Remote Education Policy

Troon School

Approved by:	Governing Body	Date: Oct 2020
Last reviewed:	N/A	
Next review due by:	March 2021	

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 the 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 parent consultations.
- Support effective communication between the school and families and support attendance

2. Who is this policy applicable to?

- A child (and their siblings if they are also attending Troon Primary) is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

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, SeeSaw, Teams) as well as for staff CPD and parents sessions.
- Use of Recorded video (or Live Video if used) for start of day registration, instructional videos and assemblies
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, National Oak Academy, Times Table Rock Stars, Accelerated Reader, White Rose Maths
- Downloadable Printable Documents
- Curriculum resources
- Teacher Code of Conduct for Phone calls, Video conferencing and Recorded Video
- User Agreements for Seesaw

4. Home and School Partnership

Troon 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.

Troon School will ensure parents are confident in supporting their child to access and use Tapestry and Seesaw. Staff will offer support where needed.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Troon 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.

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

Teachers
We will provide a refresher training session and induction for new staff on how to use SeeSaw, Tapestry and Teams.

When providing remote learning, teachers must be available between usual school hours. 8.45am-3.10pm. There will be a period midday for teachers to have a lunch break.

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 (due to a whole bubble being closed) teachers are responsible for:

Setting work:
- Teachers will set work for the pupils in their classes.
- The work set should follow the usual timetable for the class had they been in school, wherever possible.
- Teachers in Nursery and Reception will be setting work on Tapestry.
- Teachers in Year 1-6 will be setting work on SeeSaw.

- Providing feedback on work:
- Reading, writing and maths work- All completed work that is submitted by 1pm will be looked at by the teacher or Teaching Assistant who will endeavor to respond and comment by 5pm.
- All curriculum tasks that are submitted by 3.30pm will be looked at by the end of the week.

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 asses whether school intervention can assist engagement.
- 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

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 assistant must complete tasks as directed by a member of the SLT or their class teacher.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:
- Co-ordinating the remote learning approach across the school inc daily monitoing of engagement.
- Monitoring the effectiveness of remote learning – 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

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.

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
- Assisting pupils and parents with accessing the internet or devices

The SENCO
- Liaising with the ICT 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 EHC plans continue to have their needs met while learning remotely, and liaising with the head and other organisations to make any alternate arrangements for pupils with EHC plans and ILP's.

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
- Be respectful when making any complaints or concerns known to staff

<u>Board of Directors</u>

<u>The Directors are responsible for:</u>

- 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

6. 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
- Online safety acceptable use policy
- Digital and hardware Development Planning
- Code of Conduct for Phone calls, Video conferencing and recorded video
- End User Agreements for Tapestry and SeeSaw

Appendix: Working and Learning from Home Expectations

Teachers must ensure:

- They have access to school files/ resources if they are suddenly having to isolate (Staff shared files are available on Sharepoint or on remote access.
- Have their school laptop or a home computer to teach from/ set work and monitor work – laptops to be taken home at the end of each day.
- If they are too ill to work from home inform Sarah Wilkins asap so alternative plans can be made
- Work is appropriate to age and stage of a child's development (SEND children must have appropriate provision)
- They liaise with support staff regularly to ensure there is a team approach to supporting the child
- Support staff can log in to Seesaw to support learning and provide feedback at home when required.

Scenario	Provision
A child is having to isolate at home because they have symptoms (or a member of their family does) and they are waiting for a test Approximately – 2-5 days	A pack of work to be provided/ delivered/shared electronically via email. This will depend on individual family circumstances. This should be provided on the first day of absence. A cover letter (EYFS, KS1 OR KS2) should be at the front of the pack. This cover letter explains that there are 10 days' worth of learning provided. This consists of 10 English lessons, 10 Maths lessons and 10 additional cross curricular activities. Maths lessons are linked to what the children are learning in school and have links to virtual lessons on White Rose maths. Children in KS1 will also be given a link to 'Teach Your Monster to Read'. Children in KS2 will also be given login details for Times Table Rockstars and Accelerated Reader. Children should complete the work provided if they are well enough to do so and bring completed work back to school on their return. NB: If a child is in receipt of FSM they will also receive a food parcel from Chartwells for the duration of their absence.
The whole class bubble is isolating at home because of a confirmed case of Covid. This will be for 14 days.	Children to take home their Power Maths Practice book, reading books x 2, 10 Fast Maths/ Minute Maths sheets and their stationery packs. Teachers will upload a maths and English video every day on to SeeSaw each day. Lessons will be sequential and in line with what would usually be taught in school. Teachers will also upload either a 'topic, science, ICT, PE, RE, French or RSHE' activity each day. This will follow the individual class timetable to ensure a broad and balanced curriculum. Teachers and support staff will give regular feedback to the children when they upload their work – at least once a day – feedback should be developmental and relevant. Children will be expected to complete the work and upload evidence on SeeSaw or Tapestry – they should be already familiar with this method of working as SeeSaw has been the platform used since March 2020. All EYFS parents are signed up to Tapestry. Teachers will be expected to check in with their children – TEAMS or phone calls – at least once a week – organise small groups and arrange a time to meet. If a child does not attend follow it up. Be available to help individuals if needed – SeeSaw, Teams, email, phone. Teachers will enlist the help of support staff to engage children, check on their progress/ EHWB and share stories through SeeSaw or Tapestry. Support staff have all been trained on how to use SeeSaw, Tapestry, Teams and access Sharepoint. Support staff who are working 1:1 with children should be involved in the child's learning. Support staff will ensure they are kept in mind - could read a story, be directed by the teacher to create a video about a certain learning adjective, comment on the portfolio etc Learning must start the first full day of absence. NB: If a child is in receipt of FSM they will also receive a food parcel from Chartwells for the duration of their absence.