Remote Education Policy Introduction

Remote education provided will be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live, direct teaching time and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:

• Foundation Stage : a minimum 2 hours a day on average across the cohort, with less for younger children

• Key Stage 1: a minimum 3 hours a day on average across the cohort

• Key Stage 2: a minimum 4 hours a day across the cohort

School will teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject so that pupils can progress through the school's curriculum

School has selected a digital platform for remote education provision (Google Meet and Class Dojo) that will be used consistently across the school in order to allow interaction, assessment and feedback. School has ensured staff are trained and confident in its use. School will overcome barriers to digital access for pupils by:

- distributing school-owned laptops accompanied by a user agreement or contract
- providing printed resources, such as textbooks and learning packs to structure learning, supplemented with other forms of communication to keep pupils and parents informed

We recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and school will work with families to deliver an ambitious curriculum appropriate for their level of need.

It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. This is a decision based on the school's discretion and th needs of the child and their family, as well as a wide range of other factors.

Younger children in Foundation Stage and Key Stage 1 often require high levels of parental involvement to support their engagement with remote education, which

makes digital provision a particular challenge for this age group. Therefore solely digital means will not be used to teach these pupils remotely.

School has a system for checking daily, whether pupils are engaging with their work, and will work with families to rapidly identify effective solutions where engagement is a concern.

Mrs Cronin and Miss Burton will oversee responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.

When teaching pupils remotely, school will:

• set meaningful and ambitious work each day in an appropriate range of subjects

• provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum in time as set out above.

Online video lessons do not necessarily need to be recorded by teaching staff at the school: BBCBitesize lessons, for example, can be provided in lieu of school-led video content.

School will transfer into remote education what we already know about effective teaching in the live classroom by, for example:

> • providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources

> • providing opportunities for interactivity, including questioning, eliciting and reflective discussion

> • providing scaffolded practice and opportunities to apply new knowledge

> • enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate

> Where parents have requested a learning pack from school, the school expects that this work is dropped off at school the following week so that it can be checked by the class teacher. The class teacher can mark and respond to the child's completed work and provide any necessary feedback.

> School will endeavour to respond to parental requests as soon as possible but it is the school's expectation that staff respond to dojo messages between the times of 8:30am and 4 :00pm during Monday to Friday. Please do not contact staff during live lessons because they will not be able to respond.

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Special educational needs Section

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place. School will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered will be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions will be considered on a case by case basis, avoiding a one size fits all approach.

School will continue to liaise with outside agencies, for instance, SALT and Me In Mind in order to ensure that the children continue to receive the support that they need.

Vulnerable children section

Where individuals who are self-isolating are within our definition of vulnerable, School has put systems in place to keep in contact with them.

When a vulnerable child is asked to self-isolate, school will notify their social worker or Early Help Worker (if they have one). School leaders will then agree with the social worker or Early Help Worker the best way to maintain contact and offer support to the vulnerable child or young person.

Schools will also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

Code of Conduct for Live Lessons

• Use of Zoom OR Google Hangouts if children have a valid email address they can use from home. (Google Hangouts can be launched from any major browsers from an email link.)

• If using Zoom, ensure that the meeting has an ID code and also employs a 'waiting room' that only admits children into lesson once the teacher is ready. Please ask if you are not sure.

• No 1:1s, groups only

• Staff and children must wear suitable clothing, as should anyone else in the household

• Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred or neutral.

• The live class should be recorded so that if any issues were to arise, the video can be reviewed.

• Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day (30 mins max, each lesson Ks2, 20-30 mins max, Ks1.)

• Language must be professional and appropriate, including any family members in the background

• Where possible, we will set up a rota system so not every class or bubble is utilising all devices at once.

Appendices Section

Delivering remote education safely

Keeping children safe online is essential. The statutory guidance keeping children safe in education provides schools and colleges with information on what they should be doing to protect their pupils online. Support on delivering online remote education safely is available from:

• safe remote learning, published by SWGfL
• online safety and safeguarding, published by LGfL, which covers safe remote learning
• the National Cyber Security Centre, which includes which video conference service is right for you and using video conferencing services securely
• safeguarding and remote education during coronavirus (COVID-19) • annex C of keeping children safe in education