

## **Remote Education Policy for Ely St John's Primary School**

### **1. Statement of School Philosophy**

*Ely St John's has always strived to support our parents/children in the best way possible to make learning purposeful and engaging. Our strategy for remote learning seeks to enable this to happen at home as well as in school. The aim is to provide a high quality, engaging curriculum and for the provision on the website to be as closely aligned as possible to the curriculum in the classroom.*

### **2. Aims**

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils who aren't in school via work activities and links on our school website
- Ensure immediate access to remote learning when required
- Provide a curriculum that is delivered in a way that allows all to access it whatever time restraints or family circumstances there are
- Provide for 3 hours (KS1)/ 4 hours (KS2) a day of teaching and learning as a minimum
- Provide clear explanations and modelling
- Include continuous high quality delivery of the school curriculum
- Feedback to the class or individuals where necessary
- Content will also aim to keep children feel in touch with the school and the Ely St John's community
- A task each week chosen by teachers for all to email in so teachers can feedback appropriately and keep an eye on engagement (parents can send in more if they wish)

### **3 .Who is this policy applicable to?**

- A child who is not currently attending school for learning due to the national lockdown or partial closure of the school
- A child who is not ill but is absent because they are awaiting test results and the household is required to self-isolate.
- A child who is not ill but is absent because someone in their family is awaiting a test result or has Covid-19 and the family have to self-isolate.
- A child's whose whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

### **4. Content and Tools to Deliver This Remote Education Plan**

Resources to deliver this Remote Education Plan include:

- An area on our website in each year group section entitled: "Year ? Remote Learning Page"
- All children will be given a remote learning workbook to work in at home and this must be brought back for the teacher to provide feedback as soon as the child returns to school
- Emailed work or paper copies where necessary
- Work provided will be a continuation of the usual planned termly work in the classroom and will provide a menu of maths, literacy and other subjects for children to work on daily. It will provide work to practice the key skills in reading, writing and maths and be linked to the current curriculum projects and learning in school.
- Work will include pre-recorded videos from teachers and other good quality providers (such as The Oak Assembly and White Rose for Maths); written tasks; practical tasks and problems to solve
- Work will include necessary differentiation. For those working below their year group or who are on the SEND register, teachers will communicate more often with parents and provide some alternative via email or paper copies.
- Teachers will use a range of activities including some on Purple Mash; some teacher videos; some PDF sheets; guidance / teaching notes; ; PDF worksheets; pre-recorded videos from Oak Assembly, White Rose and other sources
- Use of BBC Bitesize; TT Rockstars and other websites where appropriate and useful
- Use of Tapestry to record learning in the EYFS will be used
- Phone calls/ email contact between teachers/parents at home will occur to feedback on work sent in and to provide support or answer questions

- The year group emails listed on the remote learning pages will be for necessary communication between home and school

**The work will be archived weekly a new weekly menu of work uploaded for each year group.**

**A suggested daily menu:**

- Daily reading
- KS2 daily literacy work including a writing genre focus; grammar or spelling tasks/investigation
- Phonics/spelling tasks for KS1 and EYFS – to practise and tasks for application
- Daily practice of key maths skills - Times Table Rockstars (Purple Mash also has a times table feature) /number bonds / CLIC learn-its
- A written task weekly with a clear purpose / audience and examples given with a checklist of what the teacher would expect to see in the writing produced
- Maths weekly based on a specific aspect of maths and as based on the year group curriculum
- Time spent on the subjects from the wider curriculum from the different activities placed on the website the week

**School will also post assemblies weekly; and teachers will include keeping in touch presentations to keep children feeling part of the class and aware of the weekly work.**

**What if we as parents do not know how to help our children with problems or subject specific knowledge e.g. maths problems?**

Do not worry – do what you can to support - it is important your child keeps in step with the learning going on in school but not to the detriment of your sanity. Please email us in the usual way if you need further support about work or anything else. Please remember you can refer to our Maths Calculation Policy on the website too.

## **5. Home and School Partnership**

ESJ School 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. Where children have SEND needs teachers will provide more bespoke work.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. ESJ Primary School would recommend that each 'school day' maintains structure even at home in terms of time to work and breaks from learning.

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. **We are committed to providing paper copies where accessing online work is difficult. Digital devices will be allocated to the school to aid some families when available.**

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. (see appendix)

## **6. Roles and responsibilities**

### **Pupils and parents**

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

- Complete work to the deadline set by teachers (particularly those tasks earmarked for sending in)
- Seek help if they need it, from teachers or adults at home
- 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

**Teachers****When providing remote learning, teachers are responsible for:**

- Setting work and feedback:
  - Teachers will set work for the pupils in their year group
  - Teachers will communicate with parents where any child needs bespoke learning to meet their individual needs
  - The work set should follow the current curriculum in school
  - Teachers will feedback weekly on selected work
  - Teachers will contact parents where appropriate to feedback individually or to discuss provision
- 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 or email to assess whether school intervention can assist engagement.
  - All parent/carer emails relating to the remote learning should come through the year group emails (year6@.....)
  - 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
- When providing remote learning in the situation where a whole bubble is isolated, teachers must be available between 8.30am and 4pm. However currently all teachers are teaching during the usual school day in school and will have set times for answering emails during the week.
- If teachers 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 and parents will be informed if necessary.

**Teaching Assistants**

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 must complete tasks as directed by a member of the SLT

**Senior Leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school inc. monitoring of provision on the website
- Monitoring the effectiveness of remote learning –through discussion with staff and monitoring of home work books

**Designated safeguarding lead**

The DSL, Liz Bassett, (and the deputy DSL John Henson), is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

**The SENCO**

The SENDCo, Mrs McGuinness, is responsible for 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

**Governing Board**

The Governing Body is responsible for:

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

## **7. Links with other policies and development plans**

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Teaching and Learning Policy
- COVID risk assessment
- E-Safety policy
- Code of Conduct for phone calls, and recorded video