



Policy: Remote Education Provision

Mission Statement

By living the faith now, we reflect on centuries of Christian village life in Heysham. Jesus said 'Let your light shine before others.' Like Saint Peter, we will be the rock on which our children can build their lives with their light shining brightly as part of St. Peter's family.

1. Introduction

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page

2. Aims

This remote and home learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Understand the difference between home learning and remote learning

3. Definitions

For the purpose of this policy we define different types of learning:

- Home Learning – the learning set by school for homework and work that can be done to consolidate and rehearse in school learning. This is for absences of a small number of days and generally not related to COVID-19 or when children are waiting for a test result to come back within their household.
- Remote Learning – the learning that is provided online for parents and pupils to access at home. This will be provided for a longer absence from school e.g. having to self-isolate for 10 days due to COVID19 or the closure of a class bubble or national/local lockdowns

4. The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Children will be able to access information on the school website for

- Current year maths objectives,
- Spelling lists, and to
- Read with their home reading book.
- Access ideas from their curriculum overview on the class pages of the website



Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

- We teach the same curriculum remotely as we do in school wherever possible and when appropriate.

5. Remote teaching and study time each day

What work and how long can I expect work set by the school to take my child each day?

- Creating a basic weekly timetable of work for their year group. This will include subjects from across the curriculum.
- Differentiated maths and English lessons will be set alongside RE, PE, Times Table Rockstars (Y2-Y6), weekly spelling lesson, daily reflective worship, grammar and punctuation, phonics including pupils in KS2 who continue to access phonics and individual work such as reading, topic work and possibly personalised IEP work.
- At the beginning of the week, a weekly timetable to be uploaded to Showbie.
- Online safety curriculum to be followed at <https://www.thinkuknow.co.uk/> The page has been created to support parents during COVID-19 and the closure of schools. Each fortnight, they will be releasing new home activity packs with simple 15 minute activities that can be completed at home to support children's online safety at a time when they will be spending more time online.

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Early Years	Between 2 and 3 hours per day
Key Stage 1	3 hours per day
Key Stage 2	4 hours per day

6. Accessing remote education

How will my child access any online remote education you are providing?

- Using the Showbie platform.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Families can request a laptop to borrow. The parent will need to complete a loan agreement available from the school office. This includes how to log on, for the laptop only to be used for school related work and that any damage or loss is paid for by the parent.



- We can signpost and support families who don't have internet

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- interactive activities uploaded onto the platform
- recorded teaching (video/audio recordings made by teachers)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- live teaching by a minority of teachers (online lessons)

7. Engagement and feedback

What are our expectations of parents for their child's engagement and the support that we as parents and carers should provide at home?

- We expect parents to support their child with the remote learning, so they are engaging in all their lessons, able to log on and off and able to upload documents onto the platform
- We expect the children to work independently as much as possible with their work especially in KS2
- We expect parents to help set routines to support learning each day so that breaks are allowed for, regular exercise is completed, access to water and refreshments and fresh air is given

How will we check whether each child is engaging with their work and how will parents be informed if there are concerns?

- Pupil's engagement with remote education will be checked daily
- If school has a concern with children engaging in the remote learning school will get in contact with the parent as soon as possible via the telephone

How will we assess the child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Work will be marked on a daily basis with feedback given where appropriate
- Positive feedback on work completed and scaffolded prompts as per our feedback and marking policy
- Certain questions (for example maths) will be marked with ticks and crosses
- Work will only be used for internal assessment purposes if we know that it has been completed independently.

8. Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without



support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Work will be differentiated where possible
- The SENCo will communicate with parents each week to ensure progress is being made on their IEP.
- Work set for the younger children is of a more practical approach wherever possible to cater for different learning needs.

9. Staff unable to work

If teachers 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.

10. Keeping in touch with pupils who aren't in school and their parents:

- School will attempt to make contact with all pupils every week via a telephone call when in school or from a withheld number if working remotely. Contact details can be accessed from CPOMS. Staff will ensure they are logged off and will not share information with a third party. All concerns picked up by staff on these telephone calls will be relayed to the child's classteacher and recorded on CPOMS if required. If there is a safeguarding concern the DSL will be alerted.
- Contact should be polite and encouraging. Teachers must not give out any personal details. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly
- Weekly zoom catch ups will be offered to all children in school.

11. Attending virtual meetings with staff, parents and pupils:

- All meetings with parents will be via phone appointments unless a face to face meeting is in the essential interest of the child. Staff can ring from the school number or a withheld number if working from home.
- If a face to face meeting is essential then parents and staff will be required to wear a face covering and stay 2 metres apart.
- Parents evenings will be conducted by video conferencing in the Spring Term
- Zoom / Phone calls should be made from a private space with no one able to overhear confidential and private information.
- All staff meetings will be via zoom during national lockdown.

12. Subject leads

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Monitoring the work set by teachers in their subject – in line with home learning and remote learning guidance.
- Evaluate what changes will need to be made in line with Subject Action Plan.
- Provide physical and online resources that teachers can access to support remote learning across the school.



13. Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning – reviewing work set by teachers weekly, monitoring learning, monitoring correspondence between parents and teachers.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

14. Designated safeguarding lead

The DSL is responsible for:

- Maintaining contact, collating, passing on information and responding to any concerns in line with Policy for Safeguarding Children.

15. IT staff

- IT staff are responsible for:
- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

16. Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the hours of the school day 9am – 3pm – although they may not always be in front of a device the entire time.
- Seek help if they need it, from teachers or teaching assistants.

Alert teachers if they're not able to complete work

Staff can expect parents 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 – staff should refer parents to Showbie and other useful links for learning. Be respectful when making any complaints or concerns known to staff.

17. Governing body

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.

18. Who to contact

If staff have any questions or concerns, they should contact the following individuals:

- Issues in setting work – talk to the class teacher
- Issues with behaviour – talk to the Behaviour Lead/SLT
- Issues with IT – Showbie help line or talk to Miss Hayton / Mr Carter who can contact support if needed.



- Issues with their own workload or wellbeing – talk to their Key Stage Lead/SLT
- Concerns about data protection – talk to the data protection officer (Business Manager)
- Concerns about safeguarding – talk to the DSL All staff can be contacted via the school email addresses

19. Data protection

Accessing personal data

When accessing personal data, all staff members will:

- Have access to CPOMS (elevated status will be given to classteachers and some pastoral members of staff to record any parent contact or concerns about children, this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.
- Teachers are able to access parent contact details via CPOMS. Do not share any details with third parties and ensure CPOMS is logged off when not used.

20. Processing personal data

Staff members may need to collect personal data such as email and phone numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

21. Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software Keeping operating systems up to date – always install the latest updates

22. Safeguarding

Please see updated Policy for Safeguarding of Children.

23. Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

As part of God's family, we aim high, enjoy and achieve



If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

- The main differences will only change if both staff members are teaching the majority of the class then feedback and marking will not be as frequent but the work will be the same as in class

23. Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the government by N. Gomersall. At every review, it will be approved by SLT and Governors

V1 N. Gomersall 30.9.2020

V2 N. Gomersall, 20.10.2020

V3 N. Gomersall 2.11.2020

V4 N. Gomersall 15.1.2021