

# The Mease Spencer Academy



## Remote Education Policy

Autumn 2020

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## 1. Statement of School Philosophy

At The Mease Spencer Academy, we have a vision that underlies all that we do:

*We want all our children to experience what it feels like to have respectful, caring relationships with others. We want them to achieve personal success and always be the best they can possibly be. We want them to question and challenge what they hear and see as they explore the world. We want them to develop a moral compass that helps them to be brave, independent and kind and gives them the resilience to grow, ask for help and to recognise when others need it too.*

We strive to excite and challenge our children through an innovative curriculum designed especially for them. We want our children to enjoy their learning and feel valued. Strong communication amongst our whole school community reflects our open and caring ethos, where, in everything we do, the wellbeing of our children comes first.

Our strategy for remote learning upholds this vision and our REFLECT values are an integral part of our approach to learning:



## 2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (including those with SEND) who aren't in school through the use of quality online and offline resources, live interactions with class teachers and pre-recorded teaching inputs.
- Provide clear expectations of members of the school community with regards to the delivery of high quality, interactive remote learning.
- Ensure continuous delivery of the school curriculum, as well as support motivation, Health and Well-Being and parental support.
- Consider continued education for staff and parents (e.g. CPD)
- Support effective communication between school and our families
- Ensure effective safeguarding of pupils who are learning remotely
- Ensure engagement with our Remote Education Plan
- Meet the expectations set out in the DfE guidance 'Remote Education Support'

<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

### 3. Policy Scope

This policy applies to the relevant staff, parents and pupils when:

- A pupil is absent because they are awaiting Covid-19 test results and the household is required to self-isolate, and whose class are still attending school as normal.
- A pupil is absent because a member of their household has Covid-19 symptoms and are awaiting test results, and whose class are still attending school as normal.
- A whole class is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

Remote learning will be shared with families when their absence is due to the above reasons.

### 4. Content, Tools and Strategy

#### Whole Class

Where a whole class are isolating, we will aim for this to be in place from the first day of isolation. Teachers will provide a suggested weekly overview that covers all subjects to be worked on at home and refers to the resources that have been provided on Dojo.

Resources to deliver this Remote Education Plan include:

- Online tools for both classes (*Seesaw, Zoom, Class Dojo*)
- Use of live video (*2 x weekly zoom*)
- Use of pre-recorded videos (*teaching inputs at least 2 x daily*)
- Phone calls home (*as required*)
- Printed learning packs (*including maths and phonics resources*)
- Use of school subscriptions (*letter join, Purple Mash*)

The detailed remote learning planning and resources (including examples of weekly REFLECT sheet, resources and videos) to deliver this policy are sent on Dojo. Parents and children can all access this with their own individual log-ins.

#### Lockdown – Partial opening for Key Workers/Vulnerable Pupils and Pupils Remote Learning

In this scenario, we teach the same curriculum remotely as we do in school. It will be structured in the same way as when a whole class are isolating, as described above.

#### Individual Pupil/Small Groups of Pupils

Where an individual pupil or a small group of pupils are isolating, a pack of resources will be sent via email. In this scenario, we teach a different curriculum remotely to that which we teach in school. The activities provided support the deliberate practice of essential skills such as reading, number work and handwriting.

If parents do not have access to a printer, they can request that these are posted to them and they will be sent within 24 hours (working days) of notification of the isolation period.

The remote learning, whether being provided to an individual or whole class, is aimed to engage children for up to three hours per day. This can be extended through the use of further online materials suggested to parents.

#### Pupils with SEND

We recognise that some pupils, for example, some pupils with special educational needs and disabilities, may not be able to access remote education without support at home. We acknowledge the difficulties this may place on families. To support with this, there will be differentiated activities for SEND pupils where appropriate.

## 5. Home and School Partnership

At The Mease Spencer Academy, we are committed to working in close partnership with families and recognise that 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 communicate with parents through Class Dojo during school working hours. Class teachers will keep a record, following a standard format, of contact made with children and parents who are self-isolating, indicating any engagement through Zoom, Class Dojo or through phone calls.

Where possible, it is beneficial for young people to remain in a regular and familiar routine. We would encourage parents to support their children's learning, including finding an appropriate place to work and, to the best of their ability, support pupils with work, encouraging them to maintain good levels of concentration.

Every effort will be made by staff to ensure that the weekly REFLECT sheet is shared by 9am on the first Monday of absence and that resources are shared for each day by 9am. Should accessing work be an issue, parents are to contact school promptly and alternative solutions may be available. These will be discussed on a case-by-case basis.

Our Remote Education Plan includes online resources and children may use computers or other devices to access work and complete tasks. In line with **our acceptable use agreement**, we would encourage parents to be vigilant to online safety when their children are working at home.



We understand that not all families may have access to a device or the internet at home. Where children do not have a device to use at home, we will try to provide one. Where families do not have access to the internet, we will work with the DfE and other partners to provide a free mobile data SIM.

## 6. Roles and responsibilities

### Teachers

Please note: *The suggested responsibilities below relate to where a **whole class** is isolating or when the school is partially open. See above for details re. individual/small group absences.*

When providing remote learning, teachers must be available between the hours of 08:30 and 16:30. 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 class.
- The work set should follow the usual timetable and curriculum for the class had they been in school, wherever possible.
- The weekly overview will be uploaded to Class Dojo by 9am on the first day of absence along with as much of the weekly resources as possible. At the latest, resources and pre-recorded content will be uploaded to Class Dojo by 9am on the day they are required.
- The link for all resources will be shared with parents on Class Dojo.

➤ **Providing feedback on work:**

- When the whole class is isolating/school is only partially open and most children are learning remotely, teachers/teaching assistants will be responding to portfolios throughout the working day (between 08:30 to 16:30 on working days). Where individuals are isolating, a response will be given within 24 hours.
- The response will be in the form of a comment (this may be a question, a statement, next steps) or a 'like' as an acknowledgement that the portfolio has been seen.
- Teachers will reference some of the good examples of work that have been shared when they engage with the class over Zoom or on Class Dojo.

➤ **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, parents should be contacted via Dojo or phone to assess whether school can intervene or provide further support. If a family have not been in contact for two days, then phone calls must be made.
- Any complaints or concerns shared by parents or pupils should be reported to the Principal. Some concerns may need to be recorded on CPOMs if deemed necessary. For any safeguarding concerns, refer immediately to the DSL.

➤ **Engaging in CPD where appropriate** (such as morning briefings / staff meetings / reading / Zoom CPD sessions)

### Teaching Assistants

When assisting with remote learning, Teaching Assistants must be available between their contracted 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, if/when not supporting remote learning, Teaching Assistants must complete tasks as directed by their class teachers and complete independent CPD/Reading.

## **The Principal**

The Principal is responsible for:

- Co-ordinating the remote learning approach across the school, including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – seeking feedback from teachers during any time where a class or bubble is self-isolating, and fortnightly in Standards Meetings/RAG meetings.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Ensuring contact is maintained with members of staff to support their wellbeing.
- Deal with any complaints regarding the delivery of the Remote Education Plan.

## **Designated Safeguarding Lead (DSL)**

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

Any safeguarding concerns that arise during periods of remote learning should be reported to the DSL in the same way that they would be at school.

## **IT Technicians**

IT technicians are 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.

## **The SENDCO**

Liaising with the IT technicians 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 Education Health Care Plans (EHCP) continue to have their needs met while learning remotely, and liaising with the principal and other organisations to make any alternate arrangements for pupils with EHCPs and Individual Health Plans (IHPs).
- Identifying the level of support needed and delivered.

## **Pupils and parents**

Staff can expect pupils learning remotely to:

- Complete work to the deadlines set by teachers;
- Seek help, if they need it, from teachers during live Zoom sessions or via Class Dojo;
- Alert teachers if they are not able to complete work for any reason.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise and cannot complete work;

- Seek help from the school if they need it via Class Dojo;
- Stay in regular contact with school by ensuring children attend zooms or by sending updates via Class Dojo;
- Be respectful when making any complaints or concerns to staff;
- Ensure that appropriate filters are set on tablets/computers/laptops/etc to maximise e-safety. Information for this can be found in Appendix 1.

## **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.

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

This policy is linked to our:

- Safeguarding Policy & Child Protection procedures
- Behaviour policy
- Data Protection policy and privacy notices
- Online safety and Acceptable Use policy / E-safety policy
- Staff Code of Conduct guidance for remote learning
- Remote Education Overview
- Terms of Service Agreements for Google Drive : <https://www.google.com/drive/terms-of-service/>
- Terms of Service for Class Dojo: <https://www.classdojo.com/en-gb/terms/?redirect=true>

## **APPENDIX 1 – SAFE SEARCHING**

www.google.com –gives details about how to set a filter for safer searching for children and how to lock the filter. Other useful sites for safe searching include:-

www.squirrelnet.com

[www.netnanny.com](http://www.netnanny.com)

www.safekids.com

### **Sites for parents**

Advice about all the technology including advice on smartphones, gaming devices, internet enabling devices for example ipods, ipads. Also how to set Parental controls and general safety tips for safer internet use.

- www.thinkuknow.co.uk
- www.childnet-int.org
- www.onlinefamily.norton.com
- www.saferinternet.org.uk

### **Sites for children and young people**

www.kidsmart.org.uk

www.digizen.org

www.chatdanger.com

www.kidscape.org.uk

www.childline.org.uk

www.beatbullying.org

www.thinkuknow.co.uk

www.childnet-int.org

Download Hector's World Safety Button from [www.thinkuknow.com](http://www.thinkuknow.com)

To download the Hector's World Safety Button you will need

- Windows 2000 to Windows XP (2.7mb)
- Windows Vista (3.8mb)
- Windows XP Deluxe (3.9m)