

The Meadows Primary School

Remote Education Policy

This policy is linked to:

- Behaviour policy
- Safeguarding & child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- E-safety and acceptable use policies

Aims

This remote learning policy:

- 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

Process for remote education.



The arrangements for remote education for the current academic year will remain as they were during the previous academic year, when teachers shared home learning tasks via our online learning journals Tapestry (EYFS) and Seesaw (Y1-6).



Remote Education expectations

Where a class, group or a small number of pupils need 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:

- provide government supplied electronic devices (tablets/laptops), where appropriate, to enable access to online remote learning. Priority will be given to those children in receipt of free school meals in the first instance
- 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.

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 remain at home are defined as 'vulnerable', the school will put 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, school will 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. 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. 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' 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.

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 to avoid putting 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 to 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.