



**St Mary's CE Primary School**

**N8 7QN**

# **Remote Learning Policy**

Jesus said, "Love one another as I have loved you."

(John 15:12)

## **Our Vision**

As we love, we flourish

As we flourish, we aspire

As we aspire, we achieve

Together, we are a family.

Friendship, Compassion, Hope, Wisdom,

Community, Endurance.

# Remote Education Policy



## 1. School Philosophy

St Mary's always strives 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 supports this and this is threaded through our school vision statement and Christian Values.

### **Our Vision Statement**

As we love, we flourish

As we flourish, we aspire

As we aspire, we achieve

Together, we are a family

At St Mary's CE Primary, our Vision places our Christian values of **'Friendship, Compassion, Hope, Wisdom, Community and Endurance'** at the core of everything we do.

These Christian values are embedded into the fabric of every aspect of school life, and are supported by and demonstrated through our commitment to the four principles of the United Nations Convention on the Rights of the Child (UNCRC). All decisions taken at our school are done so in the best interests of the children. This is also the case in relation to our remote learning offer.

## 2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils who are not in school through the use of quality online and offline resources and teaching videos
- Provide clear expectations to members of the school community with regard to the delivery of high quality and interactive remote learning
- Include the continuous delivery of the school curriculum and the mental health and wellbeing of all children
- Support children's motivation for learning
- Provide parents with appropriate and available resources and tools so that they are better able to support their child's learning at home
- Provide for the continued professional development needs of staff
- Ensure ongoing effective communication between the school and families

A [rapid evidence assessment](#) undertaken by the Education Endowment Foundation aimed to investigate methods that schools could use to support remote learning during school closures caused by the 2020 coronavirus pandemic (Covid-19). The review sought to find the

best evidence behind the wide array of approaches that schools might choose to use during the crisis.

The EEF found that:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, particularly for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different tasks and types of content

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

- Any children who are unable to attend school as a result of a national lockdown.
- Identified key groups of children attending school and accessing remote learning from within the school environment.
- A child (and siblings as applicable), who are absent because they are awaiting test results and the household is required to self-isolate. The rest of their bubble are attending school and being taught as normal
- A child's bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

Remote learning will be shared with families when children are absent due to Covid-related reasons at the start of week

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

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS (Tapestry & Seesaw) KS1 (Seesaw) KS2 (J2E), Youtube (via school website)
- Staff CPD and parent sessions (Via Zoom)
- Use of Recorded video or Live Video for start of the day registration, instructional videos and assemblies (via Zoom)
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy, White Rose maths

The detailed remote learning planning resources to deliver this policy can be found on the relevant sections of the school's G drive.

### **5. Home and School Partnership**

St Mary's Church of England Primary School is committed to working in close partnership with families and recognises that each family is unique and because of this, remote learning may look different for different families in order to suit their individual needs.

Our school will provide a refresher online training session and induction for parents on how to use Seesaw and J2E as appropriate and where possible, provide appropriate and personalised resources.

Where possible, it is beneficial for children to maintain a regular and familiar routine. We therefore strongly 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 children with work by encouraging them to work with good levels of concentration.

Every effort will be made by school staff to ensure that work is set promptly. Should accessing work be an issue, parents must contact the school office promptly and alternative solutions will be considered. These will be discussed on a case by case basis.

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/>

## **6. Roles and responsibilities**

### **Headteacher**

The headteacher is responsible for implementation of this policy.

### **Teachers**

Our school will provide a refresher training session and induction for new staff on how to use SeeSaw/J2E

When providing remote learning to their class/bubble, teachers must be available between the hours of 8.30am and 3.30pm.

If teachers 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 reporting procedures.

When providing remote learning, teachers are responsible for:

#### **➤ Setting work:**

- Teachers will set work for the children in their classes
- Wherever possible, the work set should follow the usual timetable for the class had they been in school
- Weekly/daily work will be shared using online platforms such as SeeSaw and J2E
  - Teachers in Nursery to Year 2 will be setting work on Seesaw
  - Teachers in Years 3 - 6 will be setting work on J2E

#### **➤ Providing feedback on work:**

- As far as possible, feedback to children must be in line with our agreed school Marking Policy
- Priority on feeding back to children must be given to the core areas i.e: reading, writing and maths. Typically, tasks related to these subject areas should be completed in the morning.
- Feedback in other curriculum areas must also be given but will not be as regular as the feedback given to the core areas. Feedback should be at least weekly.

➤ 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 child, parents should be contacted via phone to assess whether school intervention can assist engagement.
- All parent/carer emails should come through either the school office or via the year group email, as applicable.
- Any complaints or concerns shared by parents or children must be reported to a member of the senior leadership team. For any safeguarding concerns, refer immediately to the designated safeguarding lead.

### **Teaching Assistants**

Teaching assistants must be available for their contractual 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 reporting procedures.

During the school day, teaching assistants must complete tasks as directed by their line manager 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, including daily monitoring of levels of pupil engagement.
- Monitoring the effectiveness of remote learning, such as through regular meetings with teachers and subject leaders, reviewing work set or gathering feedback from children and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

### **Designated Safeguarding Lead (DSL)**

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

### **Computing Lead**

Our computing lead is responsible for:

- Liaising with the IT technician to fix issues with online learning platforms used in the setting and collection of work
- Supporting staff with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the school's Data Protection Officer (School Business Manager)
- Assisting children and parents with accessing the internet or devices

### **Inclusion Manager**

Our Inclusion Manager is responsible for:

- 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
- Liaising with the Computing Lead and IT technician to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Identifying the level of support required for individual children with SEND

### **The School Business Manager**

Our School Business Manager 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 children learning remotely to:

- Complete work to the deadlines set by teachers
- Seek help if they need it from school staff
- Alert teachers if they are 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 cannot complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or raising concerns

### **Governing Board**

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure that the quality of education remains high quality
- 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 other policies and procedures related to:

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

Updated: January 2021

## Remote Learning Strategy

	Digital Platform	Training & Development	Curriculum & Pedagogy	Access & Integration
<b>HEP</b> <i>HEP provision of school support</i>	<ul style="list-style-type: none"> <li>Evaluate Pros and cons of digital offers</li> <li>J2, SeeSaw, G Suite, Teams, Apple, Dojo, Tapestry, Fronter, Oak Academy etc.</li> <li>Audit of best practice-from HEP schools by each phase and platform</li> <li>Coordination of school to school support and working parties</li> <li>Establish relationships with representatives from key platforms</li> </ul>	<ul style="list-style-type: none"> <li>Develop Model policy</li> <li>Connect with EdTech, other experts and best practice nationally</li> <li>Nursery to college pathways</li> <li>Examples of staff guidance</li> <li>Coordination of working groups around different platforms/phases</li> <li>Access to pre-recorded visual walk-throughs from school leaders</li> </ul>	<ul style="list-style-type: none"> <li>Regular local and national updates</li> <li>Examples of how to integrate HEP primary curriculum pedagogy – 10 teaching techniques</li> <li>Application of Rosenshine’s principles</li> <li>Example remote learning timetables</li> <li>Use of existing resources available</li> <li>Example videos of remote learning across range of teaching strategies</li> </ul>	<ul style="list-style-type: none"> <li>Updates from DfE on school support</li> <li>Collation of wider offers</li> <li>Borough wide sharing of good practice</li> <li>Access to training videos and tutorials for staff and leadership</li> <li>Integration into everyday provision</li> <li>Signposting government and local access support including platform provisioning</li> </ul>
<b>Leadership</b> <i>Leadership capacity for exemplary remote learning</i>	<ul style="list-style-type: none"> <li>Consider capabilities of staff, pupils and families to select most suitable platform</li> <li>Share digital strategy and development with wider school community</li> <li>Outline vision and direction to staff</li> <li>Build own skill set around chosen platform</li> </ul>	<ul style="list-style-type: none"> <li>Designate remote learning lead and ensure capacity</li> <li>Work with schools and contacts specific to the chosen platform</li> <li>Compose, administer and follow up on guidance and expectations</li> <li>Create training: staff, pupils and parents</li> </ul>	<ul style="list-style-type: none"> <li>Consideration of remote curriculum : new content and retrieval / revision</li> <li>Monitoring for consistency and quality</li> <li>Mapping CPD priorities for staff</li> <li>Awareness of DfE expectations</li> <li>Expectations of marking and feedback though remote learning</li> </ul>	<ul style="list-style-type: none"> <li>Homework integration with remote learning – retrieval &amp; revision</li> <li>Consideration of hard copy work if needed – the how and the what</li> <li>Support for staff access including technology provision</li> </ul>
<b>Staff</b> <i>Prepare staff, set expectations and manage workload</i>	<ul style="list-style-type: none"> <li>Variety of staff competence</li> <li>Assuring chosen platform provides safeguarding of staff</li> <li>Staff confidence with use of digital platform</li> </ul>	<ul style="list-style-type: none"> <li>Policy and expectations</li> <li>Support and guidance on using platform</li> <li>Guidance on delivery on screen</li> <li>Example work, timetables, feedback and communication provided</li> </ul>	<ul style="list-style-type: none"> <li>Expectations, scaffolding and feedback</li> <li>Modelling of key steps to success</li> <li>Building on prior learning</li> <li>Teaching consistent with classroom pedagogy and expectations</li> </ul>	<ul style="list-style-type: none"> <li>Identify leadership communication routes with staff</li> <li>Staff communication with pupils – access and frequency</li> </ul>
<b>Pupils</b> <i>Home and school provision with consistent curriculum</i>	<ul style="list-style-type: none"> <li>Age range and level of parent support</li> <li>Pupil usernames and passwords</li> <li>Independence of learning</li> <li>Range of device compatibility</li> </ul>	<ul style="list-style-type: none"> <li>In-class preparation</li> <li>Training videos available to and created by staff, available on website and platform to support with rollout</li> <li>Means of contact for ongoing support</li> </ul>	<ul style="list-style-type: none"> <li>Feedback and marking expectations</li> <li>Regular communication with teacher</li> <li>Peer interaction and discussion forums</li> <li>Checklists and timetables provided to structure workload</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged pupils at forefront</li> <li>Securing digital homework to increase pupil engagement and competence</li> <li>Classroom audit of pupil access</li> </ul>
<b>Parents</b> <i>Engage and communicate remotely</i>	<ul style="list-style-type: none"> <li>Considers school community and best fit platform for families – ease of access, usability, communication</li> <li>Considered supervision and support expectations of parents</li> </ul>	<ul style="list-style-type: none"> <li>Communication of expectations</li> <li>Weekly troubleshooting opportunities</li> <li>Clear video tutorials for parents</li> </ul>	<ul style="list-style-type: none"> <li>Communication of curriculum overview and ways they can support pupils</li> <li>Suitable work set for pupils to manage independently first and foremost</li> <li>Considered variation of parental support</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged families at forefront</li> <li>Signposting to digital support available – school and/or national schemes</li> </ul>
<b>Safeguarding</b> <i>Protect pupil welfare, retain school community</i>	<ul style="list-style-type: none"> <li>Chosen platform offers robust safeguarding protection</li> <li>Staff safeguarding, protection of all images / videos</li> </ul>	<ul style="list-style-type: none"> <li>All staff preparedness for safeguarding issues in remote learning offer</li> <li>Remote learning policy includes safeguarding procedures</li> </ul>	<ul style="list-style-type: none"> <li>Teacher engagement through learning supports safeguarding needs</li> </ul>	<ul style="list-style-type: none"> <li>Engage hard to reach families and provide learning for MIE</li> <li>Remote safeguarding support provided to pupils and families</li> </ul>
<b>Technology</b> <i>Manage technical support and troubleshooting</i>	<ul style="list-style-type: none"> <li>Building relationships with chosen platform – designated support</li> <li>How to support families in case of issues – regular drop-in help sessions</li> </ul>	<ul style="list-style-type: none"> <li>Staff, pupils and families receive necessary technical support</li> <li>Consider expert training from specific platform accredited schools</li> </ul>	<ul style="list-style-type: none"> <li>Develop archive of remote learning material for pupils to access</li> </ul>	<ul style="list-style-type: none"> <li>Technology support routes signposted and accessible</li> </ul>



