



## Remote Learning Policy

Date of approval: November 2020

Review date: February 2021

### 1. Statement of School Philosophy

*Primley Wood Primary School has always strived to be creative and innovative and to support our families/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning reflects these intentions and recognises the importance of delivering a range of learning experiences during quarantine periods. Communication between home and school is paramount and parents are encouraged to talk to school staff via phone calls, Dojo and occasional zooms to maintain the excellent relationships which existed pre-Covid.*

### 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 for members of the school community with regards to the delivery of high-quality interactive remote learning
- Include continuous delivery of the school curriculum, with a key focus on motivating children, supporting their health and wellbeing and providing parental 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 Primley Wood Primary School*) who is absent because they are awaiting test results 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 they, or another member of their bubble, have tested positive for Covid-19.
- Remote learning will be shared with families when they are absent due to Covid-related reasons
- The whole school if there is full closure due to the impact of the infection on staffing or a decision made by the Government to implement a full closure.



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

Resources to deliver this Remote Education Plan include:

Online tools for EYFS, KS1, KS2:

- *Tapestry, Class Dojo and Dropbox*
- Use of recorded videos
- Phone calls home and some pre-recorded lessons provided by teachers
- Pre and post lesson quizzes and tests if appropriate
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy, Lexia, Timetable Rockstars, Edshed, Mathletics, Twinkl
- Joe Wicks exercise sessions or other appropriate resources focused on maintaining fitness

The school has a record of families who do not have a device or internet access. Laptops are loaned to families who sign them out during quarantine periods and return them afterwards. Printed materials are also available for families who have limited internet access or where children are sharing devices.

#### 5. Home and School Partnership

Primley Wood Primary School is committed to working in close partnership with families recognising that each family is unique and adapting home learning to address particular needs. As a result, remote learning will look different for different families.

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

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Primley 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, to support pupils with work encouraging them to maintain 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 an individual basis.

All children have received e-safety training in the autumn term. The 'Acceptable Use Policy' at school includes e-safety rules which also apply to when children are working on computers at home. In addition, information is available regarding on-line safety on the Primley Wood website



## 6. Roles and responsibilities

### Teachers

*To note: the suggested responsibilities below relate to where a whole class/bubble is isolating and would look different when it is fewer children isolating, the majority of the class are in school and the teacher is in class teaching.*

Primley Wood Primary School will provide a refresher training session and induction for new staff on how to use Tapestry and Class Dojo.

When providing remote learning, teachers must be available between 8.30am – 4.00pm.

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
- Teachers will set work via Class Dojo, where it will be uploaded before 9am each day.

#### Providing feedback on work:

- Teachers will make comments on work which has been uploaded to a child's portfolio.
- Children may be rewarded with Dojo points.

#### 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 will be contacted via phone/Class dojo to assess whether school intervention can assist with engagement.
- All parent/carer emails should come through the school admin account [info@primleywood.co.uk](mailto:info@primleywood.co.uk) or contact can be made directly to the class teacher or SLT via Class Dojo.
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT – for any safeguarding concerns who will refer immediately to the DSL

*In the event that children are isolating whilst the vast majority of the class is in school with the teacher, printed materials are available, access to resources through the Oak Academy is encouraged and parents can contact teachers via Dojo for additional advice or feedback.*

*If a child with an EHCP or who is funded for additional support is working from home his / her 1-1 support will be in close contact with the family by phone or Zoom and an individual learning plan will be put into place.*



## Teaching Assistants

Teaching assistants must be available between 8.30am – 3.30pm.

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 assistants 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 regular monitoring of engagement
- Monitoring the effectiveness of remote learning – 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 and for checking in with identified families. 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

## The SENDCo

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 Education Health Care Plan continue to have their needs met while learning remotely, and liaising with the Head of School and Executive Principal and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Ensuring that work is appropriately allocated to children with additional needs.

## The Office Manager

- 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
- Organising the loaning of school equipment
- Subscription to on-line resources required by school



## **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
- Be respectful when making any complaints or concerns known to staff

## **Board of Trustees**

The Board of Trustees 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