

# Remote Education Policy for Stokes Wood Primary School



## 1. Statement of School Philosophy

*Stokes Wood Primary School has always strived 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 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 use of quality online and offline resources and teaching videos
- Provide clear expectations members of the school community with regards to delivery 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)
- 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 Stokes Wood Primary*) who is absent due to long term illness and or because they are awaiting test results or COVID 19 or any future similar virus' and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because of a scenario where a virus or similar is preventing attendance.

Remote learning will be shared with families when they are absent due to Covid or future similar virus 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 (*Evidence Me, Seesaw*), as well as for staff CPD and parents sessions.
- Use of Zoom for assemblies and other communication
- Phone calls home
- Printed learning packs
- Use of BBC Bitesize, Oak Academy and other up to date on line resources.

Examples of Remote learning planning and resources to deliver this policy can be found here:

<https://www.thenational.academy/>

<https://www.bbc.co.uk/bitesize/dailylessons>

## 5. Home and School Partnership

Stokes Wood 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.

Stokes Wood Primary School will provide a refresher online training session and induction for parents on how to use the resources as appropriate and where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Stokes Wood Primary School would 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 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 should contact school promptly and alternative solutions may be available. These will be discussed on case-to-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

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When providing remote learning, teachers must be available during normal work hours if not ill themselves.

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:
  - Teachers will set work for the pupils in their classes.
  - The work set should follow the usual timetable for the class had they been in school, wherever possible
  - Weekly work will be shared
- Providing feedback on work:
  - Opportunities will be taken to feedback to pupils through e mail where this is possible or by phone.
- 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 pupil/s parents should be contacted via phone to assess whether school intervention can assist engagement.
  - All parent/carer emails should come through the office or year group e mail.
  - 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 during normal work hours unless ill.

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 including 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. The pastoral team will ring parents of vulnerable pupils, SEND pupils and pupils with a social work twice a week and record any conversations, concerns etc.

## 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

## 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

## The SBM

- Ensuring value for money when arranging the procurement of equipment or technology.

## **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
- Behaviour policy
- 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
- End User Agreements for, Seesaw and Evidence Me