

Remote Education Policy for Old Oak Primary School

Updated January 2021 by DHT

1. Statement of School Philosophy

Old Oak 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.

This information is intended to provide clarity and transparency to pupils, parents/carers and staff on what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain home.

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 (White Rose for Maths daily and some Oak National Academy teaching videos.) Daily timetable videos that teachers will record to share with children at home and in school.
- Include continuous delivery of the school curriculum, We aim to teach the same curriculum remotely as we would in school, there will be some adaptations due to the difference in teaching in a remote way, for example, we have changed the order the IPC topics will be delivered due to resources available at home- year 3, fossils sessions are better being taught in school for example. The Music hub will provide prerecorded sessions opposed to virtual live lessons in school last term.
- Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher)
- Support effective communication between the school and families and supporting attendance as in the children that are engaging in the remote learning.

3 .Who is this policy applicable to?

- A child (and their siblings if they are also attending Old Oak Primary) 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.
- If all children, except children of keyworkers and vulnerable children, including those with an EHCP, are at home learning remotely.

4. Content and Tools to Deliver This Remote Education Plan

- Resources to deliver this Remote Education Plan include:
 - Online tools for EYFS KS1 KS2 (*Seesaw*), as well as for staff CPD and parents' sessions.
 - Weekly phone calls by class teachers to families that are not engaging in seesaw or have little engagement.
 - Phone calls home- if appropriate and deemed necessary by SLT after the class teacher has attempted to engage or there are further issues/ concerns within a family.
 - Printed learning packs- if needed, particularly by children who have additional needs
 - Physical materials such as story books and writing tools, collected or delivered on a needs basis.
 - We recognise that some pupils may not have suitable online access at home. SLT will ensure that appropriate technology is provided to as many families as possible in the form of a lap top or dongle, or extra data from their phone provider.
 - Seesaw as our remote learning provider is accessible using a smart phone or I pad so children can complete work using paper and take a photo and upload if this is helpful to families opposed to completing the activity on the screen. Many activities are set, particularly for younger pupils where they can video their learning and send to their teacher.
 - Use of other resources online such as, BBC Bitesize, Oak Academy, *LGFL, Timetable Rock Stars and busy things, CBBC programmes.*
 - The school website has additional resources for the children to access. The schools You Tube channel provides detailed phonics videos for example.

The detailed remote learning planning and resources to deliver this policy can be found here:

- Model Timetable and structure for remote learning
- Downloadable Printable Documents – ie, phonics sound sheets/mats
- Teacher Code of Conduct for Phone calls, Video conferencing and Recorded Video
- End User Agreements for Seesaw

5. Home and School Partnership

- Old Oak 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.

- Old Oak School will provide an online training session and induction for parents

on how to use Seesaw as appropriate and where possible, provide videos and training documents- September 2020

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. Old Oak 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. September 2020
- All parents and carers will receive a remote learning contract and agreement prior to using Seesaw. September 2020

6. Roles and responsibilities

Teachers

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.

Old Oak School will provide training on how to use SeeSaw

When providing remote learning, teachers must be available between 9am-4pm

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:

- Daily work will be shared and scheduled to go live by 9 am on seesaw.
- Teachers will set work for the pupils in their classes.
- **We expect the work set will take pupils broadly the following number of hours each day: This time allowance will include recorded or live teaching time and time for pupils to complete tasks and assignments independently.**

- EYFS- 1 hour and 1/2- Phonics, English and Maths, other activities are suggested/ provided such as music that children can complete out of these hours.
- KS1- 3 hours- Phonics/ spelling/ Grammar and punctuation, POR activity, White Rose Maths, IPC and an additional subject such as PSHE, Music, IPC.
- KS2- 4 hours- POR activity, grammar and punctuation activity, White rose Maths, IPC and additional sessions daily such as Music, PE, PSHE, RE- dependent on the timetable
- The work set should follow the usual timetable for the class had they been in school, wherever possible, this will be in the form of a video every morning provided by the class teacher detailing the learning for the day and the timetable they should follow- this will be shared by staff who are managing the bubbles of children in school too.

➤ Providing feedback on work:

- Reading, writing and maths work, all completed work submitted by 1pm to be guaranteed teacher response and comments by 4pm. Teachers are expected to respond throughout the day to the children's learning and provide voice recordings to support learning or make comments to move learning forward or assess learning as it happens.
- IPC and other foundation subjects tasks submitted by 4pm and teachers will comment at the end of the week NOT daily
- Follow the marking policy where appropriate to provide feedback and/or acknowledgement of learning achieved by using the comment feature on seesaw and/or providing a voice recording of feedback and next steps

➤ 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. This is a weekly expectation- the class teacher informs SLT of phone calls made and the outcome.
- 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 9am-3pm

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 and/or by the SENCO if working alongside children with an EHCP- see SENCO responsibilities section.

TAS are expected to manage the learning of the children in the bubbles that are permitted into school- they are expected to use seesaw to engage and teach the children managed by the class teacher through seesaw and regular email. Regular communication between the class teacher ensures the children make progress in the care of TAS in school- tis is managed physically by members of SLT in school.

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. The DHT monitors the learning set by all teachers and monitors the engagement of the children throughout the school
- Monitoring the effectiveness of remote learning –through regular meetings, via email, zoom or video call with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents. This is a regular process and evolving throughout the week to ensure we act quickly and amend or change as necessary.
- 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.

CPOMS will still be used and should be monitored regularly by the DSL

IT Technicians/ IT support

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

The SENCO

Liaising with SLT 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 monitoring the work provided for these children.
- The SENCO will regularly contact families that have a child/children on an EHCP and provide extra support if needed. The SENCO will ensure that the LSA responsible for this child's IEP targets has regular engagement with the child and family to ensure they are able to access the learning and support any changes that are necessary.
- Identifying the level of support some children need and moving forward with external agency provision virtually such as OT, counselling- virtually, or SLT.

The SBM

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