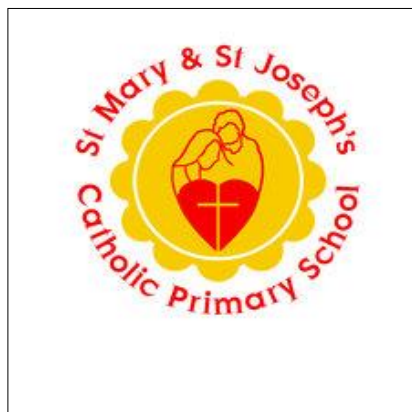# St Mary & St Joseph's

Remote education policy 2020–2021

18.11.2020
Last updated
8/1/21

Introduction

This document sets out our approach to blended learning/remote education during this unprecedented period of school disruption due to COVID-19. This policy will remain under constant review by leadership throughout this period, with adaptions being made if necessary. It is intended that this policy will be shared with all staff, governors, parents and carers, so that there is a clear and consistent approach and understanding of all roles and responsibilities.

Aims of this policy

- to set out the legal requirements by government bodies, such as the DfE and Ofsted
- to ensure that we continue to provide all children with a broad and balanced, well-planned curriculum
- to set out the range of resources available to children to carry out their remote learning
- to set out the ways in which termly and weekly curriculum activities will be communicated across each school, and with all stakeholders involved in the remote education of our children
- to provide a clear explanation of how we will facilitate remote learning, including how and when learning should be assigned, communicated and completed
- to make clear how we will deliver home learning in a safe and secure way, in accordance with safeguarding, data protection and the health and safety of all staff and children
- to make the roles and responsibilities of all stakeholders clear in relation to remote learning
- to set out ways in which we will manage teacher workload and wellbeing

Legal requirements and recommendations by the government and Ofsted

The Department for Education stipulates that from 22 October 2020, state funded schools have a legal duty to provide immediate remote education where a pupil, class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home.

The government and Ofsted advise that this support should be of high quality and aligned as closely as possible with standard school provision.

We believe that this provision of quality remote education is well-supported at our school, using the Cornerstones materials and our communication channels. We have a high-quality curriculum model in place, and the ability to offer remote and home learning that is aligned to curriculum content.

Providing children with a broad, balanced and well-planned curriculum

Our curriculum is partly resourced by the Cornerstones/Maestro Curriculum, which is a well-planned and sequenced primary curriculum. Skills and knowledge are mapped across all year groups and subjects, and children follow these in sequence, to ensure that learning is introduced, built on and reinforced over time. Our aim is to continue to provide a balance of subjects, where possible and practicable. Our full curriculum plan is available on our school website for all stakeholders to view, and this will form the basis of our termly and weekly plans that children will follow either in school or remotely.

The range of available lesson resources

We use other learning resources which are: IXL, Reading eggs, Espresso, Google classroom, Tapestry and Times tables Rockstars. These include both digital and printable resources. During periods of remote learning, teachers will provide the best form of resource for each task and parents will be informed where they are. Where children do not have internet access, we will provide all print resources.

On the school website, we will share information about the home learning with parents and carers, including an overview of what the projects are about, which subjects they cover and the practical resources that can help children while learning from home.

Video lessons

In many instances, teachers will need to introduce, scaffold or model a specific skill or task to the children. In these cases, the teacher will communicate this to the children by indicating this on the class' weekly plan. Where possible this will be delivered by a live online session or by prerecording a video. Where children do not have access to the internet, this will be done by providing written instructions where possible.

Weekly curriculum activities

A suggested daily timetable for each key stage will be shared on our school website on year group pages. Activities for Years 1-6 will be uploaded each week on the Google classroom platform so that parents and children can access them each day. If whole classes are isolating, the teacher will upload the plans before the start of the week. Where children do not have access to the internet, a printed copy of the weekly plan will be made available with any other resources and materials necessary for home learning.

Tasks should be completed by the end of each week if possible. However, we understand that this is not always possible due to home circumstances. Therefore, this can be more flexible where required.

In addition to screen and paper-based activities, we encourage children to continue to keep physically active while at home. Teachers will set motivational goals and advise families and children on how long to spend on a learning task, to avoid prolonged inactivity or screen time.

Provision for younger children

Online learning and instruction are not always appropriate or easily accessible for younger children. We encourage our younger children and their families to prioritise reading; enjoy practical activities, such as cooking; do physical activities; play with their peers and adults, as well as independently and to go outdoors where possible. Where appropriate, we will provide online or paper-based activities and resources for children to complete that enhance their learning of the curriculum.

Safeguarding and data protection of staff and children

The safeguarding of children, families and school staff is essential. Our remote learning is planned and undertaken with this in mind, and we follow the principles set out in our staff behaviour policy/code of conduct. Following guidance from the DfE, our local authority and organisations, such as the NSPCC, we have identified these core principles:

- Staff should not communicate with parents or pupils outside agreed school channels.
- For data protection, staff will ensure that there is nothing that can identify pupils in shared online resources. This includes not sharing personal contact details and usernames of staff, children or families with third parties.
- Staff will share expected conduct during online lessons if live streaming. For example, how children can communicate with each other and the teacher.
- Teachers will follow expected professional standards for online lessons. For example, by considering their video background, attire and any personal information that they share.
- Children and families are asked to be mindful of what is visible or shared online.
- Families should set age-appropriate parental controls on devices and use internet filters to block malicious websites.
- If staff need to record phone calls or online communication with a parent, they should always have the parent's permission.
- Online abuse or misconduct should be reported immediately to the school safeguarding leader/headteacher/other contact.
- The wellbeing of children, families and school staff is our priority. School staff will support children's, parents' and their own mental health, following the agreed school policies and resources.

Communication systems

We will continue to communicate our remote learning policy and schoolwide advice to families via email, letters and on our website.

Remote learning for individual classes will be communicated to families and children through our interactive communication channels Microsoft Teams/Google Classroom/Other, or in paper form for families who do not have access to the internet. If parents need support with technology, they can contact us to arrange this.

Roles and responsibilities of all stakeholders

It is the teachers' responsibility to plan and make learning materials available to all children as needed. Teachers are also responsible for offering clear instructions and scaffolding, monitoring engagement in learning, tailoring support for pupils with SEND, and providing some form of feedback. We believe that the best form of feedback is on return to the classroom, where face to face discussions and feedback can be given. However, we will also provide class feedback blogs and one to one telephone support where needed.

Managing teacher workload

Teachers will be offered support to ensure that they are well prepared to use online platforms and technology. Training will be refreshed, and the school will provide troubleshooting support where needed.

Using the Cornerstones/ Maestro Curriculum, Espresso, IXL, Reading eggs, Tapestry & Times tables rockstars means that teachers have access to well-planned curriculum content. This reduces workload considerably, as teachers will not have to start from scratch when planning the content and objectives of their curriculum.