

St Thomas and St Anne's Primary School

REMOTE EDUCATION POLICY

This policy is linked to:

- Behaviour policy (and Covid19 addendum)
- Child protection policy (and Covid19 addendum)
- Data protection policy and privacy notices
- E-safety and acceptable use policies

Aims

This remote learning policy:

- Sets out how the school will comply with the requirements of the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction.
- Aims to 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

Background

The school is mindful of its legal duty to provide remote education under the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction.

The requires the school to provide remote education for children unable to attend school due to coronavirus (COVID-19).

The Direction requires that where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education. The expectations on the quality of remote education expected of schools remain those set out in the guidance for full opening published by Department for Education in July 2020.

Process for local outbreaks, contingency plans and remote education.

The arrangements for remote education from 1st September 2020 are described on the school website under 'Home learning'. How the school will communicate with the stakeholders is outlined in Appendix A.

If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities (DfE and Public Health) will decide which measures to implement to help contain the spread.

Contingency plans

For individuals or groups of self-isolating pupils, remote education plans will be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19).

Remote Education expectations

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, the school has the capacity to offer immediate remote education.

The school has considered how to continue to improve the quality of their existing curriculum, and has a strong contingency plan in place for remote education provision.

The school will:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tool (Seesaw) that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum.

When teaching remotely the school will:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects:

English	Teachers will upload video content and lesson activities (Oak National Academy) daily in line with normal classroom routines. Children can complete their work on paper, photograph it and upload or complete straight onto Seesaw. These will be reviewed when completed and feedback given. Where possible, these activities will closely match the lessons being taught in school or what the children would have been expecting to learn according to teachers plans. For children without access to the Internet or a sufficient device, children will be provided with paper packs which will be closely linked to planned activities, where possible.
Maths	Teachers will upload teaching videos and write on worksheets onto Seesaw (White Rose Maths) daily. Children can either respond directly from Seesaw by typing or writing the answers on the on-screen worksheet or recording the answers onto paper and then uploading a photo of the work. There is no expectation to print worksheets. Once responded to, teachers will give feedback on the activity. Where possible, this will be closely matched to work completed in class or planned to complete. (Paper based alternative - White Rose workbooks.)

Science	Science activities will continue according to the normal school timetable. One science lesson per week will be uploaded to Seesaw for completion. Video content and activities will be available (Oak National Academy) and where possible this will be linked to the current topic. If topics are not easily matched, teachers will identify a topic for revision or pre-learning of a topic that will be taught in the near future. (Paper based alternative available)
Topic (Geography, History, Art, DT, Music, ML, Computing, RE and PSHE)	Children will be set one task per day (except when Science has been set) linked to their termly topic. This will be uploaded onto Seesaw for children to respond to. (Paper based alternative available)
PE	Teachers will recommend that pupils take part in some physical activities each day.

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
- The school will avoid an over-reliance on long-term projects or internet research activities.

Situations in which home learning will be required:

The nature of home learning may vary depending on the situation. School will provide remote learning when:

- a child is being forced to self-isolate
- a bubble/group is being forced to self-isolate

Teachers will provide learning for their current class or an individual within 24hrs of notification of isolation. The amount of work they need to provide is daily English and maths lessons plus topic or science lessons. When an individual is self-isolating and the rest of the classes are in school, work will be provided but may need to be adapted to reflect the capacity of teaching staff in that situation. Teachers will be directed to use their PPA time that week to review the work and give feedback, although this may happen more regularly.

Providing pastoral care remotely

Where pupils are required to remain at home (for example, if pupils need to self-isolate or there are local restrictions) helping parents, carers and pupils to make a weekly plan or structure is important. These plans should include time for education, playing and relaxing to reduce stress and anxiety. Teachers should use Seesaw to provide a suggested structure for the day ahead.

As set out in Public Health England's guidance for parents and carers, routine can give children and young people an increased feeling of safety in the context of uncertainty.

For children or groups self-isolating, a member of the office staff may contact families during the period of isolation. Any concerns or queries will be passed to class teacher. If safeguarding concerns are raised the DSL should be notified immediately.

Communication with pupils and families (including vulnerable children)

In the event of a school or bubble closure, the school recognises the need to ensure effective communication with children and families. This is important in order to support remote learning and to protect the safety and wellbeing of children.

Where individuals who are self-isolating defined as 'vulnerable', the schools will put in place a system in place to keep in contact with them. This will be in the form of:

- A DSL making regular contact (at least weekly) to vulnerable children and families via telephone or door step visits.

Through conversation with the child and their parents/carers. this will ascertain;

- their health and wellbeing
- their ability to access remote education support and any modifications that may be appropriate.
- wider areas of need which could be supported through Early Help processes.

When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). The Headteacher will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Supporting children with Special Educational Needs

For pupils with SEND, teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. In the event of the need for remote learning, the requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

The school will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within an EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by

relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.

Supporting children in the Early Years Foundation Stage

The school recognises that younger pupils may not be able to access remote education without adult support and so will work with families to deliver a broad and ambitious curriculum that is age appropriate.

Children can complete tasks directly in Seesaw or on paper, which can then be photographed and uploaded. Some activities may not require any recording, particularly for the younger children; photos, videos and voice recordings can be uploaded by parents/carers to share any learning activities.

Delivering remote education safely

Keeping children safe online is essential. The statutory guidance 'Keeping Children Safe in Education 2020' provides information on protecting pupils online. In addition, the school will make use of resources from the DfE in relation to remote education and safeguarding.

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

The school will ensure that

- children and families are aware of their obligations under the school's acceptable use policies
- children continue to be provided with teaching to be able to keep themselves safe online and offline.
- staff are provided with guidance so not as to put themselves in vulnerable or risky situations.

Promoting positive behaviour

The school recognises that depending on the circumstances there may be a lot of anxiety about learning from home again. Teachers will use Seesaw to be in regular contact with their pupils who are at home to help provide a sense of calm and routine. Teachers will promote positive learning behaviours by:

- Responding to work positively and celebrating the efforts in completing activities
- Share and celebrate work across the class and school community (via Seesaw and Monday Messenger)
- Awarding children 'House Points'
- Awarding 'Amazing Ambassador' weekly certificates.

If children are not engaging positively in remote learning activities, school will contact parents to offer support in accessing learning and encourage children to take part.

Who to contact?

If staff have any questions or concerns about remote learning, they should contact the following individuals: Here are some suggested issues and the most likely points of contact:

Issues in setting work – talk to the relevant subject lead or Phase leader

Issues with IT – contact the Admin team (Laila O’Donohue/ H. McGrath if Seesaw)

Issues with their own workload or wellbeing – talk to the Head teacher/Senior teacher

Concerns about data protection – talk to the Head teacher

Concerns about safeguarding – talk to a DSL (Kate Budd, Hannah McGrath or Lucy George)

Data protection

Schools should continue to follow the guidance outlined in the DfE data protection: toolkit for schools (<https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>) when managing personal data and may need to consider:

- taking care not to share contact details when emailing multiple people
- being careful when sharing usernames and other personal data for access to online resources
- providing access to school data systems safely
- ensuring any online tools comply with GDPR regulations.

When accessing any personal data all staff should:

- Always log off after using any password protected system and do not let any third parties access the data.
- School laptops and iPads are the school’s preferred devices when accessing any personal data.
- Take steps to keep devices secure.

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.

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/>

<https://unitedlearning.org.uk/primaryleadership>

<https://edtech-demonstrator.lgfl.net/>

Appendix A

Communication:

- Email - this will be used for all major communications and announcements from the Headteacher and school office. Teachers may use email to communicate, although they will use other platforms to communicate directly with pupils and respond to work.
- Teachers 2 Parents - Our text message system will be used to inform our school community of urgent updates and school wide reminders. Occasionally individual family text messages will be sent from the admin staff.
- Seesaw- Seesaw will be the primary mode of content delivery for Years R-6. Pupils should expect daily work in their core subjects along with links to video links to teach the small steps of new learning.
- Microsoft Teams - Teams will be used by staff to communicate and continue to meet. Staff will use Teams to continue to receive regular CPD, including child protection updates. Governors will continue to use teams as the main method of communication.
- School Website - we will always use our website to keep families, staff and governors up to date with the latest key information, announcements and dates. Any letters sent out to parents are posted on the website as will details of who to contact with any queries.
- Phone - Teachers and school staff will use the phone to touch base with families if school closure is for an extended period or there has been little communication with families using Seesaw.