



Remote Education Policy

Adopted by the Governing Body of
Steeple Morden Primary School

This policy is to be reviewed: Annually
The next review date is: Autumn 2021
Review is the responsibility of: Curriculum Committee

REVIEW HISTORY

First written November 2020
Review ratified:
Review ratified:

Signed: 

Chair of Governors

Dated: 9 December 2020

Signed: 

Headteacher

Dated: 9 December 2020

1. Aims

This Remote Education Policy aims to:

- Outline the school's approach to educating pupils who will not be attending school, as a result of government guidance or the closure of a bubble
- Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work
- Ensure that remote education is offered as soon as it becomes necessary
- Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who aren't in school through use of quality online and offline resources
- Provide clear expectations for members of the school community with regards to delivering high quality interactive remote learning
- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being
- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning
- Ensure that pupils engage in learning which is as close as possible to that which they would have completed had they been in school as normal
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources
- Ensure that pupils who lack any necessary equipment have this sourced for them

2. Who is this policy applicable to?

- Children who are 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. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school
- Children who are part of a whole bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19.

3. Resources

Resources available to support delivery of this Remote Education Plan include:

- Mathletics / Spelling Frame / White Rose maths / Oak academy resources / Tackling Tables
- Ongoing staff CPD and sharing good practice
- Protocols for staff, parent and pupil use of Zoom
- Emailed packs (Parentmail) / Printed learning packs as required
- Further information for parents via email, telephone or Zoom as appropriate
- Books and other physical learning materials

4. Approaches to Learning: Our Principles

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Planning will be informed by the feedback from previous remote learning
- Pupils will study a broad range of subjects, as they would encounter if in school

- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning
- Those who cannot attend school will access similar learning to that which their bubble is completing within school
- Activities will be varied and not solely consist of 'screen time'
- Teachers will have access to a wide variety of resources to share remotely
- Where possible and appropriate, resources will be quality assured by subject and senior leaders, who will share good practice with colleagues
- Staff will have the training they need to provide online learning safely, through 'face to face' support from colleagues or access to online support
- All pupils will have access to the resources they need to learn. We will ensure this through discussion with parents/carers to identify any specific need. Where appropriate resources may be lent to families or delivered to their home address and access to appropriate technology will be a priority
- Teachers will communicate the purpose of activities and their success criteria for pupils, by Parentmail and/or telephone calls
- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families through regular contact and discussion
- COVID catch-up funding will be used to provide additional support and input to those pupils previously identified as vulnerable
- Staff workload will be managed by regular open conversations and opportunities to raise concerns and ask for support
- Leaders will measure engagement in remote learning through verbal feedback from pupils and parent and evidence of learning completed. This information will be used to review provision and make changes as necessary.

5. Working with Parents

We are committed to working in close partnership with families, and providing remote learning in different ways when that is necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND)

We will continue to provide remote learning in line with previous routines and opportunities from Summer 2020. Feedback from parents was positive and the vast majority felt supported and able to work alongside their children.

Resources will be shared with pupils and parents via Parentmail (100% of families are currently accessing this service)

We encourage parents to support their children's work, and to establish a routine based around the school day wherever possible.

Should parents be unable to access online work for any reason, they should contact the class teacher so that alternative arrangements can be discussed

All children work within an 'Acceptable Use Policy' at school which includes e-safety rules. This applies when children are working on computers at home. Pupils and their parents will be reminded of the expectations and ways to keep safe. Additional information is available on our website and parents will also be directed to read this

6. Roles and responsibilities

Senior and subject leaders

Alongside any teaching responsibilities, senior/subject leaders are responsible for:

- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement
- Monitoring the effectiveness of remote learning, including feedback from pupils and parents
- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning
- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance in this respect
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Teachers

Teachers have been provided with the necessary training on how to use the online resources. When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for the pupils in their class
 - The work set should follow a similar timetable for the class had they been in school, wherever possible
 - Daily English and mathematics work and one other subject
 - Planning and resources will be available for checking by senior staff if requested
- Providing feedback on work:
 - Teachers will provide feedback through email, phone call or face to face on return; whichever is most appropriate for the age and ability of the child
- Keeping in touch with pupils who aren't in school and their parents:
 - Teachers are expected to make weekly contact, via emails, phone calls or Zoom
 - If there is a concern around the level of a pupil's engagement, the teacher should in the first instance discuss this with the parent before raising with senior staff
 - In the case of individual pupil absence, teachers should use the school office email address to communicate with parents and pupils. All parent/carer emails should come through the school office account. Should a bubble be isolating then the relevant class email address (used in Summer 2020) will be restarted
 - Teachers should check emails at least once in the morning and once in the afternoon and should aim to respond to all parents within 24 hours. If the matter cannot be resolved within that period, the teacher will acknowledge the email and explain to the parent the reasons for the delay and the actions they are taking
 - Where a family displays difficult behaviour or is unable/unwilling to comply, teachers will raise this with the Headteacher
 - Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number is hidden from view
- Staff who are required to self-isolate are expected to:
 - Follow the normal reporting procedure for planned absence
 - Following contact with school, the school business manager may set up a referral to Occupational Health to support that individual
 - Obtain a test and share the result of it with school so that appropriate plans can be made
 - If unwell themselves, teachers will be covered by another staff member. Planning and other activities will not be undertaken until the teacher is fit for work.

Teaching Assistants

Teaching assistants must be available during their usual 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.

During the school day, teaching assistants must complete tasks as directed by a member of the SLT. The following tasks/roles are examples and do not constitute an exhaustive list:

- Cover in other areas of the school as directed by the Headteacher or Assistant Heads
- Assisting the class teacher with supporting pupils
- Preparing home learning resources
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents
- Completion of work that accords with school improvement priorities

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.

The SENCO

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 required by pupils

The 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.

IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they are 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

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work set by teachers to the best of their ability

Staff can expect parents with children learning remotely to:

- Wherever possible, maintain a regular and familiar routine
- Support their children in their reading as far as they are able, so that they continue to read their home reading book or access online reading resources via Oxford Owl

- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus
- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered
- Seek help from the school if they need it, communicating with class teachers by contacting the school office via email or telephone
- Be respectful when making any complaints or concerns known to staff

Governing Body

The governing body 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. Personal Data

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to their line manager if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices.

8. Keeping Devices Secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes but is not limited to:

- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters
- Ensuring the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device
- Making sure the device locks automatically if left inactive for a period of time
- Not allowing family or friends to use the device
- Storing the device securely to avoid theft
- Ensuring that anti-virus and anti-spyware software is up to date
- Installing updates to ensure that the operating system remains up to date

9. Safeguarding

Staff should ensure that all safeguarding concerns are reported immediately to the DSL or one of the Deputies. If you are unable to contact someone and it is an urgent matter, speak to a member of the senior leadership team. All safeguarding policies and procedures continue to apply.

Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.

10. Expectations of staff during online meetings

When attending virtual meetings all staff should follow expected professional standards in relation to:

- Dress code
- Location, e.g. avoid noisy areas, nothing inappropriate in the background

11. Links with other policies and development plans

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Safeguarding/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