



## ALDERMAN JACOBS PRIMARY SCHOOL (ACADEMY TRUST)

### REMOTE EDUCATION POLICY

#### Aims

At Alderman Jacobs School, we value learning highly and want to enable learners, in situations of school closure or self-isolation due to Covid-19 restrictions, to access home learning. 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](#)
- [DfE Guidance for full opening of schools, October 2020](#)
- [DfE guidance, Get help with technology for remote education during coronavirus, August 2020](#)
- [DfE guidance, Remote education during coronavirus, October 2020](#)
- [Keeping Children Safe in Education, September 2020](#)
- [DfE guidance: Get laptops and tablets for children who cannot attend school due to coronavirus, August 2020](#)

- [UN Conventions of the rights of the child](#)
- [DfE, Review your remote education provision, January 2021](#)
- [DfE, Remote education good practice, March 2021](#)

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

## **Roles and responsibilities**

### **Remote educational provision for individuals who are self-isolating or shielding**

#### Office/Attendance Staff

- Teachers, Assistant Head teachers and the safeguarding lead will be made aware of children who are self-isolating or shielding by the school office
- Any correspondence with teachers from parents of self-isolating children will be forwarded from the school office; the AHT will be copied into the email

#### Safeguarding lead

- When a vulnerable pupil is asked to self-isolate, the safeguarding lead will notify their social worker, if they have one
- Contact the parent/carer of the vulnerable child at the beginning of isolation 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

#### Teachers

Teachers will be in school as usual, teaching their class. 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 self-isolating 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
- Work will be asynchronous and will be available at the start of each school day when the child is self-isolating
- 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 must include:
  - daily maths and english as close to work done in class as possible
  - spellings 3 times a week
  - grammar 3 times a week
  - reading reminders and emailed reading record
  - times table rockstars 10 mins/week (reminder)
  - one open-ended theme activity per week - 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 must 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 are to contact the parents of any self-isolating pupil 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:

- Teachers are to attempt to make contact with the parents of any self-isolating pupil if this lasts for more than a week. Contact details can be accessed via SIMs.
- If you have no concerns regarding the pupil, record the time and date of the call in your own records, adding 'No Concerns'. 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 in self-isolating groups, if they have one

Maintain at least weekly contact with parents or carers of all vulnerable pupils in the isolating group

#### Teachers

Teachers will be working from home, unless in school for key worker/vulnerable pupils which will be on a rota basis. 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:

- Once a week each teacher will lead a Google Meet session for KS1 and 2 and Zoom session for EYFS, for wellbeing purposes, which enables the class to meet together virtually
- Remote education which includes powerpoint presentations with voiced-over teaching and explanations and/or virtual class teaching 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 in the isolating group 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 AHT for inclusion

#### 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

#### 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

#### 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**

- If the school has pupils in an eligible group or is in an area with Tier 4 restrictions, it will apply for access to devices for qualifying disadvantaged pupils as indicated in the DfE guidance, 'Get laptops and tablets for children who cannot attend school due to coronavirus (Covid 19)', August 2020. 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, following the government's eligibility criteria
- 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 attainments 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/ <del>Reviewed</del> / Updated		Ratified		Review Frequency	Next Review Date	Signed by	
By	Date	By	Date			Head	Chair
Elaine Crane	Spring 2022	Achievement Committee	26 <sup>th</sup> Jan 2022	Annual	Spring Term 2023	<i>Cathy Carlisle</i>	<i>W. Allend</i>

Appendix A: Provision to safeguard teacher wellbeing while providing remote and in-school learning concurrently (w/b 5<sup>th</sup> January- w/b 8<sup>th</sup> February)

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 until February 24th - this gains 1.5 hours per week of time for planning etc.
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 are frequently reminded to utilise TAs within their bubble 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.