Summerville Primary School
Remote Education Policy

Date	October 2020
Review Date	October 2021
Designated Governor	Vicky Johnson
Signature	
Chair of Governors	Gail McNally
Signature	
Head Teacher	Joanne Jordan
Signature	

Equality Statement

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation

- advance equality of opportunity

- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on age, disability, gender, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief and sexual orientation as outlined in the Equality Act 2010. If you feel, on reading this policy, that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

RECORD OF UPDATES

Update No.	Date Updated	Signature
1. Policy updated to reflect changes to Remote Learning Handbooks following DfE Guidance 'Restricting attendance during the national lockdown: schools'	15th Jan 2021	Isabel Lucas
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1. Statement of School Philosophy

Summerville Primary School 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. 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

- set out clear expectations for all members of the school community with regards to the delivery of high quality interactive remote learning

- support effective communication between the school and families and support attendance

3 .Remote Learning Provision

Outlined below are the different scenarios which may occur in school and what the children's learning will look like under each one.

Scenario 1: Full attendance – class teacher and all children attending school

Teaching and learning will continue as usual in school and children will be taught the full national curriculum in line with our long-term plans. We will use the time the children are in school to prepare them for potential switches to home learning.   The switch from normal classroom learning to remote learning usually happens with little or no notice, but there are a number of initiatives that can be undertaken during the periods of school-based learning that will allow any transition to be as smooth as possible and keep disruption to children's education to a minimum.

These include:

- a list of which children will need a loan device

- loan devices sourced, prepared and the children given an opportunity to use them in school, so they are familiar with them

- offering workshops with training for parents/carers on how to use the different remote learning platforms and be able to support their child's learning effectively

- ensuring all parents/carers have read and signed the remote learning code of conduct and remote learning safeguarding protocol (see Appendix 1)

- creating and activating the children's individual logins for all online learning programmes

- giving the children opportunities to use the additional online learning programmes whilst in school (see Appendix 2)

- setting homework on Seesaw while children are attending school in the usual way

Scenario 2: Parents/carers refuse to send children to school

Current advice from the local authority is that if parents/carers refuse to send their children into school, then schools are not required to set work for them. We will however work closely with these parents/carers to address their concerns and encourage school attendance in line with our attendance policy.

Scenario 3: Class teacher must self-isolate at home, but the children are still at school

The class will be taught by alternative staff in school. If the teacher is well, then they will be required to plan the work for the cover staff. In addition to this planning requirement, they will be given other tasks they can complete at home.

If the teacher is unwell, then they are not expected to work at home and lessons will need to be prepared by the cover staff.

Scenario 4: Individual children cannot attend school as they are awaiting COVID-19 test results for themselves or a household member

Whilst awaiting test results, children have been provided with a selection of English and maths workbooks suitable for the level they are currently working at.

If the test is negative, then the children can return to school and normal classroom learning will resume. If they or a member of their household tests positive and they are required to self-isolate for longer, then scenario 5 applies. Obviously if the child is ill with coronavirus, then no work will need to be set until they are better.

Scenario 5: Individual children are required to self-isolate for 14 days or cannot attend school for medical reasons. The rest of their class are attending school as normal.

If the child is ill, then there is no requirement for work to be set until they are recovered and able to undertake remote learning.

For children who are well, they have been provided with a selection of English and maths books to allow the class teacher (who still has full class teaching responsibility at this point) time to schedule work for them on Seesaw. The teacher will provide a programme of work which closely follows the in-school curriculum, using a range of resources. Their daily schedule and tasks will be posted on Seesaw.

The parents of the children at home will have regular contact with the class teacher and/or support staff via telephone calls. The staff will also keep in touch with the pupils through daily contact via Seesaw.

Scenario 6: Whole bubble (staff and children) is asked to self-isolate

Notification of a bubble closing happens at very short notice, because confirmation of a COVID-19 case may happen during the school day, over a weekend or in the evening. Therefore, it is not possible to provide the full remote learning offer on Day 1 of a 14-day self-isolation period.

For that first day, all the children have been provided with personalised maths and English workbooks to use for remote learning. This allows staff time to prepare and schedule work for the next day and to sort out any technical issues identified at home. We will also use that first day to arrange the loan of any devices to families identified as needing them and to replace any lost or mislaid log in/password details needed for the various online learning programmes.

At the start of each day, the children will be provided with their learning and tasks for the day. The learning and tasks we set will deliver the same curriculum content the child would have received had they been in school. However, there may have to be some adaptations to some of the lessons e.g. a field trip lesson around the school grounds in geography is not possible if self-isolating, so we would use aerial photos instead.

As a general rule, for KS1 and KS2, the tasks will include daily maths, reading, phonics/spelling and writing. In addition to these daily tasks, a selection of PE, science and foundation subject activities will also be set throughout the week. It is important that young children should not be spending hours staring at screens, so we need to make sure that they also have regular opportunities for reading aloud, physical and creative activity, and to practise their handwriting. Teachers will need to plan daily learning so that there is a balance of time spent on screen and time to work independently on other offline activities.

However, we are aware that every family will be facing different challenges at home during periods of remote learning, and as the class teacher you will need to work closely with parents/carers to develop a home learning package that works for both school and home. Whilst we are committed to the children receiving the best possible remote education offer we can, we want it to be manageable and realistic for the families as well. Staff will keep in regular contact with parents/carers via telephone calls and/or emails. We will also keep in touch with the children through daily contact via Seesaw, the Zoom meetings and responding to the children's work.

For reception and nursery children, the home learning will look less formal. There will be regular live 'story times' with the EYFS staff, songs to learn, games to play at home, counting and writing activities and of course PE opportunities and arts and crafts ideas in the form of an activity pack/handbook.

We envisage that timetables and the activities offered to children will develop over the course of the bubble closure period, and throughout the year. Teachers and teaching assistants will develop their skills and confidence in using Seesaw and their knowledge and understanding of the various online teaching strategies and online programmes available. We will learn from experience what is possible and manageable and adapt accordingly. We will ask parents/carers for feedback.

During the week, the teacher and teaching assistant will host two short online Zoom meetings to which all the children are welcome to attend. To be able to access this call, parents/carers will have to have read and signed the remote learning safety protocol and code of conduct (Appendix 1) which has been sent to all parents electronically via Parentpay. During these meetings the staff may deliver an assembly, story time, celebrate good work or have a general catch up with the children.

Any work submitted before the close of the school day (3:00 p.m.) will receive a response by the end of that day. Any work submitted after that time will be responded to first thing the next day. All work will be assessed by the teacher, feedback given to the child and the next piece of work for that subject uploaded. This feedback may take many forms e.g. a simple recognition of a job well done, some help if needed pointing out some misconceptions and some more time to practise or a challenge for the child. The feedback may be written or verbal as Seesaw allows staff to deliver both.

Scenario 7: The whole school closes because there is a full local/national lockdown requiring school to only open for vulnerable or critical worker children

In the case of a local or national lockdown where school is closed to all but the children of key workers and those identified as vulnerable, staff will provide a mixture of remote learning and also support those children who are in school.

The remote learning offer we provide will follow the model in scenario 6 above. Parents/carers will continue to receive regular contact from us via telephone calls.

The children in school will access the same remote learning as the children at home in the classroom supported by school staff.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online remote learning platforms for EYFS KS1 KS2 *(e.g. Tapestry, SeeSaw, Zoom)*
- Use of recorded video lessons
- Phone calls and emails between school and home
- Printed maths and English workbooks
- Physical materials such as EYFS activity packs, exercise books and writing tools
- Use of other relevant online programs including *BBC Bitesize, Oak Academy, Times Table Rock Stars, NUMBOTS, IDL, Read Theory, Collins Big Cat online reading books*

The detailed remote learning planning and resources to deliver this policy along with can be found on the home learning page of our school website:

www.summervilleprimary.co.uk/home-learning/

Documents and resources connected with remote available on the website include:

- Links to online learning platforms, programmes and resources
- Remote Learning Handbook for parents
- Curriculum resources

5. Home and School Partnership

Summerville 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. Summerville Primary School will provide support for parents such as device loans, provision of WiFi hotspots, technical support to allow children to access the remote learning.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Summerville Primary School would recommend that each 'school day' maintains structure. 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.

Staff will provide personalised learning for the children in their class. The Remote Learning Handbook contains full details of what work will be set, how often and how it will be marked and feedback given to children.

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

Teachers

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

Summerville Primary School will provide a refresher training session and induction for new staff on how to use SeeSaw/ Zoom

When providing remote learning, teachers must be available for the children and their parents between 9:00 and 3:00.

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:

- Teachers will set work for the pupils in their classes and if necessary, any children self-isolating from other classes.
- Weekly/daily work will be shared via the online learning platform Seesaw.
- Teachers will provide personalised learning which replicates the standard curriculum.
- Activities should be a balanced mixture of subjects, but it is accepted that the online learning experience will not replicate the school day exactly.
- Lessons should capitalise on the home environment, look to reduce screen time and include physical activity.
- There will be daily maths and English activities available (including Times Tables Rock Starts/NUMBOTS and Big Cat Collins reading books) and a variety of other core/foundation subject related activities throughout the week. Where possible the activities should be linked to the long term plans for the subjects.
- Work should be accessible and suitable for all levels including differentiation/challenge and meet the needs of all learners including those with SEND.
- The total time it should take the children to complete all the daily activities set (including physical and creative tasks), should be between 2 and 4 hours per day depending on the age of the children and level of parental support. Staff may make personalised plans with parents around remote learning that supports their situation.
- Modelling or supportive materials may be included to reinforce learning. These may be links to existing materials such as White Rose Maths videos, BBC Bitesize and other weblinks.
- Class teachers will collaborate regularly with the other team members to ensure the smooth running of the home learning experience. This may be through emails, phone calls or virtual meetings.
- In the case of a class teacher working from home being unwell, SLT or other teachers working from home will be responsible for the home learning for that teacher's class.

- Teachers will track pupil progress and engagement on a daily basis to ensure participation and explore the reasons for non-participation with the parents. Understanding should always be given to different family circumstances.
- Work will only be shared by the class teacher or teaching staff. The 'share all' option must not be enabled for children
- All comments from children must be approved by the class teacher/teaching assistant before being added to the platform.
- Teaching assistants may message children where appropriate and comment on their work.
- Teachers should monitor the morale and well-being of their class and judge the workload of the students carefully. They have the opportunity to make good decisions for the wellbeing of their students.
- The directed time policy is still applicable when teachers are working from home.

Providing feedback on work:

- All completed work submitted by 3pm will receive teacher response and comments by the end of the same day.
- Any curriculum tasks submitted after 3pm will be responded to by the next working day.
- All work will be assessed by the teacher, feedback given to the child and the next piece of work for that subject uploaded. This feedback may take many forms e.g. a simple recognition of a job well done, some help if needed pointing out some misconceptions and some more time to practise or a challenge for the child. The feedback may be written or verbal as Seesaw allows staff to deliver both.

Keeping in touch with pupils who are not in school and their parents:

- If there is a concern around the level of engagement of a pupil, parents should be contacted promptly via phone/email to access whether school intervention can assist engagement.
- All parent/carer emails should come through the school admin account summerville.primaryschool@salford.gov.uk initially but staff may provide their Salford email address.
- Any complaints or concerns shared by parents or pupils should be logged on CPOMs and reported to the headteacher, or in her absence, a member of SLT.
- Any safeguarding concerns, should be referred immediately to the DSL or Deputy DSL in her absence.

Teaching Assistants

Teaching assistants must be available between 8:15 and 3:15.

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 assistant must complete tasks as directed by the class teacher or 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 incl. monitoring the quality, engagement and impact on teacher workload.
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing a sample of activities and comments and/or reaching out for feedback from pupils and parents.

- 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 Subject Leader

The IT Subject Leader, in partnership with RM Services, is 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.
- Assisting pupils and parents with accessing the internet or devices.

The SENCO

The SENCO is responsible for:

- 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 headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support provided is of good quality and meets the needs of our SEND pupils.

The SBM

The SBM is responsible for:

- 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.
- Support their children with remote learning.
- Seek help from the school if they need it and discuss with staff what possible resources and/or support may assist with the child's learning.
- Read, sign and adhere to the Remote Learning Code of Conduct and Safeguarding Protocols.
- 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:

- Safeguarding policy
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Code of Conduct for Phone calls, Video conferencing and recorded video