Sherington Primary School
Remote Education Policy

Our Vision Statement

Sherington Primary School is an inclusive community. We place the child at the centre of all that we do. We strive to maintain the highest standards in an environment that is creative, stimulating, inspiring and enabling.

Aspire

- Motivating and exciting all to become life-long learners

Believe

- Developing the skills and confidence to foster self-belief

Create

- Engaging all learners through creative practice and personal reflection

Achieve

- Experiencing success and embracing future challenges

Our Aims

To place the child at the centre of all that we do.

To foster positive, supportive relationships with families and the wider community.

To provide models of excellence drawing on the expertise of our highly skilled team.

To provide an enquiry based curriculum, that promotes the values of resilience, adaptability and perseverance.

To promote life-long learning through developing a whole school culture of challenge and growth.

To prepare learners for a future in an increasingly interconnected global economy.

Policy Reviewed:	18/01/2021
Ratified by Governors:	18/01/2021
Date due for review:	January 2022

Sherington Primary School
Remote Education Policy

Guidance for remote learning and using Microsoft Teams (MS Teams)

Microsoft Teams is an accredited government funded platform provided as a secure way for schools to ensure all children can continue learning at home if required. This is where learning will be shared in the event of a closure of a school bubble or a local/national lockdown.

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

MS Teams is a powerful tool to create and share online learning with pupils. It allows teachers to share learning with pupils in a way which allows greater interaction.

The named senior leader with responsibility for overseeing the implementation of this policy is Dan O'Leary, Acting Deputy Head.

1. Aims

This remote learning policy aims to:

> Ensure consistency in the approach to remote learning for pupils who are not in school.

> Set out expectations for all members of the school community with regards to remote learning.

> Provide appropriate guidelines for data protection.

> Ensure the same curriculum coverage remotely as would be provided in school as far as is possible. However, some adaptations in some subjects might have to be made.

> Continue our safeguarding practice and maintain our statutory role, following the guidance in *Keeping Children Safe in Education,* while pupils are at home.

2. Roles and responsibilities

2.1 Teachers

When working from home, teachers must be available for their pre-existing hours.

If unable to work for any unexpected reason during this time, for example due to sickness, teachers should report this using the normal absence procedure. Planned leave must be agreed in advance using the current procedures.

When providing remote learning, teachers are responsible for:

> Setting work

- o For their class or year group, or for other classes if required

- o Setting work by 9am each school day (please see **Appendix 1** for the expectations)

- o Work should be set on MS Teams; if necessary, Teachers2Parents can be used as a support tool for communicating with parents

- o Work should be co-ordinated with year group partners and other colleagues providing teaching in specific subjects i.e. music and computing, to ensure consistency across the year/subject

- o Teachers will provide at least 1 filmed lesson a day

- o Hard copies of work will be made available from the school office to pupils that require it; the school office needs to be contacted to arrange this

> Providing feedback on work

- o Work will be submitted on MS Teams and feedback will be delivered on this platform

- o Teachers provide frequent and regular feedback that enables pupils to make progress

- o Daily online support for pupils and parents

> Communicating with parents and pupils

- o Teachers to help resolve any difficulties at first point of contact and as soon as possible

- o Teachers are expected to respond to emails in the first instance and seek advice or refer to the appropriate member of staff if necessary

- o Any concerns with lack of engagement should be referred to the Inclusion Manager

- o Any safeguarding concerns must be referred to the Designated Safeguarding Lead (DSL)

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their working hours.

If unable to work for any unexpected reason during this time, for example due to sickness, teaching assistants should report this using the normal absence procedure. Planned leave must be agreed in advance by using the current procedures.

If part time hours make vulnerable and key worker support in school unworkable, arrangements will be agreed between the individual and head teacher.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

> Considering whether any aspects of the subject curriculum need to change to accommodate remote learning

> Working with teachers to advise and assist on setting appropriate subject content

> Working with senior leaders to make sure work set remotely across all subjects is appropriate and consistent

> Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities and support of subject leads, senior leaders are responsible for:

> Co-ordinating the remote learning approach across the school

> Monitoring the effectiveness of remote learning

> Monitoring remote learning systems, including data protection and safeguarding considerations

> Supervising the monitoring and follow up on non-engagement by pupils

2.5 Designated safeguarding lead

The DSL is responsible for:

The role as set out in 'Section 5 - The Designated Safeguarding Lead for Child Protection's Roles & Responsibilities' in Child Protection and Safeguarding Policy and Child Protection and Safeguarding Policy Update – COVID-19 Appendix.

2.6 Pupils and parents

Staff can expect pupils/parents to:

> Be contactable during the school day where possible

> Complete work to the deadline set by teachers

> Seek help if they need it, from teachers

> Alert teachers if not able to complete work

> Make the school aware if their child is sick

> Contact the school office if they have any questions or concerns, including IT issues

2.7 Governing board

The governing board is responsible for:

> Monitoring the school's approach to providing remote learning

> Ensuring the quality of education reflects the high expectations of the school curriculum

> Ensuring that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

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

> Concerns about safeguarding – in line with current policy, contact the Designated Safeguarding Lead

> Advice on setting work – contact the relevant subject lead or a senior leader

> Dealing with complaints – follow the current policy and inform a senior leader

> Issues with IT – contact the Acting Deputy Head

> Concerns about their own workload or wellbeing – contact a senior leader

> Concerns about data protection – contact the School Business Manager

4. Safeguarding

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection and Safeguarding Policy (Child Protection and Safeguarding Policy), including the COVID-19 Appendix (Child Protection and Safeguarding Policy Update – COVID-19 Appendix).

It is important to note the following in light of a school closure:

1. Following the Coronavirus pandemic and subsequent school closures, the UK government has produced new guidance for safeguarding in schools. It confirms that, despite closures, schools must maintain their statutory safeguarding role following the guidance in Keeping Children Safe in Education.
   https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-otherproviders/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers

2. Sherington has very strong safeguarding practice and our usual school policy remains in place regardless of the number of children on site. Our responsibilities regarding harmful and abusive behaviour and online safety are also unchanged. The referral process to Royal Borough of Greenwich children's social care also remains the same.

5. Children with SEND

The school will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education.

For children who access the 'Wrap Around' for maths and English learning, hard copies of work will be provided regularly to continue to aid independent in learning.

The Inclusion Manager will continue to work with relevant external professionals (SALT, EP, etc.) to ensure the needs of all students can be met effectively. Delivery of these interventions will be in accordance with agencies own and the school's risk assessments. Referrals will continue to be made as necessary to ensure there is a continuity of provision for all children.

Where a pupil has an identified provision specified within their Education Health Care Plan (EHCP), the school will work with the Local Authority, relevant health professionals and parents/carers to ensure these needs can be met in the most effective way.

6. Monitoring remote learning

- Engagement will be monitored with the expectation that remote learning is undertaken daily

- Teachers monitor submissions on MS Teams for their class and any concerns are raised with a senior leader

- Senior leaders will oversee the monitoring of engagement and ensure appropriate action is taken

- Barriers to home learning, including technological ones, will be discussed with parents to ensure pupils can access learning

7. Addressing the lack of digital or online access at home

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Hard copies of work should be made available from the school office for pupils who require it; the school office needs to be contacted to arrange this

- Families without access to devices have been identified and DfE devices allocated

8. Delivering remote learning

8.1 Delivering lessons

Below are expectations when delivering recorded lessons or providing feedback:

- Staff wear suitable clothing
- Any computers used should be in appropriate areas and the background should be considered when filming
- Language must be professional and appropriate by all involved
- Staff must only use Microsoft Teams when communicating with pupils (Teachers2Parents, emails and phone calls can be used to contact parents)
- To support students with learning, teachers will be available online daily
- Zoom may still be used for meeting other staff or external contacts – but MS Teams must be used for interactions with pupils

8.2 General guidance for pupils/parents

The following guidance should be adhered to on MS Teams:

- Our [Behaviour for Learning Policy](#) applies to conduct during remote learning. Pupils to be made aware of expectations by teachers.
- Parents will be advised on any inappropriate behaviour in accordance to our [Behaviour for Learning Policy.](#)
- If replying to feedback or posting comments on class conversations, be respectful of others and post only about school related matters.
- Where possible, home learning should mirror the school day. We understand this is not always possible but will help with daily routines. See **Appendix 1** for the daily expectations.

9. Internet safety and acceptable use for pupils, parents and staff

Although this is a secure online system it is important that internet safety is considered at all times. For more information on e-safety visit: https://www.sheringtonprimary.co.uk/e-safety-2/

Sherington Primary School
Remote Education Policy

For more information on e-safety and acceptable use, please see our E-Safety Policy

10. Data protection and GDPR

Sherington Primary School will ensure any use of online learning tools and systems are in line with privacy and data protection/GDPR requirements.

11. Training and support

As well as in-school training, there are 2 ways to access training or support when using MS Teams:

- Access training from Microsoft directly by logging in and clicking on the help icon at the bottom left hand corner, then selecting the training menu on the tabs and selecting courses to register for. Sessions will be confirmed by Microsoft.
- There are also online videos produced by Microsoft. Access them by clicking here.

12. Nursery Provision

The guidance: Restricting attendance during the national lockdown: schools explains *'schools have a duty to provide remote education for state-funded, school-age children'*. Although nursery aged pupils are not included, Sherington will continue to provide home learning.

Learning will be emailed daily to parents on Teachers2Parents as outlined below:

- One phonics lesson per day
- Literacy – reading and writing lesson per day
- One maths lesson per day
- One other area of learning per day

Parents should upload evidence of children's work on Tapestry; this is where parents will receive feedback.

Parents can contact the school office if they have any issues with accessing Tapestry.

13. Where some students are self-isolating, but not a whole bubble or class

- Work should be set via email on Teachers2Parents and marked according to the existing expectations
- Maths, English and 1 foundation subject will be sent daily (EYFS and KS1 will also receive a phonics lesson)

Sherington Primary School
Remote Education Policy

Appendix I

Timetable for remote education

The expectations are as follows:

Reception

- One phonics lessons per day
- Literacy – reading and writing lesson per day
- One maths lesson per day
- One other area of learning per day
- Weekly singing assembly

KS1
- One maths lesson per day
- English – reading and writing lesson per day
- One extended piece of writing per week
- One phonics lessons per day
- At least one foundation lesson per day
- Weekly singing assembly

KS2
- One maths lesson per day
- English – reading and writing lesson per day
- One extended piece of writing per week
- At least one foundation lesson per day
- Weekly singing assembly
- Weekly peripatetic music lesson for those who normally access these in school