Remote Education Policy

Policy Name	Remote Education Policy
For Review and Approval by	Headteacher
Date of Approval	January 2022
Review Period for this Policy	Annually
Date for Future Review	January 2023

Implementation of this policy supports the duties to promote equality of opportunity and positive attitudes in relation to disability, gender and race and to eliminate discrimination on the grounds of age, disability, gender, race, religion or belief and sexual orientation.

Policy Approved by	Samantha Hunter
Signed:	
Position	Headteacher
Date	24.1.22

Aims

This remote education policy aims to:

- o Ensure consistency in the approach to remote education for pupils who aren't in school through the use of quality online and offline resources and teaching videos.
- o Set out expectations for all members of the school community with regards to remote education.
- o Provide appropriate guidelines for data protection.
- o Support effective communication between the school and families and support attendance.
- o Ensure continuous delivery of the school curriculum; as well as support of motivation, health and well- being support for parents and children.

Who is this policy applicable for?

- A child is absent because they are awaiting test results and are required to self–isolate. The rest of their class/year group are attending school and being taught as normal.
- A child's whole year group/ class bubble is not permitted to attend school because they are absent due to Covid-19 restrictions.
- A child has tested positive for COVID-19 and is self –isolating but are asymptomatic and feeling well.
- A child who has been identified by the NHS Test and Trace (or equivalent) as needing to self- isolate.
- A child has travelled and has to self – isolate as part of a period of quarantine.

Remote education will be shared with families when they are absent due to Covid-19.
Children who are unwell in relation to C19 will not be expected to complete remote education.
Children who are absent for reasons other than C19 will not automatically receive remote education and this will be considered on an individual basis.

How will we deliver remote education?

We will use a wide range of resources to deliver our remote education plan. These include:

- Online tools for EYFS (Tapestry) and KS1 and KS2 (Google Classroom);
- Use of recorded videos by staff;
- Phone calls home to support the parent and child with remote education;
- Printed learning packs where online learning is not accessible at home;
- Physical materials such as text books, work sheets, activity books, reading books or exercise books;
- Use of quality online resources such as Oak Academy, BBC Bitesize, TT Rockstars;
- Google meets with their class teacher (this is only applicable when a child's whole bubble/class is not permitted to attend school).

The remote education planning and resources to deliver this policy can be accessed through the child's Google Classroom Login.

Supporting Parents

Montpelier Primary School is committed to working in close partnership with families and recognizes each family is unique and because of this remote education will look different for different families in order to suit their individual needs.

Montpelier Primary School will provide online training information for parents on how to use Google Classroom and as appropriate and where possible provide personalized resources. Training for Parents can be found on the school website and Facebook page.

We would also ask families 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 daily or that enough work is available to cover a block of time.

Should accessing remote education be an issue, parents need to contact school and alternative solutions may be available. This will be discussed on a case to case basis.

All children are familiar with working safely online and that the same rules apply to pupils working remotely. Please see the school's Online Safety Policy for further details.

Our Family Support Worker will remain available to liaise with families.

Roles and responsibilities

Teachers

When providing remote education, due to their class or Year Group bubble self -isolating, teachers must be contactable via telephone, email and Google Meet during their normal working hours.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they must communicate immediately with a member of the headship team.

When providing remote learning, teachers are responsible for:

Setting work:

- o Work will be set daily, primarily through Google Classroom or Tapestry, or for an individual child a collection of work might be set to cover a block of time.
- o In the first instance, teachers will set work for the pupils in their own class should a whole bubble be sent home. If only individual children have been sent home, the work might be set by another member of staff from the year group.
- o Wherever possible, the work set will follow the usual curriculum timetable for the class had they been in school.
- o When a whole class is off, the day's work will be shared by teachers by the start of each school day.
- o When a whole class is off, staff will record at least a daily English and Mathematics lesson with teaching instructions which will align with the current school curriculum being delivered. The length of the video aspect of this will vary lesson to lesson.
- o For other subjects, a variety of approaches will be used. This could include additional videos by MPS staff or resources from other sources. When an individual pupil is off, the resource might be the PowerPoint slides for that lesson. However, when a bubble is off these resources will be more detailed.
- o Staff will ensure pupils with limited technology can still access and complete the work set. The school will ensure that all children have at least some access to technology to view the learning.

Providing feedback on work:

- o Feedback will be given as soon as practical and in-line with the school Feedback policy.
- o Some feedback will be instant, such as when children complete online quizzes, maths and spelling games.
- o Whole class feedback can be given through Google Classroom.
- o Feedback, including peer feedback, may also be given through Google Classroom.

Maintaining Contact with pupils who are not in school:

- o Where individual pupils are self-isolating at home for more than 5 days, the teacher will ring that pupil every 5 days of school absence if they are self -isolating at home for more than a week.
- o If a year group/class bubble is self-isolating at home, the class teacher will organise Google meets to discuss the weekly learning and give feedback, where age appropriate.
- o Teachers will acknowledge parent emails within 24 hours of receiving the email.
- o Teachers will ring a family if the pupil is not engaging in remote education to ascertain how they can support the parents to re- engage the child.

Attending virtual meetings with staff, parents and pupils

Teachers will follow the guidelines outlined in Montpelier Primary School Guidance on Managing an online meeting with children (Appendix 1).

Teaching assistants

When assisting with remote learning due to their year group bubble/ class self – isolating, teaching assistants must be contactable by their team via telephone, email and Google Meet during their normal working hours.

If teaching assistants are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they must communicate immediately with a member of the headship team.

Teaching assistants will:

- o Attend and support the class teachers during Google Meets.
- o Support the class teacher to manage the behaviour of the pupils during Google Meets.
- o Support the class teacher to record and encourage pupil's attendance and engagement in remote education.

- o Support the class teacher to prepare resources.
- o Support the teacher to monitor and record pupil's responses to learning activities.
- o Support the teacher to provide feedback, via Google Classroom or Tapestry to children.
- o Follow all school Safeguarding procedures.

Teaching assistants can work with a pupil on a 1:1 basis, with parental permission, to support their individual needs for example IEP/ELSA targets.

Headship Team

Alongside any teaching responsibilities, senior leaders are responsible for:

- o identifying any parents who do not have access to remote learning;
- o facilitating support for remote education provision;
- o monitoring whole school/year group engagement with remote education;
- o co-ordinating the remote learning approach across the school;
- o 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;
- o monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated safeguarding lead

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

IT technician

IT staff are responsible for:

- o fixing issues with systems used to set and collect work;
- o helping staff and parents with any technical issues they're experiencing;
- o reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer;
- o assisting pupils and parents with accessing the internet or devices.

The SENCo

The SENCO will:

- o ensure that pupils with EHCP plans continue to have their needs met while learning at home;
- o liaise with the Headteacher and other organisations to make any alternate arrangements for pupils with an EHCP;
- o liaise with the class teacher / year group leader to ensure work set is accessible and appropriate for each child's need;
- o ensure that IEP targets are continued;
- o offer support to families with helping SEND pupils engage and access remote education and where appropriate.

Parent Support Adviser/ Family Support Team

The Parent Support Adviser/ Family Support team are responsible for:

- o keeping in touch with pupils who aren't in school and their parents via regular telephone calls;
- o undertaking welfare checks for vulnerable pupils and recording the outcomes on CPOMS;
- o providing advice and support to parents and children online;
- o sharing with the headship team, the outcome of any conversations regarding barriers to remote education.

Pupils and parents

Staff can expect pupils learning remotely to:

- o Complete daily work set by teachers;
- o Seek help if they need it, from teachers or teaching assistants via Google Classroom;
- o Alert teachers if they're not able to complete work via Google Classroom.

Staff can expect parents with children learning remotely to:

- o Establish a suitable space for your child to access remote education;
- o Make the school aware if their child is sick or otherwise can't complete work;
- o Seek help from the school if they need it;
- o Be respectful when making any complaints or concerns known to staff.

Local Governing Body

The governing body is responsible for:

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

Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- o issues in setting work – talk to the year group lead or Subject lead
- o issues with behaviour – follow behaviour policy.
- o issues with IT – talk to our IT technician (Paul Farr)
- o issues with their own workload or wellbeing – talk to the headship team
- o concerns about data protection – talk to the data protection officer (Liz Easterbrook)
- o concerns about safeguarding – talk to the DSL (Tracy Spragg)

Data protection

Accessing personal data

When accessing personal data for remote education purposes, all staff members will:

- o Have access to key information on a server in our IT network (Sims, CPOMS)

Processing personal data

As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. Staff are reminded to collect and/or share as little personal data as possible online. All staff members must take appropriate actions to ensure their devices remain secure.

Safeguarding

Staff must report any concerns with regard to safeguarding, in line with the schools Child Protection and Safeguarding Policy to the Designated Lead (Tracy Spragg) or Deputy Designated Lead (Aaron West).

Monitoring arrangements

This policy will be reviewed termly. At every review, it will be approved by the local governing body.

Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection and safeguarding policy coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Online safety policy
- Feedback policy

Appendix 1

Montpelier Primary School Guidance on Managing online meetings and phone calls with children

Expectations and protocols
Be mindful that the principles of Keeping Children Safe in Education continue to apply at all times. Familiarise yourself with the revised arrangements outlined in the new addendum to Montpelier Primary School's Child Protection & Safeguarding Policy.
Consider and apply the principles outlined in the Staff Code of Conduct and the Acceptable User policy which underpin the safety of children and staff working online.
Apply the principles of data protection and ensure that you are safeguarding pupil's information particularly during online meetings.

Google Classroom
Google Classroom is an educational tool, which will be used strictly for educational purposes. Each class has a page, which includes work for pupils to complete at home alongside educational videos to enhance our provision. It also provides a platform for pupils to ask questions and keep in touch with their teacher and peers during the period of self-isolation.

Google Meet Arrangements
You should always use school provided email addresses
All meetings should be recorded and parents informed that the meeting will be recorded.
Recording should be kept in your 'meet recordings' folder on Google Drive.
Meetings should be conducted within the normal hours of the working day (8.30am - 5.30pm)
Only the teacher must set up the meeting: staff do not join a meeting set up by a pupil
The purpose of a meeting is to facilitate pupil discussion, support and feedback on learning and interaction
The location of the meeting should be considered. Teachers should be in a neutral area where nothing personal or inappropriate can be seen or heard.
Staff will need to ensure that they make contact with the pupil's supervising adult at the start of the meeting so that they are aware that the meeting has started.
Ensure that professional standards are maintained at all times. For instance:
- ensure that you are dressed appropriately,
- the visual background of your workstation is as neutral as possible
- a classroom standard of behaviour is expected and practised by all participants.
- Other members of your household should not be present during these meetings (e.g another adult, not a staff member; your children)

There should usually be a minimum of 2 school staff on any online meeting. However, on occasions when 1:1 (teacher/ child) meetings are arranged, the second adult could be a parent/carer.
Always apply the principles set out in the Staff Code of Conduct.
Be clear and concise and ensure the child (and/or parent/carer) understands your questions.
Make notes of responses and any actions required as a result of the meeting.

Phone call Arrangements
Phone calls should be made to parents on the following basis:
- To contact a child as they have been self-isolating for 5 consecutive days
- In the case of a lack of engagement with remote education, to have a discussion on how to support their child to re-engage with learning.

If you are not self-isolating, you must use the school telephones to make a phone call. All calls made from school are recorded. If the school telephone cannot be used, you should always apply the 'hide caller ID setting' or put 141 in front of the phone number before calling a parent.

Safeguarding
If you think the child with whom you are communicating may be at risk or if you become aware of any safeguarding or other concerns, report immediately using the normal channels as detailed in the Child Protection and Safeguarding Policy and log your concern on CPOMS.
Plymouth Gateway Service can be contacted on 01752 668000; select Option 1 – Children's Services.
Alternatively, you can email the Plymouth Gateway Service at: gateway@plymouth.gov.uk.

You can also contact the NSPCC helpline on 0808 800 5000. If a child, young person or an adult is at immediate risk of harm, please contact 999.

Ensure that the pupils understand how to report any concerns that might arise when they are working online, ie reporting back to the school and signpost age appropriate practical support from:

- Childline for support: https://www.childline.org.uk
- UK Safer Internet Centre - to report and remove harmful online content https://reportharmfulcontent.com/
- CEOP - for advice on making a report about online abuse https://www.ceop.police.uk/safety-centre/