



Morley Memorial Primary School
Remote Education Policy

Policy Name	Remote Education Policy
Frequency of Review	Until the end of the current academic year unless revoked by a further government direction
Written on:	October 2020
Written by:	Extended Leadership Team
Next Review:	July 2021

Whilst the school remains open to all children, the teachers' priority must remain the provision of high quality curriculum in school. In addition, where necessary, an adapted version of the curriculum will be available to be accessed by children who are isolating at home.

1. Aims

This Remote Education Policy aims to:

- Outline the school's approach to educating pupils who will not be attending school, as a result of government guidance or the closure of a bubble
- Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work
- Ensure that remote education is offered as soon as it becomes necessary (one working day after the school received notification that children are required to self-isolate)
- Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who aren't in school through use of quality online and offline resources
- Provide clear expectations members of the school community with regards to delivering high quality interactive remote learning
- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being
- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning
- Ensure that pupils engage in learning they would have completed had they been in school as normal

- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback (via Google Classroom)
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources (via Google Classroom)
- Ensure that pupils who lack any necessary equipment have this sourced for them

2. Who is this policy applicable to?

- Children who are 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. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work via Google Classroom which will broadly mirror that being taught to the rest of the class who remain in school
- Children who are part of a whole bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19.
- This policy is not applicable to children and staff who are unwell.

3. Resources

Resources to deliver this Remote Education Plan include:

- Google Classroom
- Information for parents
- Staff guidance document
- Use of video for White Rose Maths
- Links listed in the tasks

The detailed remote learning planning and resources to deliver this policy can be found here:

- [Home learning weekly overview proforma](#)
- [Individual EHCP Home Learning Support Plan proforma](#)
- [White Rose Premium Resources](#)
- [Oak Academy resources](#)
- [Task templates for English](#)
- [Task templates for other curriculum areas](#)

4. Approaches to Learning: Our Principles

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Planning will be informed by the feedback from previous remote learning
- Pupils will access sessions broadly mirroring the in-class provision for English and maths alongside a selection of activities from a broad range of subjects
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning

- Those who cannot attend school will access similar learning to that which their bubble is completing within school
- Activities will be varied and not solely consist of 'screen time'
- Teachers will have access to a wide variety of resources to share remotely, such as resources from White Rose maths, Explorify, Access Art and relevant videos from BBC Bitesize or SafeShare of Youtube videos (eg. Grammarsaurus)
- Resources will be quality assured by subject and senior leaders, who have created an approved list
- When self-isolating, all pupils will have access to the resources they need to learn. We will ensure this by sharing Home Learning Overviews on Google Classroom alongside assignments for specific tasks when necessary
- Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working. In some instances, homework will be assigned via Google Classroom and, where appropriate, lessons make use of these tools
- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families
- Staff workload will be managed by providing staff meeting time for the generation of foundation subjects activities and use of templates for setting tasks. Release time will be used to repay lost PPA time where needed
- Leaders will measure engagement in remote learning by monitoring submissions of assignments and use this information to review provision and make changes as necessary

5. Working with Parents

We are committed to working in close partnership with families, and providing remote learning in different ways when that is necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND).

We will provide guidance to parents on how to use the Home Learning Overviews via the newsletter.

Resources will be shared with pupils and parents via Google Classroom.

We would encourage parents to support their children's work, and to establish a routine based around the school day wherever possible. Resources should be used flexibly to support the children's learning. All children are familiar with our e-safety rules, and a CEOP link is found on the school's website. These e-safety rules apply when children are working on computers at home.

Should parents be unable to access online work for any reason, they should contact the school office and arrange for someone to collect printed packs on their behalf. Printed copies of the Home Learning Overview/ catch up packs.

Roles and responsibilities

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote education approach across the school including monitoring pupils' engagement
- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning
- Ensuring that resources fully support teachers and pupils so that remote education can take place without hindrance in this respect (eg. by subject leaders adding to approved website list)

Subject Leaders

Alongside any teaching responsibilities, subject leaders are responsible for ensuring that resources fully support teachers and pupils so that remote education can take place without hindrance in this respect (eg. by subject leaders adding to approved website list).

Teachers

Teachers will be provided with guidance on remote education protocols, links to resources and templates for suitable tasks.

When providing remote education because a whole bubble is isolating, teachers must be available between their bubble start and finish times.

Teachers unable to work for any reason during this time should notify their line manager so that alternative arrangements can be made.

When providing remote education, teachers are responsible for:

- Setting work:
 - Teachers will set work for the pupils in their classes: 5x English and 5x maths tasks weekly along with the half termly selection of 10x other curriculum tasks
 - Teachers will set work using the Google Classroom
 - Teachers, with input from teaching assistants, will adapt the class work for those children with EHCPs to ensure that the tasks are accessible. The adapted work should consider the provision and description of needs outlined in individual children's EHCPs. If work can not be adapted then an alternative activity should be provided. The adapted document will be known as EHCP Home Learning Support Plan (Form M).
- Providing feedback on work:
 - Where individual children are isolating they will receive written feedback on assignment tasks (1 English and 1 Maths if isolating for a week)
 - Work in other subjects will not receive written feedback unless it is an assigned task
- Keeping in touch with pupils who aren't in school and their parents:
 - Teachers are expected to make weekly contact with children via Google Classroom

- o Teachers should only use Google Classroom to communicate with children. If it is necessary, teachers will contact parents via the school office.
- o The office will inform teachers immediately when a child in their class has begun isolating. Teachers will assign the child Home Learning via Google Classroom within 24 hours of the office acknowledging receipt of a parent's email.

Teaching Assistants

- o In the event of bubble closure, teaching assistants must be available during their usual working hours in order to support the delivery of the curriculum for their bubble, as directed by the teacher of that bubble. Teaching assistants have a particular role to play in supporting teachers with the design of provision for children with EHCPs.

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Support their children in selecting appropriate tasks from the Home Learning Overview
- Support their children in their reading as far as they are able, so that they continue to read their home reading book or access online reading resources via Google Classroom
- Support their children's work as far as they are able
- This can include providing a suitable place to work and encouraging their children to focus
- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices
- Inform the school office of technical difficulties if necessary, having made use of the IT help available on the school website

Governing Body

The governing body 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 education systems are appropriately secure, for both data protection and safeguarding reasons

7. Security and Safeguarding

All staff members will take appropriate steps to ensure their devices remain secure in line with the Acceptable Use policy and any concerns are reported in line with our Safeguarding policy.

8. Links with other policies and development plans

This policy is linked to our:

- Behaviour policy
- Child protection and safeguarding policy
- Data protection policy and privacy notices
- E-safety & acceptable use policy
- Guidance for Phone calls, Video conferencing and recorded video