



ALDERMAN JACOBS PRIMARY SCHOOL

REMOTE EDUCATION POLICY

Aims

At Alderman Jacobs School, we value learning highly and want to enable learners to access home learning in situations of school closure e.g. due to extreme weather or health and safety emergency. The sector and our school has learned from the experience of lockdown learning during the Covid 19 pandemic and will continuously review this policy to ensure it reflects latest guidance.

When setting home learning, we aim to be inclusive of all ages, needs and circumstances.

The aims of this policy are to:

- Set out the school's plan for remote education
- Ensure consistency in the school's approach to remote education
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Reflect the school's commitment to the UN Conventions of the rights of the child specifically article 28, 29 and 31.

1. Teaching quality is more important than how lessons are delivered
2. Ensuring access to technology is key, particularly for disadvantaged pupils
3. Peer interactions can provide motivation and improve learning outcomes
4. Supporting pupils to work independently can improve learning outcomes
5. Different approaches to remote learning suit different tasks and types of content

EEF, April 2020

Legislation and Guidance

This policy is based on

- [Remote Learning Rapid Evidence Assessment, EEF, April 2020](#)
- [UN Conventions of the rights of the child](#)
- [DfE, Review your remote education provision, January 2021](#)
- [DfE, Remote education good practice, March 2021](#)
- [Keeping Children Safe in Education September 2023](#)

This policy complies with our funding agreement and articles of association.

Roles and responsibilities

Remote educational provision for children who are working at home due to school closure

Office/Attendance Staff

- Teachers, Assistant Head teachers and the safeguarding lead will be on hand to support with remote learning as appropriate.
- Any correspondence with teachers from parents of children working from home will be forwarded from the school office; the AHT will be copied into the email

Safeguarding lead

- When a vulnerable works from home, the safeguarding lead will notify their social worker, if they have one.
- Contact the parent/carer of the vulnerable child in the event of school closure to make sure they have access to online learning and are encouraged to engage with it; after initial contact.

Teachers

Depending upon the circumstance of school closure, teachers may be in school as usual or working from home. 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 procedures. If teacher absence affects the completion of any work required they must ensure that arrangements have been made with year group colleagues or SLT to ensure work is set for pupils.

Teachers are responsible for:

Setting work:

- Work will be set daily via Tapestry or Google classroom, posted directly to the page of the individual child concerned
- Set work will be of equivalent length to and as closely matched as possible to the teaching pupils would receive in school
- Work can include access to videos, notebooks or power points to aid learning which has clear explanations and support for children so they develop confidence in new and revisited material through scaffolded practice, includes new knowledge and/or skills alongside revisiting, e.g. those from White Rose Maths Hub, Oak National Academy or PiXL therapies

In EYFS, work will be set on Tapestry to reflect learning in class

- In key stages one and two, work may include:
- maths and English tasks
- spellings
- grammar
- reading reminders and emailed reading record
- Times Table Rockstars
- one open-ended theme - various subjects
- at least one PE-based activity each week
- work set is anticipated to take the pupils 3 – 4 hours per day to complete; this does not equate to 3-4 hours of screen time or ‘taught’ remote time on recorded sessions but to the time it is expected pupils to engage with online resources and complete work set
- Work set will take into account any SEN needs that pupils may have and include differentiation so it can be accessed

Providing feedback on work:

- Mark schemes for any work set should be uploaded at the end of the day, by 4pm for pupils and/or parents to self-mark where possible
- Pupils can upload any work completed to Google classroom, 'hand-in' the work virtually or comment in the comments section that it is complete – this will depend on the task
- Teachers must post feedback on the Google classroom – affirmation of work received will encourage children and parents to continue to engage with home learning

Keeping in touch with pupils and parents:

- Emails received from parents via the school office will be replied to within 48hrs; the Assistant Headteacher may respond to emails
- Any issues that are received are to be dealt with professionally by the class teacher and the AHT should be BCC'd in the communication; if necessary, teachers can contact their AHT for advice.
- Teachers may contact parents to ensure they are aware that work is available. If teachers can see that work is being engaged with on the Google classroom, there is no need for this contact.

Safeguarding:

- Alert the safeguarding team if there is a safeguarding concern, recording the concern on 'MyConcern' in the usual way for a safeguarding incident.
- Contact should be polite and encouraging. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly. There is no expectation from school that work must be completed at this time. We believe our parents will be doing their best.

Assistant Head teachers

- Monitor the work set by teachers as part of the monitoring of teaching and learning
- Be available to respond to posts made by pupils or parents relating to the work, during the school day when teachers are in class
- Advise class teachers over any concerns relating to parent emails or pupil responses

Parents/carers

- Monitor their child's activities while completing online learning, including ensuring they follow the school's acceptable use policy
- Help their child to complete work to the deadline set by teachers
- Ensure their child engages daily with online learning, leaving at least one interaction per day on the Google classroom
- Seek advice about work if they need it, from teachers or teaching assistants, via Google classroom
- Alert teachers if their child is not able to complete work
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school with access to devices and/or internet access, if they need it
- Be respectful when making any complaints or concerns known to staff

Remote educational provision for whole classes, whole year groups or the whole school**Safeguarding lead**

Contact social workers of vulnerable children. Maintain at least weekly contact with parents or carers of all vulnerable pupils in the isolating group. With the Headteacher, monitor and follow up on flags of concern from filtering and monitoring systems.

Teachers

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 procedures. If teacher absence affects the completion of any work required they must ensure that arrangements have been made with year group colleagues or SLT to ensure work is set for their class. This circumstance brings additional workload to teachers as some will be teaching in-school and supporting online learning at the same time; the school has made arrangements to safeguard teacher wellbeing in this eventuality (see Appendix A)

Teachers are responsible for setting work, providing feedback, keeping in touch with parents and pupils and safeguarding as in the section above for self-isolating individuals, with the addition of:

- Remote education which includes PowerPoint presentations with voiced-over teaching and explanations via Google meets
- Remote learning for the day will be uploaded to Google classrooms by 8:30am to allow parents to print any necessary documents before 9am
- Answering of questions at least every hour each day and feedback on work at the end of each day, by 4pm to enable remote education to be successful
- Teachers are to contact the parents of pupils to ensure they are aware that work is available, if there has been no engagement with work by day 2 of closure. If teachers can see that work is being engaged with on the Google classroom, there is no need for this contact.

Assistant Head teachers

- Monitor the work set by teachers as part of the monitoring of teaching and learning
- Be available to respond to posts made by pupils or parents relating to the work
- Advise class teachers over any concerns relating to parent emails or pupil responses

Designated safeguarding lead

- Maintain contact with external agencies around safeguarding and wellbeing
- Be available during their normal working hours to complete professional development as directed by the AHTs

Teaching assistants and HLTAs

- Be available during their normal working hours to assist in supporting learning in school, supporting teachers in order to help them manage workload, resourcing lessons and answering questions or monitoring comments on the Google classroom for their year group, under direction of the AHT for their phase
- Be available during their normal working hours to complete professional development as directed by the TA lead

DSL, Learning mentor, behaviour mentor and pastoral support officer

- Be available during their normal working hours to contact parents/carers of pupils they mentor, on a twice-weekly basis or more frequently if required
- Be available during their normal working hours to complete professional development as directed by the AHT for inclusion
- Support the in-school provision for pupils who have 1:1 adult support
- Contact the parent/carer of any vulnerable children in school at the beginning of school closure to make sure they have access to online learning and are encouraged to engage with it; after initial contact, contact them at least once a week during isolation for wellbeing purposes

Local Governing Body

- Monitor the school's approach to remote learning to ensure education remains as high quality as possible
- Ensure that systems are secure for safeguarding and GDPR

Wherever possible, employees are asked to arrange childcare out of school when school is closed. This will reduce operational difficulties within school.

Where this is not possible, a class will be available for the children of employees to attend. Depending on the ages of children attending, this class may be split into groups to enable suitable provision from the available staff.

If employees choose not to bring their children to the childcare provided, and as a result choose not to work, this will be unpaid. As previously communicated, no one is expected to work from home while looking after dependents.

Parents/carers

Parents/carers are responsible for monitoring their child's activities, ensuring engagement and communicating with teachers and other school staff as in the section above for self-isolating individuals, with the addition of:

- Monitoring their child's activities while attending the weekly Google Meet class wellbeing session

Attending virtual meetings with staff, parents and pupils:

- Online virtual parents meetings will be held at a time to coincide, as closely as possible, with dates for in-school parents meetings (parents evening dates); communication to parents of this will be timely and clear
- Communication with parents will continue to be through email, telephone call and Google classroom
- Communication between staff will continue through email, telephone call or Google Meets

Measures to increase equitable access to remote education

- Parents will be surveyed as to access to devices and internet/WiFi connectivity and all qualifying families will be provided with these as far as capacity allows.
- The range of activities set for remote education will include work that does not need to be printed
- Documents and PowerPoints will be sent as Google Docs versions as Google platforms are free to users and can therefore be accessed by everyone
- Notebooks will be transferred to PDFs as notebook software is inaccessible at home
- Work set will reflect as closely as possible the work done in class in order that attainment gaps do not grow
- Work set will be differentiated to be inclusive of those with SEND and those who are more able with all having access to different levels of demand in their work so pupils can be supported and ambitious in their learning
- Printed resources will be available where possible for pupils who do not have online access at home

Links with other policies:



Acceptable use code of conduct

Assessment, marking and target setting

Curriculum

Data Protection (GDPR)

Early Years Foundation Stage
 English
 Internet safety
 Maths
 PSHCE
 Religious Education
 Safeguarding and child protection policy COVID-19 school arrangements
 Safeguarding and child protection
 SEND provision and inclusive education
 Whole school planning

Statutory/ Non-statutory							
Created/Reviewed/ Updated		Ratified		Review Frequency	Next Review Date	Signed by	
By	Date	By	Date			Head	Chair
Martin Fry	Spring 2024	LGB	18 th March 2024	4 years	Spring 2028		

Appendix A: Provision to safeguard teacher wellbeing in the event of providing remote and in-school learning concurrently

One teacher works from home for 2 weeks out of every 6, accessing all classes for the year group, filming videos, planning and responding to posts
Staff meetings cancelled
All TAs work their usual morning hours and every class has a TA in the mornings for all or some of the time, allowing the class management of <15 to be shared
TAs are trained to respond in Google classroom/Tapestry to support teachers with this when in school and working from home
PPA online is a creative and PE sessions, planned by HLTAs and the sports specialist teacher
PPA continues to be protected so the teams can plan together. Where possible part-time staff attend the whole of PPA rather than their allowance of PPA to support resourcing home learning
TAs cover break duty every day
Where possible over-teachers are supporting a year group with planning and presenting online learning and posting on the Google classrooms
Staff are asked to leave the building by 4pm each day so are home in good time
Union Rep has shared concerns from staff to SLT and these points have been acted upon
SLT greets children at the start of the day and takes messages from parents at the start of the day where needed, while teachers wait in their classrooms for them
SLT have investigated alternative marking practices and teachers now have the option to adapt the policy to using a one-page document for feedback so they don't write in pupil books
Inclusion team make twice-weekly wellbeing calls home for identified pupils across the school, on behalf of the class teacher
AHTs and DHT are present on Google Classrooms/Tapestry to support the feedback to those home learning and respond to parents
Teachers frequently reminded to utilise TAs to release and offer further support to those home learning
AHTs have a well-being check-in every couple of days with the teacher working from home

Appendix B - remote learning policy

Teacher protocols for filming remote learning videos

Teachers, HLTAs and TAs must ensure that while recording lessons, they:

- Record in school where possible
- If recording at home, record in a room that is not a bedroom
- Record against a neutral background where possible
- Dress like you would for school
- Double check that any other tabs you have open in your browser would be appropriate for a child to see, if they're sharing your screen
- Check that there is nothing personal to anyone in the background e.g. behaviour faces with names on in class, books with names on, photos
- Check that any photographs in the background at home if visible are appropriate/removed from the wall whilst filming
- Ensure that background noise is kept to a minimum e.g: mute television or turn off, use a room away from other people
- If modelling work on a table top and filming it, ensure that the table top is clear of other objects/materials.