



CCE Remote Education Policy
September 2021



Remote Education Policy
for St Mabyn School

1. 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 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 support of Motivation, Health and Well-Being and Parent support
- Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher)
- Support effective communication between the school and families and support attendance

2. Who is this policy applicable to?

A child and/or their siblings who are absent because "they need to self-isolate because they have tested positive to learn from home if they are well enough to do so." (School COVID-19 Operational guide)

3. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 (Tapestry, Teams/Class Dojo), as well as for staff CPD and parental sessions.
- Use of Recorded video (or Live Video if used) for Start Day registration, instructional videos and Collective Worship
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy, Sumdog, White Rose Maths, Spag.com, Accelerated Reader, Purple Mash and Nessy

The remote learning planning and resources are included in the St Mabyn School's Remote Learning Plan, which could include:

- Model Timetable and structure for remote learning
- Downloadable Printable Documents
- Curriculum resources
- Teacher Code of Conduct for Phone calls, Video conferencing and Recorded Video <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19#virtual-lessons-and-live-streaming>
- End User Agreements for Google classroom and Class Dojo.
- St Mabyn School is open to staff using 'live streaming', with the Head of School's consent, if it was felt it would have a positive impact on children's remote learning, but it is not a requirement. Any 'live' streaming would be strictly in line with the Live-streaming Principals and Practice Guidance

4. Home and School Partnership

St Mabyn 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.

St Mabyn School will provide information to parents on how to use Google Classroom and Class Dojo as appropriate and where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. St Mabyn Primary School would recommend that each 'school day' maintains structure.

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 would encourage parents to follow the 'digital 5 a day' framework which provides practical steps to support a healthy and balanced digital diet. <https://www.childrenscommissioner.gov.uk/digital/5-a-day/>

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.

5. Roles and responsibilities

5.1 Teachers

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.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for the pupil/s in their classes.
 - The work set should follow as close as possible a timetable for the class which will be shared by the class teacher.
 - Weekly/daily work will be shared by ClassDojo or Google Classroom
- Providing feedback on work:
 - Reading, writing and maths work- all completed work submitted.
 - All curriculum tasks submitted by pupils should be received by 3.30pm. Teachers will respond with comments by the end of the week.
 - The above should adhere to our school's marking policy.
- 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 or Class Dojo and should not be directly sent to teacher's email addresses.
 - 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 or DDSL.

5.2 Teaching Assistants

Teaching assistants must be available between 9.00am and 3.00pm

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.

During the school day, teaching assistant must complete tasks as directed by a member of the SLT.

5.3 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

5.4 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 and the remote safeguarding procedures document. DSLs are responsible for ensuring that provision online is delivered within the parameters of this document.

5.5 IT Support

IT support is 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

5.6 SENDCo

Liaising with the ICT support 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 Head of School and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support
- Recognising that children with SEN can face additional safeguarding challenges, and so, further support may be necessary to safeguard them, including online engagement.

5.7 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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

5.8 Board of Directors

The SMC 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

The Directors will receive reports for the SMCs to ensure that they are able to:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible across the Trust.