The Meadows 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
- Home-school agreement
- E-safety and acceptable use policies

Aims

This remote learning policy:

- Set 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.

This 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 will remain as they were during the spring and summer terms 2020, when teachers shared home learning tasks via our online learning journals Tapestry (EYFS) and Seesaw (Y1-6

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.

Adopted: autumn 2020
Due for review: autumn 2021

Contingency plans

For individuals or groups of self-isolating pupils, remote education plans will be in place. These should, as far as is reasonably practical, 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, through the online learning journal platforms already in use (Tapestry & Seesaw) ensure that we:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that are 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 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
- 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 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.

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 will vary depending on the situation. For example:

- **a child being forced to self-isolate**
  In this instance, due to the fact that the class teacher will still be teaching the majority of the class/bubble in school, the class teaching assistant will ensure that the work being undertaken in class that day is uploaded to Tapestry/Seesaw for a child to complete. Questions will be answered by either the class teacher or teaching assistant and completed work may be acknowledged by either member of staff.

- **a bubble/group being forced to self-isolate**
  In this instance the class teacher will be responsible for uploading all work onto Tapestry/Seesaw. They will also ensure that clear explanations of new content are provided for the children to view at home. These will either be delivered by the class teacher themselves or through other high-quality curriculum resources or videos such as the Oak National Academy or through other professional bodies such as the National Centre for Excellence in the Teaching of Mathematics (NCETM)

- **a teacher being unwell and unable to set remote work.**
  In this instance, a supply teacher will be employed to teach the children in school and the class teaching assistant will be responsible for sharing work online with any children, who are isolating at home.

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.

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.

Wherever possible, class teachers will endeavour to share either a daily or weekly timetable to help parents and children learning from home remotely to plan and structure their days, particularly where there may be more than one child in the family home to organise and support or parents working from home.

There may be occasions where children require one-to-one sessions, for example, to provide pastoral care or provide support for pupils with special educational needs and disabilities (SEND).

This provision would first be discussed and approved by the senior leadership team in order to assess any risks. Where a member of school staff is required to provide support for a child learning at home, we would require a parent to be present with them throughout the video call.

Communication with pupils and families (including vulnerable children)

In the event of school 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.

The school has several methods of electronic communication available for keeping in contact with families during any period of school closure. The school app messaging service and email facility (accessed via the school's website) allows messages for individuals, groups or the entire school, to be distributed instantly and for replies to be directed to an email recipient.

The majority of day-to-day communication between teachers and pupils will be via the online learning platforms: Tapestry (EYFS) and Seesaw (Y1-Y6), where messages can be passed between teachers, parents and pupils.

Where individuals who are self-isolating are 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 telephone or video call at least once a week.

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. However, these decisions will need to be considered on a case by case basis.

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

Our Early Years team will use 'Tapestry', to communicate with and support parents in enabling their children to access home learning tasks.

Delivering remote education safely

Keeping children safe online is essential. The statutory guidance 'Keeping Children Safe in Education 2020' provides information about how to protect pupils online. In addition, the school will make use of resources from 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.
- staff have access to support and guidance materials to promote the safe delivery of online lessons.

Promoting positive involvement with remote education

The school will make every reasonable endeavour to help parents to support their child and help continue their learning at home. Parents are asked to make contact with school is discuss

any issues they may have with remote learning at the earliest opportunity, so that a solution can be found.

School will also attempt to make contact with any parents/carers of children who do not appear to be engaging with their remote learning tasks to find out if there are any difficulties preventing home learning from taking place.

In the event that there is no real improvement in terms of the level of engagement with home learning tasks, the school may then contact its Education Welfare Officer, from the Education Access Service, to request further support.

Data protection

When managing anyone's personal data all school staff need to:

- take care not to share contact details when emailing multiple people;
- be careful when sharing usernames and other personal data for access to online resources;
- provide access to school data systems safely

For further information, please see the school's current GDPR Data Protection Policy.