



## Remote Education Policy

### Penponds School

<b>Approved by:</b>		<b>Date:</b> 30.9.20
<b>Last reviewed:</b>	N/A	
<b>Next review due by:</b>		

## 1. 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 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

## 2. Who is this policy applicable to?

- A child (and their siblings if they are also attending Penponds 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.

## 3. 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 Teams), as well as for staff CPD and parents sessions.
- Use of Recorded video (or Live Video if used) for start of day registration, instructional videos and Collective Worship
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy, Timestable Rockstars, Sum Dog Maths and Accelerated Reader
- The detailed remote learning planning and resources to deliver this policy can be found on Sharepoint.

Other links to resources are below:

BBC Bitesize: <https://www.bbc.co.uk/bitesize>

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

Timestable Rockstars: <https://trockstars.com/>

Sum Dog Maths: [https://www.sumdog.com/user/sign\\_in](https://www.sumdog.com/user/sign_in)

AcceleratedReader:

<https://ukhosted43.renlearn.co.uk/2171850/Public/RPM/Login/Login.aspx?srcID=s>

- Model Timetable and structure for remote learning
- Downloadable Printable Documents
- Curriculum resources
- Teacher Code of Conduct for Phone calls, Video conferencing and Recorded Video
- User Agreements for ClassDojo and Teams

#### **4. Home and School Partnership**

Penponds 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.

Penponds School will induct parents and students on how to use ClassDojo and Teams as appropriate. Children will be trained in school on how to access their account and upload work on Dojo and how to use Teams.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Penponds 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.

#### **5. Roles and responsibilities**

##### Teachers

We will provide a refresher training session and induction for new staff on how to use Class Dojo and Teams.

When providing remote learning, teachers must be available between 8.45a.m and 3.30p.m.

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 in Reception to Year 6 will be setting work on Class Dojo
- Providing feedback on work:
- Reading, writing and maths work, all completed work submitted by 1pm to be looked at by the teacher who will endeavor to respond and comment by 5pm.
- 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 to access whether school intervention can assist engagement.
- All parent/carer emails should come through the Class Dojo messaging service or the school secretary account: [secretary@penponds.cornwall.sch.uk](mailto:secretary@penponds.cornwall.sch.uk) or the head teacher account: [head@penponds.cornwall.sch.uk](mailto:head@penponds.cornwall.sch.uk)
- 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 their normal 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.

### Senior Leaders

#### Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school inc 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 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 head and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support

## 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 – staff will look to provide appropriate resources and signposting or provide help videos for parents
- Be respectful when making any complaints or concerns known to staff

## Board of Directors

### The Directors are 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

## **6. 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
- Digital and hardware Development Planning
- Code of Conduct for Phone calls, Video conferencing and recorded video
- End User Agreements for Google Classroom, Seesaw and ClassDojo

## **7. Appendix: Working and Learning from Home Expectations agreed by Penponds Staff – September 2020**

Teachers must ensure:

- They have access to school files/ resources if they are suddenly having to isolate (Staff shared files are available on Sharepoint or use individual One Drive)
- Have their school laptop or a home computer to teach from/ set work and monitor work – laptops to be taken home at the end of each day
- If they are too ill to work from home inform Julie Lamb asap so alternative plans can be made
- Work is appropriate to age and stage of a child's development (SEND children must have appropriate provision)
- They liaise with support staff regularly to ensure there is a team approach to supporting the child
- Support staff are able to log in to Dojo to support learning at home when required.

Scenario	Provision
<p>A child is having to isolate at home because they have symptoms (or a member of their family does) and they are waiting for a test</p> <p>Approximately – 2-5 days</p>	<p>A pack of work to be provided/ delivered/ shared electronically on Dojo containing:</p> <p>EYFS – Rainbow Challenges, Phonics activities and Power Maths activities  Y1-6 Fast Maths/ Minute Maths x 5  Handwriting practice x 5  Spelling activities x 5  Reading Comprehension/Activities x 5  Power Maths practice book pages and White Rose videos with parent guides linked to current learning  Hamilton Home Learning Packs or Twinkl or Literacy Shed resources linked to prior learning to reinforce concepts  Reading book</p> <p>A cover letter should be at the front of the pack with an explanation/ instructions e.g – 1 Fast Maths a day. Also reminders about TTRS, Sum Dog, Letter Join, completing the homework grid etc</p> <p>This should be done on the first day of absence</p> <p>Children will be expected to upload work on to Dojo portfolio if they are well enough to do so.</p> <p>NB: If a child is in receipt of FSM they will also receive a food parcel from Chartwells for the duration of their absence. (Mrs Wood will order from Chartwells)</p>
<p>The whole class bubble is isolating at home because of a confirmed case of Covid. This will be for 14 days.</p>	<p>Children to take home their Power Maths Practice book, reading books x 2, 10 Fast Maths/ Minute Maths sheets and their stationery packs.</p> <p>Teachers will upload a maths, English and at least one other curricular video every day on to Dojo as well as the activities/ pages of text books etc linked to learning – trying to stick to what is on the curriculum plan and the weekly timetable. If the class would normally be doing a PE/ Art activity then suggest something they can do for this activity at home.</p> <p>Teachers must give regular feedback to the children when they upload their work – at least once a day – feedback should be developmental and relevant.</p> <p>Children will be expected to complete the work and upload evidence on Dojo – they should be already familiar with this due to homework being set on Dojo since September 20. They could write something in the text box (or their parent could), complete the worksheet or take a photo/ video. Reception children will need their parents support to do this.</p> <p>Teachers will be expected to check in with their children – TEAMS or phone calls – at least once a week – organise small groups and arrange a time to meet. If a child does not attend follow it up. Be available to help individuals if needed – Dojo, Teams phone.</p> <p>Teachers will enlist the help of support staff to engage children, check on their progress/ EHWP and share stories through Dojo or other means. Training for support staff to take place w/b 5<sup>th</sup> October.</p> <p>Support staff who are working 1:1 with children should be involved in the child’s learning. (All children with an EHCP will have their own individual Dojo page) Support staff will ensure they are kept in mind - could read a story, be directed by the teacher to create a video about a certain learning adjective, comment on the portfolio etc</p> <p>Learning must start the first full day of absence</p> <p>NB: If a child is in receipt of FSM they will also receive a food parcel from Chartwells for the duration of their absence. (Mrs Wood will order from Chartwells)</p>