Remote Education Policy

Policy Version			
Date	**Document Version**	**Document Revision History**	**Document Author / Reviser**
23.9.20	Version 1	New Requirement. Approval given at LGB 1.10.20	Mrs A White

This policy will be reviewed every 12 months or in light of a change to local and Government legislation.

The Dunham Trust's Vision, Aims and Ethos

Together we will
Challenge the ordinary
Promote individuality
Be advocates for change

Across our schools we encourage cross-collaboration and the sharing of best practice. We believe that we are able to help our schools and their young people to aspire to, and achieve, success. We are committed to ensuring that every child and young person has a pathway to succeed and that:

- gives the best possible start in life
- equips them with creativity, spirit and confidence
- enables individuals to appreciate life and equip for further learning
- supports the child in becoming a responsible citizen and contribute to the local community
- celebrates the individual

The Dunham Trust aims to contribute positively to the self-improving school-led system in education across this locality. We believe in true collaboration; working in partnership, investing in people and building capacity for long term, sustainable success. There is both the expectation and opportunity for collaboration across individual Trust schools.

The five schools in The Dunham Trust are:

Acre Hall Primary School
Barton Clough Primary School
Elmridge Primary School
The Orchards Special School
Lime Tree Primary Academy

The Dunham Trust is a growing Trust with very clear educational aims and expectations. One of The Trust's primary aims is to transform the schools within The Trust into sustainable learning communities. We want to create a community of good and outstanding schools with the highest aspirations. The skills and expertise that exist within The Trust will ensure that our academies and young people aspire to, and achieve, success. We achieve this through a well-structured School Improvement Programme which is supported by The Trust's two Teaching Schools.

Acre Hall Primary School - Remote Education Policy

1. Statement of School Philosophy

Acre Hall Primary School always strives to be creative and innovative. We aim to support our parents/children in the best way possible to make learning purposeful and engaging. 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 the use of quality online and offline resources and remote teaching sessions where appropriate

➢ Provide clear expectations for members of the school community with regards to the delivery of high quality interactive remote learning

➢ Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support

➢ Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher events)

➢ Support effective communication between the school and families and support attendance

3 .Who is this policy applicable to?

➢   A child (and their siblings if they are also attending Acre Hall Primary School) is absent because they are awaiting test results, the household is required to self-isolate, and the rest of their school bubble are attending school being taught as normal.

➢   A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

➢   Unavoidable whole school closure related to Covid-19.

Remote learning will be shared with families when they are absent due to Covid related reasons.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 (for example, Seesaw, TT Rockstars, Spelling Shed, My Maths, Classroom Secrets), as well as for staff CPD and parent sessions
- Use of Recorded video (or Live Video- using zoom- if appropriate) for instructional videos and assemblies
- Phone calls home
- Printed learning packs if there is no home access to ICT equipment

- Physical materials such as story books and writing tools if they are not available in the family home
- School owned laptops/ipads which have been obtained from the DFE as part of Remote Education provision

Please refer to Safeguarding and Child Protection Policy Covid 19 addendum; E safety addendum and 'safe and well checks – useful questions' documents for further details.

5. Home and School Partnership

Acre Hall 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.

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

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

We 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.

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

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

Acre Hall Primary School will provide a refresher training session and induction for new staff on how to use Seesaw. We use the Seesaw platform for setting homework tasks when school is open normally. This is to reduce the amount of paperwork flowing between home and school to reduce the need for quarantining resources in order to stop potential virus spread. It also means that families become accustomed to the system prior to any potential school closure.

In order to make any move to online learning for a class 'bubble' as smooth as possible, and also to be able to provide online learning in a timely manner for any individual pupils who need to isolate, some resources will be prepared in advance. All staff meetings are held online via zoom with staff accessing in classrooms/home individually or in key stage teams at school with appropriate social distancing in place. Staff meetings will reduce from one hour to between 30 – 45 mins. The remaining time will be used for staff to update the Seesaw system with current class tasks or a short term topic resources so that there is at least a week's worth of relevant work saved on the Seesaw system (but not yet visible to pupils) in the event of a switch to online learning being necessary.

In the event of a school or 'class bubble' closure, when providing remote learning, teachers must be available between 8.45 am and 3.30pm Monday to Friday.

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:
    - o Teachers will set work for the pupils in their classes.
    - o The work set should follow the usual timetable for the class had they been in school, wherever possible
    - o Weekly/daily work will be shared at some point prior to the normal start of the school day. The Seesaw system allows staff to prepare and add tasks to the system and set a time and day when these 'become live' and available to the children.

- Providing feedback on work:
    - o Reading, writing and maths work, all completed work submitted online by 4pm to be guaranteed teacher response and comments by 4pm the following day.
    - o Feedback will be in line with school's assessment policy but it must be understood that there are limitations to giving on line feedback, as it is a different set up to pupils being in the same physical space as teachers.

- Keeping in touch with pupils who aren't in school and their parents:
    - o If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to access whether school intervention can assist engagement.
    - o The Seesaw system has been set up to allow parents/carers to ask questions to the class teacher – there is a protocol around this ;
        - Questions etc will not be responded to during evenings or weekends(staff are instructed not to read messages during these times)
        - The Seesaw message system should not be used to send urgent messages – instead school should be telephoned
    - o Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL

Teaching Assistants

Teaching assistants must be available between 8.45 and 3.30 pm if they are full time staff. If part time staff then available hours will reflect this.

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 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 inc daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set 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 Technicians

IT technicians are 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 if required

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 Head of School and other organisations to make any alternate arrangements for pupils with EHC plans and IEPs

The Finance Officer

- 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

- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here

- 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 and Child protection policy (see also separate Covid 19 addendum)

- Behaviour policy (see also separate Covid 19 addendum)

- Data protection policy and privacy notices

- E safety acceptable use policy (see also separate Covid 19 addendum)

Approval by The Dunham Trust

Signed: _____

Date: _____

Review date: _____

This policy, signed by a Director on behalf of the Dunham Trust, is held centrally on the One Drive.

End of policy statement