblings if they also attend George Spicer 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 and not to all at the start of week. There will be a different approach taken for each of the above scenarios which will be detailed in this policy.

### 3. 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 to members of the school community with regards to 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
- Consider continued education for staff and parents (e.g. Meet the Teacher, Parent Consultations, Phonics workshops)
- Support effective communication between the school and families and support attendance

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

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS, KS1, KS2 teaching and Learning, as well as for staff CPD and parents sessions.
- Delivery of teacher led sessions via Microsoft Teams
- Use of recorded video for instructional videos and assemblies via the school YouTube channel
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy, Timetable Rockstars/Numbots, LgFL resources.

If a child is isolating, a weekly learning pack will be sent home which will involve reading, writing, maths and topic related activity. **These packs will be stored on the T drive under the 'Year group planning'.**

If a bubble in school closes over a period of a week there will be two live\* lessons over the during the week via Microsoft Teams, one linked to a core subject the other linked to a non-core subject; one video linked to the teaching of a resource pack and a resource pack and one SLT led assembly on YouTube.

For children with specific needs with EHCPs, the Inclusion team will develop a bank of resources and activities to support their individual learning.

\* all live lessons will be recorded for Safeguarding purposes.

## **5. Home and School Partnership**

George Spicer School is committed to working in close partnership with families and recognises each family is unique. Because of this, remote learning will look different for different families in order to suit their individual needs.

George Spicer will provide links to online training sessions and videos for parents on how to use Microsoft Teams on the website.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would expect the work set to take up to 2 hours a day.

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. Children will be encouraged to submit their work throughout the week as soon as it is completed. All completed work needs to be submitted by 5pm on the Friday to receive feedback from the teachers. Teachers will provide core subject feedback when work is completed and submitted.

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.

All children sign the 'Use of technology policy' at school which includes e-safety rules and this applies when children are working on computers at home. We would encourage parents to support a healthy and balanced digital diet.

## **6. Roles and responsibilities**

### **Teachers**

George Spicer will provide a refresher training session and induction for new staff on how to use Microsoft Teams

When providing remote learning, teachers must be available to respond to questions about learning between 10am and 3pm via the class email or Microsoft Teams chat.

If a teachers is unable to work for any reason, 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:**

- Teachers will set work for the pupils in their classes/ year group.
- The following week's learning will be shared with parents by the previous Friday
- EYFS – 2 phonics/reading, 2 writing, 2 maths, 1 PSED and 1 other
- KS1& KS2 - 3 reading activities, 3 maths activities, 2 writing activities, PSHE and one other curriculum session

#### **Providing feedback on work:**

- Reading, writing and maths work that is submitted by 3pm will receive feedback that day.

- All curriculum tasks submitted by 5pm on Fridays will receive teacher comments by the following week.

### **Keeping in touch with children who aren't in school and their parents:**

- If there is a concern around the level of engagement of a child, parents should be contacted via phone to assess whether school intervention can assist engagement.
- All parent/carer emails should come through the class account and any concerns shared with the SLT.
- Any complaints or concerns shared by parents or children should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL
- Class teachers are to contact their children fortnightly.
- Children with EHCPs and those who are going through the process will be contacted by the Inclusion Team
- Vulnerable families and children who teachers cannot make contact with will be shared amongst SLT and the Learning Mentors.

### **Teaching/Early Years Assistants**

Teaching/Early Years Assistants must be available during their contracted hours (for most this will be 8.30am-3.30pm) and should be checking emails regularly (at least daily) on their working days.

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

During the school day, Teaching / Early Years Assistants must complete tasks as directed by a member of the Leaders of Learning/Inclusion team/SLT. This could include leading interventions online, making YouTube videos of yourselves reading stories and preparing resources.

If you are assigned to a specific child, you will call them weekly.

### **Senior Leaders**

#### **Alongside any teaching responsibilities, SLT is responsible for:**

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Ensuring that key groups e.g. Vulnerable/pupil premium children are accessing/engaging remote learning
- Monitoring the effectiveness of remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

#### **Keeping in touch with pupils who aren't in school and their parents:**

- SLT will contact those parents that have not made contact in liaison with the class teacher.

### **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.

### **Network Manager**

The Network manager is responsible for:

- Fixing issues with systems used to set and collect work

- Helping staff with any technical issues
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting families with accessing the internet or devices

### **The Inclusion Team**

Liaising with the Network Manager 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 specific needs met while learning remotely, and liaising with the Inclusion team and other organisations to make any alternate arrangements for pupils with EHC plans.

Monitoring the support needed to access learning for those children on the SEN register.

### **The SBM**

- 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:**

- Complete work to the deadline set by teachers
- 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

### **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:

- Child protection policy
- Behaviour policy
- Data protection policy and privacy notices
- Online safety and acceptable use policy
- Code of Conduct for technology use