Remote Education Policy

January 2021

In the uncertain times that we are currently living in, it is important that we are fully prepared for the possibility that we may have to have a full or partial closure of school depending on the local Covid-19 situation.

There will also be instances where individual children will be self-isolating due to encountering a positive case of Covid 19.

Aims
This Remote Education Policy aims to:
- 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 to members of the school community with regards to delivering a high quality interactive remote learning programme
- 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 (eg CPD, support tutorials etc)
- support effective communication between the school and families and support attendance

Who is this policy applicable to?
- a child *(and their siblings if they are also attending Merrylands Primary and Nursery)* 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.

Content and Tools to Deliver This Remote Education Plan
Resources to deliver this Remote Education Plan include:
- online tools for Nursery, Reception and Year 1 -Tapestry
- KS1 KS2 *(Google Classroom, Seesaw, Times Tables Rockstars., Oxford Owl)*
- use of recorded video for instructional videos and stories
- phone calls home
- printed learning packs
- physical materials, where needed, such as story books and writing tools
- use of BBC Bitesize and Oak Academy
- Zoom

The detailed remote learning planning and resources to deliver this policy:
- Teacher Code of Conduct for Phone calls, Video conferencing and Recorded Video - https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19
- End User Agreements for: Tapestry, Seesaw and Google Classroom

Home and School Partnership
At Merrylands Primary and Nursery we want to ensure that all pupils have access to an education when having to self isolate at home, however we also realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:-
• parents may be trying to work from home so access to technology as a family may be limited;

• parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation;

• teachers may be trying to manage their home situation and the learning of their own children;

• systems may not always function as they should. An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success

We will provide refresher video links and information for parents on how to use Seesaw, Google Classroom and Times Tables Rockstars as appropriate and where possible, provide personalised resources. These resources may be hard copies that will need to be collected from school.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Merrylands Primary School and Nursery 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 and encourage 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 a case-by-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.

An additional AUP policy will be sent home to all pupils and parents to sign to access live sessions

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 most of the class are in school. Seesaw will be used when a child/family is isolating and Google Classroom when a year group /whole class bubble are isolating. In EYFS and Year 1, Tapestry will be used.

When providing remote learning, teachers must be available between 8:45 am and 4:30 pm (except for lunch and a break).

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
- weekly/daily work will be shared
- teachers will be setting work on Google Classroom/Tapestry

Providing feedback on work:
- reading, writing and maths work, all completed work submitted by 1pm to be guaranteed teacher response and comments by 4:30pm
- all curriculum tasks submitted by 3.30pm and teachers will comment at 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 pupil e-mail – Seesaw
- 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

Learning Support Assistants
Learning Support Assistants must be available between 8:45 am – 3:20 pm (except for lunch, if full time, and a break)

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 inc daily monitoring of engagement.
- monitoring the effectiveness of remote learning –such as 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 are 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
- installing antivirus and anti-spyware software
- ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device

Keeping devices secure
All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:
- keeping the device password-protected
- making sure the device locks if left inactive for a period
- not sharing the device among family or friends
- keeping operating systems up to date – always install the latest updates

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 headteacher 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 are 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 cannot complete work
- seek help from the school if they need it. If anything should be unclear in the work that is set, parents can communicate with class teachers via Seesaw or Tapestry
- 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
- Behaviour policy and coronavirus addendum
- Child protection policy and coronavirus addendum
- 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 Tapestry, Seesaw and Google Classroom

Please note all the below is to be done collaboratively as a year group to make the workload manageable.

In the event of individuals are self-isolating
- School Office will inform class teachers if there are any children self-isolating
- children will only complete the work if they are self-isolating for another member of their family. If they are ill there is no expectation of them completing the work
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Nursery, Reception and Year 1: Using Tapestry work must be uploaded daily for the individuals self-isolating

Year 2-6: Using Seesaw, work must be uploaded daily for the individuals self-isolating
If the child does not have access to laptops or tablets, printed work will need to be made available for the family.

All year groups:
- every day there should be an English, Maths and another area of learning (Science, PSHE, PE etc)
- this should be an adapted notebook and the resources uploaded which are already made for the day's lessons
- **Nursery-Year 2**: include daily phonics, this can be a link to a game, video, or website with the given sound

In the event of a bubble closing or a lockdown
Nursery, Reception and Year 1
- using Tapestry remote learning must start on day 1 of a closure or lockdown and can be added to throughout the day as it is likely to start at short notice
- the following lessons / work will be set across the week:

Nursery	Reception	Year 1
Story of the week	2x English	3x English
Number counting activity	1x Handwriting	1x Handwriting
Pencil control activity	2x Maths	3x Maths
Song	5x Phonics	5x Phonics – differentiated for
1x Phonics – Phase 1	Creative activities linked to	sets
Creative activities linked to	other areas of the curriculum	Creative activities linked to
other areas of the curriculum	and the current topic theme	other areas of the curriculum
and the story of the week	1x PE activity/link to activity	and the current topic theme
1x PE activity/link to activity		1x PE activity/link to activity

- Giant Phonics PowerPoints can be used for Phonics sessions but must be personalised to the phonics set and created into a video with the teacher leading the session

Year 2-6
- using Google Classroom, learning must start on day 1 of a closure or lockdown and can be added throughout the day as it is likely to start at short notice

Year 2	Year 3	Year 4
3x English 2x Shared reading 5x Maths 1x Handwriting 5x Phonics– differentiated for sets 3x Creative activities linked to other areas of the curriculum and the current topic theme 1x PE activity/link to activity	4x English 1x shared reading 5x Maths 1x Handwriting 3x Phonics or spelling (after Christmas) – differentiated for abilities 3x Creative activities linked to other areas of the curriculum and the current topic theme 1x PE activity/link to activity	4x English 1x shared reading 5x Maths 1x Handwriting 3x spelling– differentiated for abilities 3x Creative activities linked to other areas of the curriculum and the current topic theme 1x PE activity/link to activity
Year 5	**Year 6**	
4x English 2x shared reading 5x Maths 3x spelling – differentiated for abilities 3x Creative activities linked to other areas of the curriculum and the current topic theme 1x PE activity/link to activity	4x English 2x shared reading 5x Maths 3x spelling – differentiated for abilities 3x Creative activities linked to other areas of the curriculum and the current topic theme 1x PE activity/link to activity	All tasks should be differentiated for ability in class

NB: Due to staff absence and cover arrangements, there may need be to be adjustments to the delivery of the Remote Curriculum that is offered

Whole school:
- reading, writing and maths work, all completed work submitted by 1pm to be guaranteed teacher response and comments by 4.30 pm
- all curriculum tasks submitted by 3.30 pm and teachers will comment at the end of the week
- every day the children should be seeing or hearing their teacher explaining the task (unless staff member is unable to due to sickness etc)
- record self (face) reading a story a minimum of once a week for class (unless staff member is unable to due to sickness etc)
- When videoing self, staff to make sure that they are wearing their work badge, appropriate clothing and a plain background

Live sessions

The live support sessions will look different across the school and will be for different purposes and will be delivered through Zoom. Once appropriate permissions have been gained, staff will set up the meetings and send the login details for the meetings to parents. Only children who have written consent will be able to join the live sessions. The sessions are spread out so that larger families can try and balance when the laptop/tablet is used to access the available sessions.

Reception and KS1

The live sessions for these year groups will be to promote social interaction. One teacher from each year will deliver the live session each day to the year group.

1pm daily   Read a story
Share work that has been completed that day
Activity-year group based

Year 3 and 4

The live sessions for these year groups will be to provide support for completing work. One teacher from each year will deliver the live sessions each day to the year group. This will ensure we can cover the live sessions and the bubbles being taught in school.

11.00 – 11.30   Support for work/Flipped learning/Shared work

2.00-2.30   Support for work/Flipped learning/Shared work

Year 5 and 6

The live sessions for these year groups will be to provide support for completing work. One teacher from each year will deliver the live sessions each day to the year group.

11.30-12.00   Support for work/Flipped learning/Shared work

2.30-3.00   Support for work/Flipped Learning/Shared work

There is no expectation to participate in the live support/learning sessions and there is also no expectation that pupils attend every session.

Provision of home learning will be reviewed to ensure that we are providing the best support for the Merrylands community.