

St John's Upper Holloway CE Primary School



Remote Education policy

January 2021

Vision statement

Our Vision

Jesus said: 'Love each other as I have loved you'. John 15:12

As we are loved, so we shall love.

As we are taught, so we shall teach.

As we are nurtured, so we shall flourish.

Our Mission

St John's is a small, caring Church of England Primary School. It is committed to supporting our pupils to be happy, successful and fulfilled throughout their lives. We believe that everyone is unique and valued by God. We aspire to be a high achieving school that provides an outstanding education:

- ❖ promoting the highest standards of teaching and learning, with excellent leadership
- ❖ being inclusive, celebrating diversity and valuing all religions, faiths, cultures and backgrounds
- ❖ providing a rich and stimulating curriculum that will inspire and challenge
- ❖ being a happy, healthy and safe place
- ❖ providing excellent care, guidance and support with a strong partnership between school, parents and the community.

We seek to promote six Christian values of creativity, thankfulness, truthfulness, friendship, perseverance and courage, each linked by our core value of love. We believe these help to prepare our children for a successful and fulfilling life, so being:

- ❖ considerate and respectful with excellent manners
- ❖ confident, happy, independent and self-motivated
- ❖ co-operative and collaborative
- ❖ honest and trustworthy
- ❖ resilient, hardworking and determined
- ❖ highly principled with moral, spiritual, cultural and social awareness, including shared British Values.

Remote Education Policy for St John's Upper Holloway CE Primary School

Date of Policy: January 2021 then annually

1. Statement of School Philosophy

Our school mission statement sets out our ambition for all our pupils. The key elements of this are:

- ❖ promoting the highest standards of teaching and learning, with excellent leadership*
- ❖ being inclusive, celebrating diversity and valuing all religions, faiths, cultures and backgrounds*
- ❖ providing a rich and stimulating curriculum that will inspire and challenge*
- ❖ being a happy, healthy and safe place*
- ❖ providing excellent care, guidance and support with a strong partnership between school, parents, church and the community.*

Through our vision of 'Love each other as I have loved you', we are committed to supporting our pupils to be happy, successful and fulfilled throughout their lives. We believe that everyone is unique and valued by God.

This vision and mission is at the heart of our approach to children's education not just within school, but at home too.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (including 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 for both pupils and parents in terms of motivation, health and wellbeing
- Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher)
- Support effective communication between the school and families

3 .Who is this policy applicable to?

- A child (*and their siblings if they are also attending St John's Upper Holloway CE Primary school*) 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.
- The school is required to close to all pupils as part of lockdown measures (apart from those children whose parents are key workers or families identified as vulnerable)

Remote learning will be shared with families when they are absent due to Covid related reasons. It will not be shared with pupils who are generally ill or who are suffering from Covid symptoms and are not well enough to complete home learning.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 (*Seesaw, Purple mash*), as well as for staff CPD and parents sessions.
- Use of recorded video to provide instructions linked to pupils' learning tasks
- Use of live zoom meetings twice weekly for assemblies and class catch-up sessions
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of Doodle maths, English and spell, BBC Bitesize, LGFL, Oak Academy and online resources from Islington LA

The school have elected to focus on recorded video by the teachers to support children's learning rather than live lessons for two key reasons:

- Many families have limited access to technology with several children having to share devices in some families, making attendance at live lessons very difficult
- The use of recorded videos to explain and model tasks allows children to access them at a time that suits them best and also allows them to watch the instructions and modelling several times if required

The detailed remote learning planning and resources to deliver this policy can be found on the P drive- planning- 2020-21 and P drive- policies- remote learning

Documents available in this folder include:

- Staff guidance notes for setting and monitoring remote learning as well as providing feedback and marking
- Details of how to access the relevant remote education resources including Islington Resources developed by School Improvement and those from the Oak National academy and White Rose.
- Teacher Code of Conduct for Phone calls, Video conferencing and Recorded Video
- End User Agreements Seesaw

5. Home and School Partnership

St John's Upper Holloway CE 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 John's Upper Holloway CE Primary School will provide a refresher online training session and induction for parents on how to use Seesaw/Purple Mash as appropriate and where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. St John's Upper Holloway CE Primary 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.

In line with St John's Upper Holloway CE Primary School's 'digital charter' we would encourage parents to follow the 'digital 5 a day' framework which provides practical steps to support a healthy and balanced digital diet.

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

St John's Upper Holloway CE Primary School will provide a refresher training session and induction for new staff on how to use SeeSaw/ Purple Mash as well as online resources from Doodle.

When providing remote learning **for a whole class bubble**, teachers must be available between 8:45am and 4:00pm

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 at the start of the week or on the first morning of absence
- Teachers will be setting work on Seesaw with a weekly timetable of activities and individual tasks with support materials, including video clips to model tasks where appropriate

➤ Providing feedback on work:

- Reading, writing and maths work, all completed work submitted by 1pm to be guaranteed teacher response and comments by the following day.
- All curriculum tasks submitted by 3.30pm and teachers will comment by the end of the week at the latest.
- Tasks submitted via Seesaw will be marked using the school's marking code as far as possible
- Where work is recorded in books (in addition to Seesaw), this will be collected and marked either weekly or fortnightly

➤ 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 assess whether school intervention can assist engagement.

- All parent/carer emails should come through the homework account (homeworkyear1 @...)
- 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

When providing home learning for an **individual or small number of pupils**, teachers will provide activities based on those provided by Islington school improvement service. These can be accessed at <https://www.islingtoncs.org/node/16484> . If parents have internet access, this link can be shared with them and guidance provided regarding which activities their child should complete each day, as well as a suggestion of a daily timetable for completing them. Alternatively, the class teacher or TA should print out the resources for the following week and arrange delivery with the school office.

Work should be completed/returned at the end of each week and any paper copies of work should be put in 'isolation' for 72 hours before being reviewed by the teacher. There will be a brief feedback to cover any key messages from the child's work.

If pupils have a second period of self-isolation, they should access home learning activities from the Oak national Academy website. Full details of how to access these resources can be found on the 'Core curriculum resources for remote education' document which is saved on the P drive.

Teaching Assistants

Teaching assistants must be available their contracted working hours to support the teacher and pupils with remote learning.

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 their class teacher or 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 – explain how they'll do this, 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.

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 headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- › Identifying the level of support

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 and child protection policy
- Behaviour policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Staff Code of Conduct for Phone calls, Video conferencing and recorded video
- End User Agreements for seesaw

Approved by the staff on 11th January 2021 _____ (head teacher)

Approved by the curriculum and standards committee on 27th January 2021