

Remote Education Policy



1. Statement of School Philosophy

Goldington Green Academy has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who are not 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, Supervision and Meet the Teacher)
- Support effective communication between the school and families and support attendance

3. Who is this policy applicable to?

- A child and their siblings, if they are also attending Goldington Green Academy, 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.
- Remote learning will be shared with families when they are absent due to Covid related reasons (not to all pupils) at start of week

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 (*SATs companion, Espresso, Times Tables Rockstars and Staff training will be online for staff and parents sessions.*)
- Phone calls home from the pastoral inclusion team
- Printed learning packs for children who cannot access online resources.
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy, White Rose Maths.

The detailed remote learning planning and resources to deliver this policy can be found here:

Include hyperlinks to:

- Model Timetable and structure for remote learning
- Downloadable Printable Documents

- Curriculum resources
- Teacher Code of Conduct for Phone calls.
- End User Agreements for Google classroom.

5. Home and School Partnership

Goldington Green Academy 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.

Goldington Green Academy will provide an online training session and induction for parents on how to use Google Classroom as appropriate and where possible, provide personalised resources.

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

6. Roles and responsibilities

Teachers

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.

Goldington Green Academy will provide a training session and induction for new staff on how to use Google Classroom.

When providing remote learning, teachers must be available between 8.30am and 3.30pm (with 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, teachers are responsible for:

- Setting work:
 - Teachers will set work for the pupils in their classes.
 - Key Stage 1: 3 hours a day on average across the cohort, with less for younger children •
 - Key Stage 2: 4 hours a day •
 - The work set should follow the usual timetable for the class had they been in school, wherever possible
 - Weekly/daily work will be shared

- Teachers in Early Years to Year 6 will be setting work on *Google Classroom*. Acorns and Pre school will use Zoom for live sessions and send videos via Wettransfer links as appropriate.
- Providing feedback on work:
 - Reading, writing and maths work, all completed work submitted by 1pm to be guaranteed teacher response and comments by 5pm. Please note that this is only applicable where a whole class/bubble is isolating. In the case that the class teacher is still teaching some children in school, feedback will be given within 24 hours.
 - All curriculum tasks submitted back to the teacher will be feedback on at least weekly.
 - Next step feedback should be given on extended pieces of writing in order to let children know how they can improve their writing.
- Keeping in touch with pupils who are not 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 assess whether school intervention can assist engagement.
 - All parent/carer emails should come through the school admin account (admin@goldingtongreenacademy.co.uk) or the teacher's work email available on the school website.
 - 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.

Online Safety

Pupils are likely to be spending more time online during this period, either for school work or for entertainment. Teachers are mindful that when setting work, it must not always be screen-based.

Onsite: The School continue to have appropriate filtering and monitoring systems in place in school.

Offsite: Where staff are interacting with children online, they will continue to follow our existing Staff Code of Conduct and the Acceptable User policy.

Rules for Remote Learning:

- Personal email or other social media accounts must not be used for communication between pupils and staff. All communication should be through school accounts.
- Only video communication through Office 365, e.g. Google Classroom, or Zoom will be endorsed or approved by the school.
- Any video communication should take place between 9.00am – 3.00pm, unless with prior permission from a member of SLT.
- Teachers should be professionally dressed and the background should be appropriate for professional use.

- Children should have their cameras switched on so staff can monitor who is present and that behaviour is appropriate.
- No recordings of live lessons involving pupils should be made or shared by pupils or parents. A teacher can, however, record and share a video of themselves for teaching purposes, but these must adhere to strictly to DfE teachers' standards. Teachers will also record live lessons for safeguarding purposes. These may be stored in the Live Learning Folder on the school network.

Unless needed in the lesson or assembly, chat functions will be turned off by teachers. If they are used, they will be actively monitored and at the end of the session, cut and paste will be used to save a record of these. Any children using the function inappropriately will be muted.

- If in doubt, always consult the DSL. Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately.
- Teachers must always ensure their screen is locked if they leave their laptop unattended at anytime.
- Only school laptops should be used for school based working at home or at school.

Teaching Assistants

Teaching assistants must be available during their contracted 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 assistants must complete tasks as directed by a member of the SLT.

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 –such as 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.

The SENCO

Liaising with Techies to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring reasonable endeavours are in place to support pupils with EHC plans continuing to have their needs met while learning remotely, and liaising with the

headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IPPs

- Identifying the level of support
- We recognise that some children with additional needs, such as those in our Autism Provision, may find accessing online learning difficult. In this situation, our SENDCO Miss Clay and the class teacher will work with families to provide suitable resources for 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 cannot complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they are struggling, include those here
- Be respectful when making any complaints or concerns known to staff
- Supervise children during live sessions to ensure that their behaviour is appropriate.

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 / Child protection policy
- Remote Education Policy
- Behaviour policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Code of Conduct for Phone calls

- End User Agreements for Google classroom

January 2021

Reviewed annually by Curriculum & Standards Committee