

REMOTE EDUCATION POLICY – REMOTE EDUCATION SUPPORT DURING THE COVID-19 PANDEMIC

This policy should be read in conjunction with the school policies for homework, attendance, child protection and safeguarding, online safety, acceptable use agreements and statements for curriculum and teaching and learning.

Introduction

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, the Department for Education (DfE) expects schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

This policy sets out the remote education offer at Dowson Primary Academy and how it satisfies the DfE expectations set out in the 'Remote education support' section of the 'Guidance for full opening – Schools' document.

Dowson views the education of our pupils to be most successful when a positive and effective partnership between home and school is developed and the overall aims for learning and the importance of this is communicated clearly and is understood and supported by parents. Our strategy for remote learning continues this.

Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils, including those with special educational needs, who are not in school through use of quality online and offline resources and teaching videos.
- Provide clear expectations to all members of the school community with regard to the part they are expected to play in either the delivery of high-quality, interactive remote learning or their participation and engagement in such.
- Include continuous delivery of the school curriculum wherever possible, as well as support for motivation, health and well-being and parent support.
- Emulate the characteristics of good teaching that can be seen in the 'live' classroom through clear explanations and instruction, supporting growth in confidence with new material through scaffolded practice, application of new knowledge or skills and enabling pupils to receive feedback on their achievements and how to progress.
- Support effective communication between the school and families and support attendance and engagement with the remote offer.

Who is this policy applicable to?

- Pupils who are 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.
- Pupils who are absent because a member of their household is awaiting a test result and the members of the household are required to self-isolate.
- Pupils who are absent because they are required to self-isolate due to being identified as a direct contact of someone with a positive test result.
- Pupils whose whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- All pupils who are affected by partial or whole school closures due to local or national restrictions or the school's inability to meet safe staffing capacity.

In each of these circumstances, remote learning will be shared with the relevant families; it will not be shared to those who continue to be able to access their education in school.

Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- The online tools of Class Dojo and Google Classroom (KS2) as the main platforms for teaching and learning.
- Use of recorded support, informative or instructional videos for the teaching of lessons and daily routines such as registration routines in Early Years or phase / whole school assemblies
- Physical materials, where appropriate such as story books and writing tools or equipment such as pencils and rulers where needed.
- Use of BBC Bitesize, Oak Academy, Espresso, Oxford Owl, Times Tables Rockstars / Numbots, Spelling Frame to supplement the offer
- Phone calls home
- Printed learning packs or textbooks
- Hardware to access the learning on where there are no devices in the home

Home and School Partnership

Dowson Academy is committed to working in close partnership with families and recognises each family is unique. Because of this remote learning will sometimes look different for different families in order to suit their individual needs and whilst we expect the majority of pupils to be able to access the remote learning in the way outlined in this plan, we will endeavour to adapt this, where home and school agree that this is appropriate.

School will provide regular reminders and practice sessions with the pupils on how to access, navigate and effectively use the platforms that their remote learning will be provided on. Parents will receive parent guides on how to log in, monitor and support their children's remote education via these platforms. They will be offered a phone call to provide technical support to resolve issues they may be having with technology or their platform use so that these can be resolved quickly and children's continued education is impacted as little as possible.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Because of this, school would recommend to parents that each 'school day' maintains its usual structure where possible and teachers will provide a timetable of the day and the lessons that will be provided within this.

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 and produce work of a good standard.

Every effort will be made by staff to ensure that work is set promptly. This will usually be ready for the first full school day after that which a pupil / pupils are required to isolate. Should accessing work be an issue, parents should contact school promptly.

Whilst we recognise that the very nature of a remote education, impacts on the pupils' 'digital diet' in terms of increased screen time, we are committed to ensuring that the teaching resources that necessitate the children watching the device, are balanced with tasks which relieve them of this. Therefore, just as in school, children will be required to record their learning and complete tasks on paper in their homework books, continue their daily reading and complete other non-screen activities and lessons such as p.e. lessons. Where tasks are completed in their books, this will be uploaded for feedback in the form of a photograph.

All pupils sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home for the purpose of remote education.

ROLES AND RESPONSIBILITIES

Dowson Academy is adopting a staged approach to the remote education that it will provide. This is because of the capacity it has, in particular teachers' capacity, to provide this in the different scenarios that we may face. Where a whole class / bubble or school is isolating, we will be able to provide a full remote offer with support. This offer will be considerably reduced when fewer numbers of pupils are isolating and the teacher is continuing an in-school offer for the majority.

Teachers

School will provide a refresher training session and induction for new staff on how to use Class Dojo and Google Classroom.

Teachers are not expected to provide remote education for pupils who are off school due to illness of any kind in line with the attendance and homework policies. This will also be the case whilst a pupil is absent for the purposes of Covid-19 testing for themselves.

Where pupils are required to isolate whilst waiting for a member of their family to receive results, they will be subject to the stage 1 offer.

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.

Teachers are expected to provide the remote education offer in line with the relevant stage their pupils are facing.

Remote Education Staged Approach			
Aspect	Stage 1 one or small number of pupils isolating for 10-14	Stage 2 full bubble closure for a fixed isolation period	Stage 3 partial or whole-school closure for an indefinite amount of time
What curriculum will pupils receive?	A week's worth of learning uploaded in one go which emulates the in-school offer as far as practically possible. Pupils can also access all of the other digital learning resources that are available through school licensing: log in details are inside the homework book covers.	A full timetable and curriculum offer, uploaded on a daily basis. Work for the following day will be uploaded after 3pm in readiness for the next day. Pupils can also access all of the other digital learning resources that are available through school licensing: log in details are inside the homework book covers.	
What access to a teacher will pupils have for support?	Teachers will endeavour to upload enough support materials for independence or ease of parent support. They will check the learning platform twice daily to respond to any queries. They will offer feedback on any work uploaded.	Teachers will upload lesson materials on a daily basis. They will do this after 3pm each day for the following day's learning. Teachers will be available online from 9am-3pm to support and guide learning and feedback on pupils' work as this is uploaded to portfolios. Teachers may offer parent support by phone where needed.	
What other support will be offered?	Teachers will respond to requests for support. Teachers may provide telephone support where school feel this is necessary or agree with home reasons for this being needed. In stage 1, parents must understand that this will be at a convenient time for school due to class commitments.		Teachers will make a catch up phone call to each pupil on at least a three weekly basis. The pastoral team in school will take up the safeguarding duties for remote education.
How will school ensure engagement with the remote offer?	School has a duty of care to ensure children attend their education setting; this is still the case when the setting is off the school site and, in the case of this policy, is at home. Continued, uninterrupted education is vital for the learning and progress of pupils and therefore engagement with the remote offer is expected. Engagement in the remote education offer by uploading work to the learning platforms is classed in the same way as an attendance mark. As a result, school will follow up with parents where there is not sufficient engagement. In the first instance – after 48 hours with no engagement - teachers will send a reminder via the platform. After a further 24 hours, teachers will follow this up with a phone call. Where there are large numbers, the pastoral team can support this from school.		

	<p>After a further 24 hours, a member of Senior Leadership or Pastoral Team will make a phone call to the parents.</p> <p>Once the stage of a phone call is reached because a reminder on the platform has not been seen or remedied the situation, this will be recorded on our CPOMS system.</p>
How will school operate their safeguarding duty of care during this time?	<p>In line with the above measure for the engagement in remote education, where contact cannot be made, school may conduct a home visit and then leave / post a letter asking for the family to make contact with school.</p> <p>School may then refer this to CSC as a safeguarding concern.</p> <p>Where pupils who are vulnerable are isolating, the relevant agencies will be notified i.e. LA SEND team, Virtual School or Social Worker.</p> <p>In Stage 3, where the isolation period is ongoing and maybe prolonged, the Pastoral Team and teachers will conduct weekly or more regular phone calls to vulnerable children or those identified as needing this for any reason. All other children will at least have phone call contact with their teacher or a member of their year group teaching team every three weeks.</p>

When providing remote learning, teachers are responsible for:

- ✓ Setting a timetable of lessons that is the equivalent length to the core teaching that pupils would receive in school.
- ✓ Planning a coherent and progressive curriculum with the opportunities to gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks.
- ✓ Adjusting the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- ✓ Creating the teaching instruction and activities for each lesson, in line with the relevant stage of the plan.
- ✓ Monitoring the platform during the hours of 9am and 3pm to support and feedback on work submitted.
- ✓ Providing feedback on the same day as submission where submission is by 3pm. Submission after 3pm should still receive feedback but this can be on the following working day.
- ✓ Directing the Teaching Assistants within their team to support the offer in any way they see fit.
- ✓ Liaising with the SEND team for pupils for whom they need a more bespoke offer.
- ✓ Liaising with the Pastoral Team and / or SLT where further support is needed for engagement and / or safeguarding concerns.
- ✓ Continuing to keep the CPOMS records updated with any relevant information shared by families, or where there are concerns or actions taken by the school as outlined in this policy.
- ✓ Referring safeguarding concerns immediately to the DSL or a deputy DSL.

Teaching Assistants

Teaching assistants must be available between 9am and 3pm to work at the direction of the teacher and / or the SLT in school. They may be asked to perform tasks to support the team that remains in school as well as supporting the remote education offer.

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.

Senior Leaders

- ✓ Co-ordinating and supporting the remote learning approach across the school, including the monitoring of engagement.
- ✓ Monitoring the effectiveness of remote learning, evaluating the impact of the offer and adapting and improving where necessary. They should act upon feedback both from teachers who are providing the offer and parents and pupils who are accessing and navigating this.
- ✓ Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated safeguarding lead

- ✓ Managing and dealing with all safeguarding concerns with support from the deputy DSLs. For further information, please see the Safeguarding and Child Protection Policy.

IT Technicians

- ✓ 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 headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs where appropriate
- ✓ Identifying the level of support individuals on the SEND register will need in the event of having to isolate and access remote education and set out a plan for how this will happen.
- ✓ Organising the members of the SEND team to plan for and resource this support either in preparation for a closure or at the point that this happens.
- ✓ Coordinating members of the team to support the offer during the isolation period as relevant and necessary to the individual cases.
- ✓ Liaising with teachers in regard to the plan for these individuals so that they are aware of the provision they will need to put in place and what support and resources they can expect from members of the team in each case.
- ✓ Liaising with parents of these pupils either to pre-empt and diffuse any anxiety about impending closures so that they are reassured beforehand of the support they will receive, or at the point of the isolation to inform them of what to expect and answer any questions.
- ✓ Informing the LA SEN team of any children on an EHCP who are having to isolate and request support where required.

The SBM

- ✓ Ensuring value for money when arranging the procurement of equipment or technology.
- ✓ Ensuring that the school has adequate insurance to cover all remote working arrangements.
- ✓ Preparing and exercising lease agreements for the loan of school devices where there are none in the home to access the offer

Pupils and parents

Staff can expect pupils learning remotely to:

- ✓ Complete work set by teachers and upload it to their portfolio for feedback
- ✓ 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 for any reason
- ✓ Seek help from the school if they need it both in terms of accessing the offer and supporting their child to complete work
- ✓ Be respectful when making any complaints or concerns known to staff

The Academy Improvement Committee (Governance)

- ✓ 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