



**Meole Brace**  
C of E Primary School and Nursery

# Remote Education Policy

## Linked Policies:

- Positive Behaviour Policy
- Safeguarding and Child Protection Policy (and COVID-19 addendum)
- GDPR Policy and Privacy Notice
- Home School Agreement
- E-Safety Policy and Acceptable Use Agreements
- Video Conferencing Policy
- Remote Education Provision: Information for Parents/Carers document

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## Remote Education Policy



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## **1. Aims**

This remote learning policy aims to:

- Set out how the school will comply with the requirements of the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction.
- Ensure consistency in the school's approach to remote learning.
- Set out expectations for all members of the school community with regards to remote learning

## **2. Background**

Meole Brace C of E Primary School and Nursery is mindful of its legal duty to provide remote education under the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction.

This requires the school to provide remote education for children unable to attend school due to coronavirus (COVID-19).

The Direction requires that where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education. The expectations on the quality of remote education expected of schools remain those set out in the guidance for full opening published by the Department for Education in July 2020.

## **3. Process for Local Outbreaks, Contingency Plans and Remote Education**

The arrangements for remote education from 1<sup>st</sup> September 2020 are described in our Remote Education: Information for Parents/Carers document, available on the school website. Our provision will be delivered through our school website platform.

If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities (DfE and Public Health England) will decide which measures to implement to help contain the spread.

### **3.1 Contingency plans**

For individuals or groups of self-isolating pupils, remote education plans will be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19).

### **3.2 Remote Education Expectations**

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, the school has the capacity to offer immediate remote education.

The school has considered how to continue to improve the quality of their existing curriculum and has a strong contingency plan in place for remote education provision.

The school will:

- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations.
- Give access to high quality remote education resources.
- Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use.
- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.
- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum.

When teaching remotely because an individual self isolates (e.g. because they or a member of the household has COVID symptoms and it is necessary to self isolate), the school will:

- E-mail the child/ren's set learning to their parents/carers or provide paper packs for collection from school where this is preferable and there is someone available to collect. Work will be sent home by the end of day one. This will continue daily until the child is able to return.

When teaching remotely because there is a confirmed positive case and a class/bubble has to remain at home:

- The school will liaise with the local Public Health Team to determine which group of children and staff need to isolate. The school will inform parents of their decisions and offer guidance.
- Staff and children of the identified group will remain at home and education will be delivered remotely.
- Teachers will be required to plan and 'deliver' lessons from home.
- There is an expectation that a parent/carer will be supervising the delivery of remote education (see Videoconferencing Policy).
- Lessons will consist of a combination of pre-recorded learning and 'live' sessions through Microsoft Teams, as outlined in the Remote Education Provision: Information for Parents/Carers document.
- Home Learning will be shared via the school website under the 'Home Learning' tab of the relevant class/year group's Class Page. This will be updated daily with the entire day's learning mapped out.
- Video lesson resources may be:
  - Pre-recorded delivery by the Class Teacher
  - Pre-recorded delivery by another MBPS teacher
  - From a DfE approved provider such as the Oak National Academy or White Rose Maths
  - Another source felt to deliver high quality lesson input.
- Sufficient work will be provided to fill the time expectations as set out by the DfE and will follow the normal curriculum timetable (see the Remote Education Provision: Information for Parents/Carers document).
- Teachers will use their discretion as to the subjects delivered to ensure that these can be accessed remotely.

- The resources provided will give both sufficient support and challenge for pupils.
- Parents/carers will be asked to send work back to teachers by photographing/scanning work and e-mailing to the Class Teacher.
- Feedback will be provided by the Class Teacher. This may be in a general form if there were common misconceptions or on an individual basis if necessary. Feedback will guide the next day's work.

### 3.3 Contact with the Class Teacher and Feedback to Pupils

- The timetable for the day will be set out clearly.
- Class Teachers will be available via e-mail to answer questions and queries during each day between 8.30am and 4.30pm and will respond to e-mails received during these hours.
- E-mails received outside these will be responded to the following day.
- Wherever possible, answers will be uploaded to the relevant page of the school website so that parents/children are able to mark work. The teacher can then answer queries arising from this.
- Work can also be sent to the Teacher for marking and feedback.
- Daily opportunities will be given for children to have face-to-face contact with the Teacher via a class Teams call. This opportunity can be used for a class lesson or assembly, story time, general catch up or to go over particular aspects of the work provided for the week. Each teacher will plan this into his/her class timetable.

### 3.4 Curriculum and Planning

In planning the work that is delivered we will ensure that we:

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.
- 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 practised in each subject.
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos.
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- Enable teachers to adjust 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.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, including daily contact with teachers (unless ill-health prevents this).
- The school will consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.
- The school will avoid an over-reliance on long-term projects or internet research activities.

#### **4. Providing Pastoral Care Remotely**

Where pupils are required to remain at home (for example, if pupils need to self-isolate or there are local restrictions) helping parents/carers and pupils to make a weekly plan or structure is important. These plans should include time for education, playing and relaxing to reduce stress and anxiety.

As set out in Public Health England's guidance for parents/carers, routine can give children and young people an increased feeling of safety in the context of uncertainty.

One-to-one sessions (delivered by a member of support staff) could be appropriate in some circumstances. For example, to provide pastoral care or provide support for pupils with special educational needs and disabilities (SEND). This should be discussed and approved by the senior leadership team to assess any risks. There may be helpful solutions, such as including a parent or additional staff member in the call.

##### **4.1 Communication with Pupils and Families (including vulnerable children)**

In the event of school closure, the school recognises the need to ensure effective communication with children and families. This is important in order to support remote learning and to protect the safety and wellbeing of children. We will communicate with parents/carers regularly using e-mail, and text messages in the first instance. The school website and school Twitter feed will also be used to keep parents/carers informed.

Parents/carers are able to e-mail their children's Class Teachers directly, as well as being able to e-mail or call the school office.

Where individuals who are self-isolating are defined as 'vulnerable', the schools will put in place a system in place to keep in contact with them. This will be in the form of telephone conversations made by designated members of staff.

Through conversation with the child and their parents/carers. this will ascertain:

- Their health and wellbeing.
- Their ability to access remote education support and any modifications that may be appropriate.
- Wider areas of need which could be supported through Early Help processes.

When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). Headteacher/s will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child.

##### **4.2 Supporting Children with Special Educational Needs**

For pupils with SEND, 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. In the event of the need for remote learning, 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.

The 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 an 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 should 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 should be considered on a case by case basis, avoiding a one size fits all approach.

#### 4.3 Supporting Children in the Early Years Foundation Stage

The school recognises that younger pupils may not be able to access remote education without adult support and so will work with families to deliver a broad and ambitious curriculum. The school will continue to use the Home Learning pages of the school website to communicate with parents/carers and to set activities for children to undertake in the home environment.

### **5. Delivering Remote Education Safely**

Keeping children safe online is essential. The statutory guidance 'Keeping Children Safe in Education 2020' provides information to protect pupils online. In addition, the school will make use of resources from DfE in relation to remote education and safeguarding.

The school will ensure that:

- Children and families are aware of their obligations under the school's acceptable use agreements and Video Conferencing Policy
- Children continue to be provided with teaching to be able to keep themselves safe online and offline.
- Staff are provided with guidance so not as to put themselves in vulnerable or risky situations.
- Staff have access to support and guidance materials to promote the safe delivery of online lessons.

Information about Safeguarding and Keeping Children Safe in Education can be found on our website under policies. This policy should also be read alongside the E-safety policy.

We expect parents/carers to adhere to guidelines on how to keep their children safe online whilst undertaking remote education. Copies of the pupil Acceptable Use Agreements for each Key Stage are contained within the E-Safety Policy.

### **6. Promoting Positive Behaviour**

Our Positive Behaviour Policy can be found on the website under policies.

During periods of remote education, it is the responsibility of parent/carers' to ensure that children's behaviour is appropriate and that work/activities are completed. Teachers and

members of support staff will offer advice and support to parents who are finding it difficult to encourage pupils to engage with remote learning and/or who are not behaving in an acceptable manner whilst learning at home.

Support for parents/carers in setting up and maintaining good routines and learning behaviour can be found on our Home Learning website page:

<http://www.meolebraceprimary.co.uk/page/home-learning/66073>

Teachers will conduct daily 'catch-up' and feedback sessions via Microsoft Teams for most children and where this is not possible telephone calls will be made. Parents will be responsible for ensuring that children engage appropriately with this process.

We will contact the Education Access Team and if we have concerns about children not accessing education at home or if we are unable to contact families. Should we have safeguarding concerns in relation to children learning at home, we will contact Social Services if we feel it is necessary.

## **7. Data Protection**

Schools should continue to follow the guidance outlined in the DfE data protection: toolkit for schools.

<https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>

When managing personal data and may need to consider:

- Taking care not to share contact details when e-mailing multiple people.
- Being careful when sharing usernames and other personal data for access to online resources.
- Providing access to school data systems safely.

Please see the school's GDPR Policy and Privacy Notice available on the school website.