



## Remote Education Policy

September 2020

### 1. Statement of School Philosophy

*As a Take Care school, St Peter's has always strived to be creative, innovative and support our parents/children in the best way possible to make home learning purposeful, holistic and accessible for our community. Our updated strategy for remote learning continues this approach, whilst elevating our systems to ensure the highest quality of remote education possible.*

### 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.
- Provide clear expectations to members of the school community with regards to the delivery of high quality interactive, Take Care 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 contact with the Teacher)
- Support effective communication between the school and families and support attendance

### 3. Who is this policy applicable to?

- **INDIVIDUAL ISOLATION:** A child (*and their siblings if they are also attending St Peter's*) who is absent because they are awaiting test results and/or the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- **WHOLE CLASS / BUBBLE ISOLATION:** 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.
- All staff providing home learning education and families supporting home learning.

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

Resources to deliver this Remote Education Plan include:

- Daily online learning, via links on the school website, which is broken down into daily sessions, easily accessible for the child. This works in line with a typical school day and is a combination of online lessons, worksheets, online activities and creative learning challenges, spanning the whole curriculum.
- Printed learning packs for use with or without internet access, if appropriate/requested.
- Physical materials such as paper workbooks, if appropriate.
- Phone calls home / Teams call from class teacher or TA to give support with the learning, for the children *individually isolating*.
- Use of Recorded videos such as instructional videos and assemblies.
- Use of online lessons such as BBC Bitesize, Oak Academy and online learning platforms (*e.g. Purple Mash*)
- Teams live lesson launch, for *whole class isolation*, with teacher feedback sessions and support.
- Model Timetable and structure for remote learning
- Downloadable Printable Documents – which will also be sent out as physical work packs for families without printers or online access.
- Curriculum resources
- Links to learning and support

## 5. Home and School Partnership

St Peter's Academy 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 Peter's will provide, where possible, personalised resources. Parents must inform school if this is something they require.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. St Peter's would recommend that each 'school day' maintains structure, using the year group timetables provided.

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 by encouraging them to work in a Take Care way 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 should contact their child's class teacher promptly and alternative solutions may be available. These will be discussed on case-by-case basis. Work will be provided in 1/2 week learning chunks, with the focus being on online learning, but with physical work packs available where needed.

All families to reinforce E-Safety guidance / \*Code of Conduct at home and support their children with monitoring their online use. \*available as a separate document

## 6. Roles and responsibilities

All staff will be expected to follow the normal school policies on how to conduct themselves whilst at work, e.g. dress code, attitude, attendance and personal behaviour.

### Teachers

Teachers will include reminders on how to safeguard everyone during online learning.

When providing remote learning, teachers must be available during normal working hours.

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 for **Individual** Isolation Learning:
  - Teachers will set work for the pupils in their class/Key Stage group. This will be in daily/one/two week learning chunks and be in line with the year groups curriculum learning expectations.
  - The work set should follow the usual timetable for the class had they been in school, wherever possible, but will be stand-alone year group expectation work and not always the exact same learning happening in school on that day.
  - Teachers will support their student's learning and wellbeing. Work/requests emailed to the class teacher's temporary email will be responded to within a reasonable time frame (*found on class pages*).
- Setting work for **Whole Class** Isolation Learning:
  - Teachers will set work for the pupils in their class/Key Stage group. This will be in daily/one/two week learning chunks and be in line with the year groups curriculum learning expectations.
  - Teachers will deliver morning online Teams 'get started' lessons, English & Maths, as well as a morning Meet & Greet / Registration.

- Children will not have their camera or microphones on during lessons, unless requested by the teacher.
  - Children do independent afternoon learning, focusing on the wider curriculum.
  - Teachers will remain on Teams (camera & microphone off) from 1 – 2pm each afternoon to provide additional support for students, if needed.
  - The work set should follow the usual timetable for the class had they been in school, wherever possible, but will be stand-alone year group expectation work. If another class of the same year group is in school, they will also do the same learning as the class at home.
  - Teachers will support their student's learning and wellbeing. Work/requests emailed to the class teacher's temporary email / Teams will be responded to within a reasonable time frame.
- Providing feedback on work:
- Reading, writing and maths work, all completed work submitted by 1pm if they require a teacher response and comments by the next day. [Individual & Whole Class Home Learning](#).
  - Parents may have access to marking/answer support to provide corrections at home. [Individual Home Learning](#).
  - All curriculum tasks wanting a response, to be submitted by 3.30pm and teachers will aim to comment by the end of the week. [Individual Home Learning](#).
  - Feedback on lessons via Teams should be given via live Teams, in the message section or the teacher's email address.
  - Any paper copies of the work should be brought into school and quarantined to avoid transferring any virus particles.
- Keeping in touch with pupils who aren't in school and their parents:
- If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to assess whether school intervention can assist engagement.
  - Teachers/TAs of children individually isolating should call home regularly to check on wellbeing and support with work.
  - All parent/carer emails should come through the normal school email address, if individual isolation is happening.
  - 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. Normal safeguarding procedures still apply and must be followed.

## Teaching Assistants

Teaching assistants must be available during their normal working hours. These will be made clear to the teacher/parents/children.

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.

During the school day, teaching assistants must complete tasks as directed by a member of the SLT or class teacher, as normal. If the class the TA works with has to isolate and all work from home then TA should work closely with the class teacher to support the needs of the children.

TAs must be part of the Teams lessons to provide support and the extra adult needed for safeguarding. TAs to work with class teachers to devise any additional support plans or measures needed for the more vulnerable children within the class. TAs work with teachers to ensure children individually isolating receive regular 'check in' phone calls.

## Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

Co-ordinating the remote learning approach across the school including regular monitoring of engagement.

Monitoring the effectiveness of remote learning – check ins with their phase teachers, reviewing work set or reaching out for feedback from pupils and parents, where appropriate.

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. <https://www.eastbridgfordstpeters.co.uk/safeguarding/>

### **The SENCO**

Liaising with the SLT and class teachers to ensure that the technology used for remote learning, work set 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 Teacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs if required

Identifying the level of additional support needed for vulnerable children

### **Pupils and parents**

See \*Code of Conduct for Home Learning

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

Follow the normal school rules in terms of being polite, respectful and focused on their learning

- Not to record or screen shot any images of the teacher during the online lessons

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

Find a suitable working space for their child to work from

To have pre looked at the online learning and informed school if they are unable to access the school website

Be respectful when making any complaints or concerns

Ensure their child is dressed and in an appropriate space for Teams lessons, e.g. not in bed

Not to record or screen shot any images of the teacher during the online lessons

### **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

Behaviour policy

Child protection policy

Data protection policy and privacy notices

Online safety acceptable use policy

Code of Conduct for Home Learning