Remote Education Policy

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1. Introduction

The Department for Education's 'Guidance for full opening: Schools', highlights the importance of developing robust arrangements to support remote learning.

"Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- *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 tools 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 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 pupils remotely, we expect schools to:

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

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We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.'

2. Statement of School Philosophy

Rugby Free Primary School has a vision to 'Aim High' for the children in our care, 'Achieve Together' and 'Celebrate Success'. This vision is as important during remote learning as it is when our children are being taught on site.

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 members of the school community with regards to delivery high quality interactive remote learning
- Support the continuous delivery of the school curriculum alongside health, 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

4. Who is this policy applicable to?

- A child is absent due to a positive contact or family member
- A child 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.
- The whole school is closed due to a school, regional or national lockdown.

Remote learning will be shared with families when they are absent due to Covid-related reasons only and not illness or holidays.

5. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Seesaw app to be used for all year groups to deliver taught sessions. Work can be sent through the app as can teacher's feedback to children.

- Seesaw app to be used for recorded transition videos and parent information / communication.

- Zoom to be used to address misconceptions of work (at a set time) for pupils.

- Zoom to be used to encourage two-way interaction between teachers and pupils.

- Microsoft Teams for staff communication and CPD

- Staff e-mails to be accessible for direct parent – teacher communication.

- Phone calls home (weekly for PP and vulnerable families and at least once every three weeks for all children)

- Printed learning packs if needed (i.e. families have no internet access / appropriate devices)

- Physical materials such as exercise books

- Use of BBC Bitesize, Oak National Academy and WhiteRose if appropriate to the planned sequence of learning

6. Home and School Partnership

Rugby Free Primary 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 some families in order to suit their individual needs.

Rugby Free Primary School will provide training for staff on how to use Zoom, the Seesaw app and Microsoft teams. Seesaw is currently used by all parents to access homework and for school-home communication in normal circumstances. Information about how to access Zoom and Seesaw is sent home to parents. Any families not accessing remote learning through the app will receive a phone call from a member of staff to offer technical support.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Rugby Free Primary School would recommend that, in the event of self-isolation, parents try to ensure as much structure to each day as possible. Teachers will post English, Maths and one Foundation subject lesson video each day, maintaining the teaching sequences which would have been delivered in school. In addition to this, other activities will be sent through if the whole bubble is self-isolating. If in the instance of a whole bubble isolating or a national lockdown we will follow statutory guidance provided by the Department for Education which suggests 3 hours of daily home learning for KS1 and 4 hours of daily home learning for KS2.

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.

Every effort will be made by staff to ensure that work is set promptly. If a year group bubble is closed, work will be posted each day by 9.00am. If teachers are balancing the delivery of 'in-school' teaching with remote learning,

lessons will be posted as soon as possible each day once we know children are absent from school. We would encourage parents to follow the 'digital 5 a day' framework which provides practical steps to support a healthy and balanced digital diet. https://www.childrenscommissioner.gov.uk/digital/5-a-day/

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

*Please note the responsibilities below relate to where a whole class/bubble/zone is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.

Rugby Free Primary School will provide training and induction for staff on how to use our remote learning platforms and systems: Zoom, Seesaw and Microsoft Teams.

When providing remote learning, teachers must be available during the school day (excluding break and lunchtimes). If they are unable to work for any reason during this time (for example due to sickness or caring for a dependent) they should contact the Head Teacher to discuss their individual circumstances as they would in normal circumstances. Illness should be reported through absence procedures. In most cases, where a class teacher is unwell and unable to work from home, the other teachers working in the year group will continue to set work for all children.

When providing remote learning, below are the responsibilities of the different employees.

6.1 Teachers

Setting work:

- Teachers will record video lessons and set work/assignments for the pupils in their classes using Seesaw.
- Teachers will access Zoom as scheduled on the timetable to allow two-way interaction between pupils and staff.
- The work set should follow the learning sequences for the class had they been in school, wherever possible Teachers will set daily assignments for English, Maths, Reading and Phonics/Spelling. Non-core subjects will be set across the isolation period ensuring that there is a full coverage of the curriculum

Providing feedback on work:

- Teachers or Support Staff will provide daily feedback on all classwork submitted. This may be an acknowledgement of receipt but will include at least one detailed piece of feedback a day and in many cases more than this

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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 e-mail followed by a phone call to offer support and assist engagement
- Parents have the option of e-mailing class teachers directly or sending communications through the school admin account
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT
- Any safeguarding concerned must be referred immediately to the DSL or DDSL using the normal procedure (C-Poms)

6.2 Teaching Assistants

Teaching assistants who are self-isolating alongside their classes and class teacher can be deployed by their class teacher to support remote learning. This may be responding to queries, producing additional resources and supporting children with individual needs, especially for those they normally support in class.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should contact the Head Teacher to discuss their individual circumstances. Illness should be reported through absence procedures.

6.3 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 through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Discuss any issues with parents and staff to try and resolve issues quickly and effectively
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

6.4 Designated Safeguarding Lead Team

- The DSL team are responsible for managing and dealing with all safeguarding concerns effectively, ensuring any disclosures or concerns are looked in to and supported. For further information, please see the Safeguarding and Child Protection Policy
- Ensuring that mental health and family information service support is shared with parents and staff to be able to direct them to further support

6.5 The SENDCO

- Liaising with the SLT 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 Teacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs

- Ensuring that they liaise with the teachers to ensure all pupils of the SEND register are having worked planned with is accessible for them

6.6 The School Business 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

- Ensuring that the administration of the school is running as smoothly as possible and other admin and premises staff are well managed to ensure support for teaching staff requiring information or resources

7. 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

- Be respectful when making any complaints or concerns known to staff and not to expect responses to emails or Seesaw work in the evenings, weekends and holidays

8. Local Governing Body and Trust Board

The local governing body and trust 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

9.   Links with other policies and development plans

This policy is linked to our:

- RFPS Safeguarding and Child Protection policy
- RFPS Behaviour policy
- LT2 Data protection policy and privacy notices
- RFPS Online safety acceptable use policy
- RFPS Marking policy