



Remote Education Policy

Introduction

In both of our schools we are committed to ensure that all children receive a high quality inclusive education. During the Covid-19 pandemic the schools must be prepared for all eventualities e.g. localised/national lockdowns, closure for cleaning, families self-isolating, long-term illness or injury etc. By providing children with remote learning opportunities we endeavour to ensure that we continue to deliver inclusive opportunities whilst minimising the disruption caused to children's education. This policy does not cover for when children are absent through short-term illness e.g. seasonal illness, colds, upset stomachs etc. If a child is too unwell to attend school they are not well enough to continue learning at home. Nor is this approach designed to 'fill in gaps' or 'catch up'. It is our honest attempt to offer remote teaching and learning in the most uncertain of times.

Aims

This policy aims to:

- Ensure consistency in our approach to remote learning
- Maintain continuous provision of high quality education for our children when they are not in school
- Set out expectations for all members of the school community – teachers, parents and children.
- Enable effective communication between members of the school community.

Roles and Responsibilities

1. Teaching Staff

- To set and provide some feedback on English and Maths work for children in their class
- Work should be set within 24 hours of being notified of self-isolation or, in the case of full year group isolation, on the first day of each week
- To liaise and respond to requests of support in a timely manner
- Teachers at St Mark's will set work on Google Classroom
- Teachers at Wyndham Park will set work on Tapestry

2. Children

- To engage with the work set by teachers to the best of their ability, as they would if they were in school
- To submit work by 1.00 pm each day of isolation
- To seek help from the school if they need it
- To read every day
- To practice times tables through Times Table Rockstars 3 times per week

3. Parents

- To provide their child with the resources needed to complete the work (e.g. paper, pen, technology if accessible)
- To support their child in completing work at home
- To refer to the website and termly parent letters for Topic-related ideas and activities
- To respectfully communicate with school staff

4. Senior Leaders

- To coordinate and monitor the remote learning approach across the school, including engagement
- To monitor the effectiveness of remote learning
- SENDCo – To ensure provision for EHCP children and those on the SEND register is appropriate and well-matched to need



5. IT Technicians

- To help staff with any technical issues and fix issues with systems for completing work
- To review the security of remote learning systems including data protection
- Assisting pupils and parents with accessing the internet or devices

What remote learning can I expect in different scenarios?

<p>For those who are ill and absent from school (non-Covid-19 related)</p>	<p>Children who are not attending school due to illness are not expected to carry out any form of home learning.</p>
<p>For those who are absent from school because someone in the household is awaiting test results and the whole household is required to self-isolate. Or someone in the household has tested positive for Covid-19 and the whole household is required to self-isolate. <i>The rest of the school bubble are attending school and are being taught as normal</i></p>	<ul style="list-style-type: none"> • Work will be provided within 24 hours of the school being notified of a Covid-19 related absence. • Teachers will send weekly planning for Maths and English. This will most likely be in the form of a PowerPoint presentation. • Parents should use the blogs and parent letters to view topic-based ideas and activities • Teachers may also make use of appropriate online learning resources for example White Rose Maths Hub, Phonics Play, Oxford Owls, BBC Bitesize and The Oak National Academy • Teachers will provide feedback to the child on work completed by the end of the week, however staff will not be expected to provide feedback on all work completed. The nature of this feedback will vary.
<p>When an entire bubble is not permitted to attend school because a member of the bubble has tested positive for Covid-19 (a partial school closure).</p>	<ul style="list-style-type: none"> • Teachers will provide learning for the school week. This will be uploaded by 9.00 am on the first day of the working week or, in the case of the first day of lockdown, within 24 hours of starting school to ensure work is planned and made available • Pupils are encouraged to access learning daily. Teachers will send planning for Maths and English, most likely in the form of PowerPoint presentations. There may also be activities set which relate to the current class topic. • Teachers may, where relevant, make use of online resources to support learning such as the White Rose Maths Hub, Phonics Play, Oxford Owls, BBC Bitesize and The Oak National Academy • Teachers will provide feedback to the child on work completed by the end of the week, however staff will not be expected to provide feedback on all work completed. The nature of this feedback will vary. • The nature (e.g. content) of learning set will to be at the class teacher and Headteacher's discretion and may include some consolidation work.
<p>When there is a full school closure as a result of a local/national lockdown or so called circuit breaks</p>	<ul style="list-style-type: none"> • If the school is closed to all pupils, then the same approach adopted for a partial closure will be extended to the whole school. • Government guidelines will be followed with regards to attendance in school and support will be provided accordingly.