**Stoke Hill Junior School**

**Remote Education Policy October 2020**

This policy outlines the steps we will take as a school to ensure children who are well, but have to stay at home for Covid-19 related reasons, continue to receive a high-quality education and do not fall behind their peers in any curriculum area.

**Aims**

* Ensure consistency in the approach to remote learning for all pupils who are well but not in school for Covid-19 related reasons.
* Provide clear expectations for members of the school community with regards to delivery of high quality interactive remote learning.
* Include continuous delivery of the school curriculum, as well as supporting motivation, health and wellbeing and parents’ support.
* Consider continued education for staff and parents.
* Support effective communication between the school and families and support attendance.

# Who is this policy applicable to?

* A child who 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 whose whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19. This only applies if the child is well and not suffering symptoms.

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

Resources to deliver this Remote Education Plan include:

* Online tools, including Google Classroom, Mathletics, TTRockStars, Oak Academy and BBC Bitesize
* Use of live video links using Google Meet, specifically to invite children who are at home to join their class towards the start of the school day to welcome them in, focus their thoughts, and to outline their work for the day.
* Printed learning packs for those who do not have remote access.
* Exercise books and stationery packs that can be picked up from school.
* Provision of Chromebooks for children who have no access to a computer at home.

# Roles and responsibilities

SLT

We will provide refresher training sessions for teachers by the end of October 2020 on how to use Google Classroom, including: setting and scheduling work; responding to work; and the use of Google Meet.

Alongside any teaching responsibilities, senior leaders are responsible for:

* Co-ordinating the remote learning approach across the school.
* Monitoring the effectiveness of remote learning
* Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Teachers

Teachers should use time on their Planning Days to make sure, as far as possible, the content of the curriculum and the activities planned can be delivered remotely as well as in-person by the teacher in class.

Teachers should plan to cover the vocabulary and skills as outlined in the current curriculum.

Teachers should make use of video lessons, e.g. Oak Academy and BBC Bitesize, in class so that the children are familiar with the look and feel of these resources.

Teachers can adapt the current English plans to make use of Oak Academy units.

If they are at home and providing remote learning, teachers must be available between 8.30am and 4.00pm.

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. Work for children who are at home should be set and responded to using Google Classroom
* The work set should, as close as possible, follow the usual timetable for the children had they been in school.

***Providing feedback on work***

Reading, writing and maths work - all completed work submitted by 3pm to be guaranteed teacher response and comments by 9.00am the next day.

Feedback should give the children how to improve their work, and will be used by teachers to adapt future tasks as appropriate.

***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 access whether school intervention can assist engagement
* All parent/carer emails should come through teachers’ work email accounts
* 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**
Teaching assistants must be available during their normal working hours. They will be asked to provide individual support to children as requested by class teachers, SLT and the SENCO.

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.

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.

The SENCO

The SENCO will liaise with our Computing 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 support needed for children with additional needs

The SBM

The SBM will ensure value for money when arranging the procurement of equipment or technology, and that the school has adequate insurance to cover all remote working arrangements

Children and Parents

We are 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.

We will provide printed resources outlining the use of Google Classroom for parents/carers.

The children will all be taught in class how to use online resources including Google Classroom, Mathletics and TTRockStars to ensure they know how to access these using their Google login.

Where possible, it is beneficial for children who are working at home to maintain a regular and familiar routine. We will recommend to parents that each ‘school day’ maintains a similar structure to the normal school day if children are working at home.

# We will 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, with new activities added to Google Classroom daily. These can be scheduled in advance during teacher’s PPA time. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-by-case basis.

All children sign an ‘Acceptable Use Policy’ at school which includes e-safety rules, and this applies when children are working on computers at home.

***Teachers can expect pupils learning remotely to:***

* Login to Google Classroom at the start of each day to find out the work they will need to do
* Meet at the agreed time on Google Meet to talk to their teacher about the day’s activities
* Seek help if they need it, from teachers by asking questions on Google Classroom and during the Google Meet session
* 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

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 learning systems are appropriately secure, for both data protection and safeguarding reasons