



## REMOTE EDUCATION POLICY

### Policy Statement

At Raynville Academy our curriculum has been designed to ensure each and every child can 'Reach Great Heights'. It is bespoke to the needs of our pupils, not only by focussing on appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, but by also providing extracurricular experiences that seek to harness talents and prepare our children for life in modern Britain. When defining our curriculum design, we consider everything that we do in school (and outside of school hours): it is not just what we teach in timetabled lessons, but the experiences we give our children, the provision we have for assemblies, the clubs we offer and the homework we set. With this in mind, our entire curriculum provision is ever evolving as we react to the changing needs of our children and the changing nature of the world we live in. Our strategy for remote learning continues this.

### Aims

This Remote Education Policy aims to:

- 🌐 Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality Online and offline resources and teaching videos
- 🌐 Provide clear expectations members of the school community with regards to delivery high quality interactive remote learning
- 🌐 Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support
- 🌐 Support effective communication between the school and families and support attendance

### Who is this policy applicable to?

- 🌐 A child (and their siblings if they are also attending Raynville Academy) is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- 🌐 A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

### Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2: *Seesaw*
- Use of Recorded video for instructional videos (created through Seesaw)
- Phone calls home
- Printed learning packs where needed
- Loan of school equipment to families if appropriate

### Remote Learning Plan

#### 1. Whole Bubble Closure

The school day will work as follows:

Class teachers will set at least three pieces of work each school day to include – 1 English activity, 1 mathematics activity and 1 other activity e.g. science, geography... (Minimum of three hours)

Teachers and teaching assistants will look at individual responses and give feedback through the comment feature between 9:00 – 15:30 each school day.

## 2. Individual children isolating at home

Children at home will access English and Maths work set by teachers daily on Seesaw or via workbooks. The activities will be in line with the work taught in class and will continue until the child returns to school. Feedback will be provided by the teachers.

### Home and School Partnership

Raynville Academy is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Pupils will need to use their individual code to sign into Seesaw; this is different from the 'Families' QR code and will be accessed using the CLASS Seesaw app. New copies of this code have been sent home. Teachers should ensure each child has home access to Seesaw.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Raynville Academy School would recommend that each 'school day' maintains structure. There will be three 'lessons' a day if child are expected to remain at home. The school day will mirror the timings of a usual school day to support children with a sense of routine.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

All children are regularly reminded of e-safety rules and this applies when children are working on computers at home.

### Roles and responsibilities

#### **Teachers**

*To note: the suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.*

When providing remote learning, teachers must be available between 9:00 – 15:30.

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 absence procedure.

When providing remote learning, teachers are responsible for:

#### ➤ Setting work:

- Teachers will set work for the pupils in their classes through Seesaw.
- The work set should follow the planned timetable

#### ➤ Providing feedback on work:

- English, Maths and foundation subject work submitted will be given feedback in a timely manner.

#### ➤ Keeping in touch with pupils who aren't in school and their parents:

- If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to assess whether school intervention can assist engagement.
- All parent/carer emails should come through the school admin account

- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL

### **Teaching Assistants and SEN Support Staff**

Teaching assistants must be available between their usual working hours.

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 absence procedure.

During the school day, teaching assistants and SEN support staff must complete tasks as directed by a member of the SLT and their class teacher. This will include supporting the teacher to monitor Seesaw and making phone class home. For SEN support staff they may also contribute remotely to the delivery of their child's IEP.

### **Senior Leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school inc daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Support with home learning if a teacher is unable to do so due to illness

### **Designated safeguarding lead**

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

### **IT Lead and Seesaw Ambassador**

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing

Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

- Assisting pupils and parents with accessing the internet or devices
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.
- Where appropriate, support families with the loan of equipment if they do not have the resources at home.

### **The SENCO**

Liaising with the ICT Lead to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of additional support that may be needed for the children on the SEN register whilst they are at home and support teachers to provide this
- Support SEN support staff to provide IEP interventions remotely where possible

### **Pupils and parents**

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

## **LGB**

The LGB is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

## **7. Links with other policies**

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety
- Staff Code of Conduct

## **Appendices**

The following resources are to be shared with parents if there is a school closure.

### Appendix 1

7 Top Tips to Support Reading at Home

<https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Resources for schools/7 Top Tips to Support Reading at Home.pdf>

### Appendix 2

7 Top Tips to Support Reading at Home (Key Stage 2)

<https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Resources for schools/7 top tips to support reading at home – for Key Stage 2.pdf>

### Appendix 3

Read with TRUST

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Read with TRUST infographic \(1\).pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Read with TRUST infographic (1).pdf)

### Appendix 4

Reading with TRUST comic

<https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Resources for schools/Reading with TRUST comic.pdf>

### Appendix 5

Supporting Home Learning Routines

<https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Resources for parents/Supporting home learning routines - Planning the day.pdf>