

Remote Education Policy for St Aidan's Catholic Primary School

1. Statement of School Philosophy

'Learning and growing together: inspired by the love of Jesus'

Our Mission Statement lies at the heart of all that we do and helps us to define our sense of direction and purpose.

Our curriculum is designed around what makes a Catholic school distinctive and reflects the key areas identified by The Bishop's Conference of England and Wales 2014. These include:

- The Search for Excellence
- The Uniqueness of the Individual
- The Education of the Whole Person
- The Education of All
- Moral Principles

2. 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 members of the school community with regards to delivery 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 and Meet the Teacher)
- Support effective communication between the school and families and support attendance

3. Who is this policy applicable to?

- A child 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.
- A national lockdown has been advised and only children of key workers or vulnerable children are in school.

Remote learning will be shared with families when they are absent due to Covid related reasons

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 (*Including Tapestry for EYFS; Purple Mash and Class Dojo and the school website for KS1 and KS2; Staff/Governor communication will be through Microsoft Teams and a growing number of children in Y4,5 and6 as they become more familiar and training is made available*).
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy, White Rose Maths, TT Rockstars and Purple Mash.

5. Home and School Partnership

St Aidan's Catholic Primary 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 Aidan's Catholic Primary School will continue to work with EdTech Demonstrator Schools to further develop the use of Microsoft Teams as an online interactive platform for use between children and their teachers. This will continue to be a priority.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. St Aidan's Catholic Primary School would recommend that each 'school day' maintains structure similar to that which would be taking place in school.

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.

6. Roles and responsibilities

Teachers

To note: the suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.

When providing remote learning, teachers must be available between 9am and 3pm.

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 classes.
 - The work set should follow the usual timetable for the class had they been in school, wherever possible

- Weekly/daily work will be shared on the class page of the school website
 - Teachers in Nursery and Reception will set work using Tapestry
 - Teachers in Years 1 to 6 will set work on the class page of the school website and will use Purple Mash, White Rose Maths, Oak Academy, TT Rockstars and Reading Plus to support teaching and learning..
 - Teachers in Y4,5 and 6 will attempt to gain as many children as possible to engage in daily lessons on Teams. Direct teaching of maths and English where possible.
- Providing feedback on work:
 - Reading, writing and maths work, all completed work submitted by 1pm to be guaranteed teacher response and comments by 5pm.
 - All curriculum tasks submitted by 3.30pm and teachers will comment within 48hrs.

(NB It may be that teachers are engaged in training or meetings so feedback may be later but will be within 24hrs at least)

- 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 phone to assess whether school intervention can assist engagement.
 - All parent/carer emails should come through the helpathome@stadidanscatholicprimary.com e mails which are monitored each day. Children in Y3,4,5 and 6 also have Office 365 accounts which facilitates direct access to the teacher's school e mail address which can be used instead of helpathome.
 - 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 9am and 3pm

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 the class teacher where possible or a member of the SLT and they will be working with the number of children identified as Key Worker/ Vulnerable. They will have a supervising teacher available for Early Years, KS1 and KS2.

Learning Mentor

The Learning Mentor will liase with teachers to identify any children who are not engaging directly and cannot be reached by phone. The Learning Mentor will conduct home visits to gather more information about barriers to engagement.

The school has secured a number of netbooks from DfE and these will be provided to those families facing difficulties in engaging online. The machines will be returned when school re opens.

School has also registered for 4G wireless dongles to support families who may not afford enough data to engage positively.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set and 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.

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.

- Children with an EHCP will take priority to be in school to ensure needs are being met
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils.
- The SENCO will offer support to other teachers who may have children on the SEN register and may face some difficulty accessing learning.

The SBM

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

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

Governing Board

The governing board 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
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy