

Remote Education Policy for West Park Primary School



1. Statement of School Philosophy

West Park Primary School has always strived to enable each child to achieve their potential through a creative and exciting curriculum that motivates and stimulates pupils to become independent and enthusiastic life-long learners.

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 (including SEND) who are not in school through use of quality online and offline resources, teaching videos and effective live sessions in case of whole class not being in school
- Provide clear expectations to members of the school community with regards to delivery high quality interactive remote learning
- Include continuous delivery of the school curriculum
- Consider continued education for staff and parents/carers (e.g. CPD, appraisal and key information regarding curriculum for parents and carers)
- Support effective communication between the school and families and support excellent engagement that minimizes impact of school closure on pupil outcomes

3. Who is this policy applicable to?

- A child is absent because they or another household member 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.
- In the event of whole school closure.

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 (*class pages, virtual classrooms, Seesaw APP and TEAMS*)
- Use of recorded video or PowerPoint for teaching and assemblies
- Phone calls home
- Printed learning packs if needed to meet pupil's needs or due to findings of digital survey
- Physical materials such as story books and writing tools

- Use of BBC Bitesize, Oak Academy, MyMaths, TTRockstars

5. Home and School Partnership

West Park Primary School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will sometimes look different for different families in order to suit their individual needs.

West Park Primary School will provide support to parents/carers on accessing resources and Seesaw.

Where possible, it is beneficial for children to maintain a regular and familiar routine. West Park Primary School would recommend that each 'school day' maintains structure.

We would encourage parents/carers 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 work is set promptly. Should accessing work be an issue, parents/carers 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 online safety rules and this applies when children are working on computers at home.

6. Roles and responsibilities

Teachers

When providing remote learning, teachers must be available between usual school hours.

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:

Set a timetable on Seesaw for pupils/families to follow when online learning

- Setting work:
 - Teachers will set work for the pupils in their classes on Seesaw.
 - The work set for pupils isolating should follow the timetable for the class in school, wherever possible
 - The curriculum will be broad a balanced over a week
- Providing feedback on work:
 - Reading, writing and maths work, all completed work submitted by 1pm to be guaranteed teacher response and comments by end of usual school day

- All curriculum tasks submitted by 3.30pm and teachers will feedback by the end of the week.
- Keeping in touch with pupils who are not in school and their parents:
 - If there is a concern around the level of engagement of a pupil/s, parents/carers should be contacted via phone to assess whether school intervention can assist engagement.
 - Any complaints or concerns shared by parents/carers or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL/DDSL

Teaching Assistants

Teaching assistants must be available during usual working hours.

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 or the class teacher. This may include supervision of online sessions and giving feedback to children.

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
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding lead

The DSL/DDSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

The SENCO

- 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 IEPs
- Identifying the level of support

Office manager

- Compile list of lending of devices for remote learning, where need is identified.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers via class email or Seesaw comments
- Alert teachers via class email or Seesaw 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

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 including acceptable use policy
- Digital and hardware Development Planning

Home/school agreement checklist for parents/carers

Requirements that support remote learning		Yes/no
Device e.g. iPad, laptop, phone		<i>If no, contact school</i>
Internet connection		<i>If no, contact school</i>
Download the TEAMS and SEESAW app		
Have a suitable work area – a desk or table		
Children to be dressed appropriately (school uniform is not required)		
Ensure children are following the suggested timetable e.g. from 9.30am – 3pm or as directed by class teacher wherever possible		
Check children are completing work in school hours and supervise young children during live lessons (early years and KS1)		
Ensure children take adequate breaks at the times suggested by teachers		
<p>Speak to pupils about conducting themselves sensibly as they would in classroom:</p> <p>Dress appropriately</p> <p>Show good learning attitudes – ‘Be the best you can be!’</p> <p>Be resilient, reflective, creative, curious – see learning dispositions below</p> <p>Use the hands up button if they have a question during live session</p> <p>Behave respectfully and responsibly</p>		
<div> <div> Curious Cat  <ul style="list-style-type: none"> • I ask questions • I enjoy finding out about new things • I make links in my learning • I investigate </div> <div> Resilient Rhino  <ul style="list-style-type: none"> • I never give up • I use my growth mindset to overcome challenges • I learn from my mistakes • I challenge myself • I take a risk when trying something new • I persevere when things are hard • I ask for help when I need it </div> <div> Creative Chameleon  <ul style="list-style-type: none"> • I use my imagination to think about things in a new way • I find different ways to solve problems • I am brave in sharing my ideas • I present my work in different ways </div> <div> Reflective Robin  <ul style="list-style-type: none"> • I understand how I learn best • I seek feedback from my peers and adults • I know where I am at with my learning • I know what I need to do next • I self-assess • I know the tools to use when I am stuck or in the ‘pit’ </div> </div>		

