

**REMOTE EDUCATION POLICY**

**Remote Learning**

Remote learning from home work will be sent via email and will be in conjunction with the Oak National Academy online resource.

**This policy is linked to:**

- Behaviour policy (and Covid19 addendum)
- Child protection policy (and Covid19 addendum)
- Data protection policy and privacy notices
- Home-school agreement
- E-safety and acceptable use policies

**Aims**

This remote learning policy:

- Sets out how the school will comply with the requirements of the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction.
- Aims to ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning

**Background**

The school is mindful of its legal duty to provide remote education under the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction.

This requires the school to provide remote education for children unable to attend school due to coronavirus (COVID-19).

The Direction requires that where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education. The expectations on the quality of remote education expected of schools remain those set out in the guidance for full opening published by Department for Education in October 2020.

**Process for local outbreaks, contingency plans and remote education.**

If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities (DfE and Public Health) will decide which measures to implement to help contain the spread.

**Contingency plans**

For individuals or groups of self-isolating pupils, remote education plans will be in place.

**Remote Education expectations**

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, the school has the capacity to offer immediate remote education via email and Oak National Academy online resources.

The school will:

- use a curriculum sequence that allows access to high quality online and offline resources and teaching videos from the OAK National Academy and that is linked to the school's curriculum expectations
- give access to high quality remote education resources via Oak National Academy

- *select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure that staff are trained in their use*
- *provide printed resources for pupils who do not have suitable online access*

*When teaching remotely the school will*

- *set tasks so that pupils have meaningful and ambitious work each day in a number of different subjects*
- *teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject*
- *provide frequent, clear explanations of new content, delivered by OAK National Academy videos*
- *enable pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate.*
- *gauge how well pupils are progressing through the curriculum, using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge using questions and other suitable tasks*
- *enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding*
- *set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum 3 hours per day on average across the whole cohort. This may differ for each year group.*
- *have systems for checking, daily, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern. This will be via email initially, followed by a telephone call from class teacher.*
- *consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example: providing opportunities for interactivity, including questioning, eliciting and reflective discussion or providing scaffolded practice and opportunities to apply new knowledge*

*Varying expectations will exist in relation to the pupils' age, stage of development or special educational needs, for example we recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and that this would place significant demands on parents' help or support. In these instances, school will work with families to deliver a broad and ambitious curriculum when necessary.*

### **Providing pastoral care remotely**

*Where pupils are required to remain at home (for example, if pupils need to self-isolate or there are local restrictions) helping parents, carers and pupils to make a weekly plan or structure is important. These plans should include time for education, playing and relaxing to reduce stress and anxiety.*

*As set out in Public Health England's guidance for parents and carers, routine can give children and young people an increased feeling of safety in the context of uncertainty.*

*We will consider whether one-to-one sessions could be appropriate in some circumstances via video link. For example, to provide pastoral care or provide support for pupils with special educational needs and disabilities (SEND).*

*Families will receive a weekly pastoral care telephone call from school.*

### **Communication with pupils and families (including vulnerable children)**

*In the event of school closure, the school recognises the need to ensure effective communication with children and families. This is important in order to support remote learning and to protect the safety and wellbeing of children.*

*Individual families will receive a weekly pastoral support phone call.*

## **Vulnerable children**

Where individuals who are self-isolating are defined as 'vulnerable', the schools will put in place a system in place to keep in contact with them. This will be in the form of class teachers calling those families in addition to the weekly pastoral phone call.

Through conversation with the child and their parents/carers. If possible, this will ascertain;

- wellbeing
- their ability to access remote education support and any modifications that may be appropriate.
- wider areas of need which could be supported through Early Help processes.

When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

## **Supporting children with Special Educational Needs**

For pupils with SEND, teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. In the event of the need for remote learning, the requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

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

Where a pupil has provision specified within an EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely. For example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.

## **Supporting children in the Early Years Foundation Stage**

Bitterley school recognises that younger pupils may not be able to access remote education without adult support and so will work with families to deliver a broad curriculum where necessary.

## **Delivering remote education safely**

Keeping children safe online is essential. The statutory guidance 'Keeping Children Safe in Education 2020' provides information to protect pupils online. In addition, the school will make use of resources from DfE in relation to remote education and safeguarding.

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

The school will ensure that

- children and families are aware of their obligations under the school's acceptable use policies
- children continue to be provided with teaching to be able to keep themselves safe online and offline.

## **Data protection**

Schools should continue to follow the guidance outlined in the DfE data protection: toolkit for schools (<https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>) when managing personal data and may need to consider:

- *taking care not to share contact details when emailing multiple people*
- *being careful when sharing usernames and other personal data for access to online resources*
- *providing access to school data systems safely*

*Policy Reviewed February 2021*