



Gnosall St Lawrence CE Primary Academy and Pre-school

Remote Education Policy

At Gnosall St Lawrence, we strive to work together with our pupils, their families and the local community to offer a high-quality education for all through a creative and stimulating curriculum that is upheld with gospel values and Jesus' guidance, so that every child will be able to 'shine as lights in the world.' (Philippians 2:16). Our remote learning policy continues this approach.

Aims

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who are not 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 delivering high quality interactive remote learning.
- Include continuous delivery of the school curriculum, as well as supporting the health and well-being of children and proved parent support.
- Consider continued education for staff and parents (e.g. CPD, Supervision and Parents' Eve).
- Support effective communication between the school and families and support attendance.

Who does this policy apply to?

- A child (*and their siblings if they are also attending Gnosall St Lawrence*) 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.
- All children who attend Gnosall St Lawrence if national lockdown measures include school closures. Remote learning will be shared with families when they are absent due to Covid related reasons at start of week wherever possible.

Remote Education Plan

<i>Child is off school isolating</i>	Class teacher to contact parent on first day of absence - is the child well enough to complete home learning tasks? If so, email appropriate Maths and English tasks, along with wider curriculum that would be taught that day.
<i>Bubble closed - teacher working from home</i>	<p>Years 2 to 6:</p> <ul style="list-style-type: none"> • Set daily tasks for Maths and English. This may be online using interactive sites such as DU Discover and/or by emailing home other tasks to be completed. • Oxford Owl Spelling Zone or similar - set tasks for spelling. (Cannot be done on site; notify parents of which activities to complete.) • Staff will record appropriate Maths and English input videos linked to work set and post to YouTube OR source appropriate video links to send, eg from Oak Academy or White Rose Maths. <p>Year 1:</p> <ul style="list-style-type: none"> • Set daily tasks for Maths and English. This may be online using interactive sites such as DU Discover and/or by emailing home other tasks to be completed. • Staff will record appropriate RWI speed sound lessons and post to YouTube or send home Ruth Miskin portal links; this will be done daily. Appropriate phonics activities set.

	<ul style="list-style-type: none"> • Staff will record appropriate Maths and English input videos linked to work set and post to YouTube OR source appropriate video links to send, eg from Oak Academy or White Rose Maths. <p>Reception:</p> <ul style="list-style-type: none"> • Set daily tasks for Maths. This may be online using interactive sites such as DU Discover and/or by emailing home other tasks to be completed. • Staff will record appropriate RWI speed sound lessons and post to YouTube or send home Ruth Miskin portal links; this will be done daily. Appropriate letter formation and/or phonics activities set. • Staff will record appropriate Maths and English input videos linked to work set and post to YouTube OR source appropriate video links to send, eg from Oak Academy or White Rose Maths. <p>YR to Y6 groups:</p> <ul style="list-style-type: none"> • Tasks set for wider curriculum daily in line with usual teaching timetable. This may be using Purple Mash 2Do tasks or by setting other tasks to be completed. • Appropriate TT Rockstars or Numbots activities set. • All children will receive at least two Teams sessions per week. This might be in groups of eight to last up to 20 minutes. Class teacher will email invite for meeting to parents. <p>Class teacher will monitor children’s engagement with all tasks and feedback accordingly. Class teacher will inform Headteacher/Assistant Headteachers of children who consistently do not engage. Headteacher/Assistant Headteachers will contact family. Teachers will be available by email between 8:45 am and 3:30 pm to support children/parents with home learning tasks. All parallel year groups will receive the same tasks.</p> <p>Pre-school:</p> <ul style="list-style-type: none"> • Ideas for home-learning will be sent via Parent Pay. • Staff will record story times and post to You Tube, sending links to parents. • Staff will be available by email between 8:45 am and 3:30 pm to support children/parents with home learning tasks.
<p><i>Bubble shut down - teacher ill and unable to work from home.</i></p>	<p>Work set by parallel teacher where available. Where not, work set by Headteacher/Assistant Headteacher. Headteacher/Assistant Headteacher will be available by email to support parents. Teams meetings suspended until such time as teacher is well enough to work from home. Any videos recorded by parallel teacher, where available, will be shared with all children. Where not available, Headteacher/Assistant Headteachers will carry out this task.</p>
<p><i>Whole school is closed to all but vulnerable and critical worker children as part of national lockdown measures.</i></p>	<p>Children will receive daily work as detailed above for bubble closure. Tasks set should be equivalent to an average of 3 hours per day (with less for younger children) for Key Stage 1 and 4 hours per day for Key Stage 2.</p> <p>However, non-engagement for two days will result in a phonecall from the class teacher to offer any necessary support. If non-engagement continues, this will be referred to a member of SLT.</p> <p>Critical workers’ children and vulnerable children who are in school will access the same learning as those at home, whilst supervised by available staff.</p>

Home and School Partnership

Gnosall St Lawrence CE Primary Academy is committed to working in close partnership with families and recognises each family and pupil is unique and because of this, remote learning may look different for different families in order to suit their individual needs.

Parents will be informed of the remote learning structure via the school newsletter and will be reminded to ensure that the school has up-to-date email addresses for each family.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would recommend that each 'school day' maintains some learning 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. Parents should support the school in ensuring that work set is completed by pupils and where required, returned to school for feedback.

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 families sign an 'ICT Acceptable Use Agreement' which includes e-safety rules and this applies when children are working on computers at home.

Roles and responsibilities

To note: the suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.

Teachers

Gnosall St Lawrence CE Primary Academy will provide a refresher training session and induction for new staff on how to use MS Teams and how to prepare weekly learning via DU Discover.

When providing remote learning, teachers must be available during the normal school day 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:

- Setting work:
 - Teachers will set work for the pupils in their classes and include answer sheets if possible.
 - The work set should follow the usual timetabled subjects for the class had they been in school, wherever possible.
 - Weekly work will be shared
 - Teachers will inform families via email of the expectations in returning work where relevant.
- Providing feedback on work:
 - Reading, writing and maths work (where relevant) must be submitted for short feedback responses via email or online platform.
 - All curriculum tasks submitted by 3.30pm and teachers will comment by the end of the week.
- 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/email to assess whether school intervention can assist engagement.
 - All parent/carer emails should come through the class teacher's email address in the event of full lockdown or whole class isolation OR via the school office email address in the event of individual pupil isolation.
 - 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 the normal school day hours that they would usually work. 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 or class teachers.

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 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 (contactable by school only) are responsible for:

- Fixing issues with school/staff 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

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
- Support staff and parents remotely in preparing and completing learning tasks from home.
- Liaising with families of SEND pupils to offer well-being support.

Pupils and Parents

Staff can expect **pupils** (with parent support) who are learning remotely to:

- Complete work 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;
- Encourage and support the school and their child/children to complete the work set and return work to the class teacher via email (where required) for feedback;
- 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.

Links with other policies and development plans

This policy is linked to our:

- Safeguarding Policy
- E-safety Policy
- Positive Behaviour Management Policy
- Data protection policy and privacy notices
- ICT Acceptable Use policy
- Code of Conduct
- End User Agreements for online learning platforms

Signed: 

Headteacher

Date: 21.09.2020 **Reviewed 04.01.2020**

Signed: M Witts

Chair of Governors

Date: 20.10.2020

(signed electronically in reflection of Full LAC meeting 20.10.2020)

DRAFT