Remote Education Policy for SRSCMAT Schools

(St. Mary's CVA New Mills)

1. Statement of Philosophy

The St Ralph Sherwin Catholic Multi Academy Trust strives to be creative and innovative, helping schools to devise robust digital support plans to further support parents and children across the 25 schools within its family. The Trust's Strategic Plan has 5 core aims, within which there is recognition of the importance of remote learning in the current climate of Covid-19, taking into account national and local contexts.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning, through use of quality online and offline resources and teaching videos, for all pupils (including those with SEND) who are not present in school

- Provide clear expectations to members of the school community with regards to the delivery of high quality, interactive remote learning, and where possible, live online teaching

- Support the continuous delivery of the school curriculum, as well as motivation for learning, PSHE (Personal, Social and Health Education) and Well-Being, as well as helping parents when children are learning from home

- Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher)

- Support effective communication between the school and families, including a focus on attendance

3 This policy is applicable when:

- A child is absent because s/he is awaiting test results and the household is required to self-isolate, where the rest of the school bubble is attending school and being taught as normal

- A child's whole bubble is not permitted to attend school because s/he, or another member of the bubble, has tested positive for Covid-19

- An emergency, for example, significant damage to the school building causes the closure of the school building.

4. Content and Tools to Deliver This Remote Education Plan

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Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 *(Class dojo , Numbots, TT Rock stars, Phonics Bug, Microsoft Teams-Further updates to follow), as well as for staff CPD.*
- Use of Recorded video for registration, instructional videos, and assemblies
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy, *Numbots, TT Rock stars, Nessy, Phonics Bug*

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

St.Mary's CVA New Mills https://www.saintmarysnewmills.co.uk/home-learning/:

- Model Timetable and structure for remote learning. This will be added by each class teacher onto their class star in the home learning section.
- Downloadable Printable Documents – e.g. White Rose Hub, Twinkle, Hamilton's and other age appropriate wider resources and sites will be added by the class teacher.
- Curriculum resources
- Bite-size Training resources on the SRSCMAT Spongy Elephant subscription
- Teacher Code of Conduct for Phone calls, Video conferencing and Recorded Video

5. Home and School Partnership

- St. Mary's CVA is committed to working in close partnership with families and recognises that each family is unique; because of this, remote learning may will look different for different families in order to suit their individual needs.

  St.Mary's CVA will provide a refresher online training session and induction for parents on how to use Microsoft Teams as appropriate and, where possible, provide personalised resources.

  Where possible, it is beneficial for young people to maintain a regular and familiar routine. St. Mary's CVA would recommend that each 'school day' maintains structure: some suggestions for this can be found on our home learning page in each class star.

  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 engage with good levels of concentration.

We recommend that a separate user profile for each child is created on home devices to ensure any files (word processed documents, presentations etc.) are kept safe and secure. Where you have been provided with a username/email and password for your child, please always encourage them to use these credentials when completing any work. Please do not share these credentials with anyone, including other children in the family.

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 a case-by-case basis.

In line with St .Mary'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. – (see attached information)

All children sign an 'Acceptable Use Policy' at school, which includes e-safety rules; this applies when children are working on computers at home.

6. Roles and Responsibilities

The Trust

The Trust is responsible for:

- 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.

Directors of Performance and Standards (DoPS) are responsible for:

- Monitoring and quality assuring home learning
- Ensuring schools are equipped to deliver a high-quality remote learning offer
- Advising and supporting Headteachers and staff during periods where remote learning is necessary

Local Governing Board (LGB)

The LGB 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

Designated Safeguarding Lead (DSL)

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

Senior Leaders

Alongside any teaching responsibilities, the Headteacher and 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 –This will be *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

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, IBPs, IEPs etc.

Identifying the level of support for pupils.

Teachers

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

St. Mary's CVA will provide a refresher training session, and induction for new staff on how to use Microsoft Teams.

When providing remote learning, teachers must be available between 9.00am-3.15pm

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.

If teachers are self-isolating and well, they are expected to teach remotely.

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When providing remote learning, teachers are responsible for:

Setting work:

- o Teachers will set work for the pupils in their classes.
- o The work set should follow the usual timetable for the class had they been in school, wherever possible
- o Weekly/daily work will be shared at 9.00am
- o Teachers in Reception to Year 2 will be setting work Classdojo and Teams
- o Teachers in Year 3 to Year 6 will be setting work on Classdojo and Microsoft Teams

Providing feedback on work:

- o RE, reading, writing and maths: all completed work submitted by 1pm is guaranteed to be **responded** to/ commented upon by teachers by 5pm.
- o All curriculum tasks submitted by 3.30pm will be commented upon by teachers at the end of the week.
- o Or As per the Feedback Policy which is on the school website

Keeping in touch with pupils who are not in school and their parents:

- o If there is a concern around the level of engagement of a pupil/s, parents should be contacted via phone to access whether school intervention can assist engagement.
- o All parent/carer emails should come through the teachers email accounts, which are on the school website.
- o 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 during their contracted hours of work.

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 a member of the SLT.

IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they are experiencing

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- 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

Office Staff

Updating attendance figures/ information.

Liaison with parents re the options for accessing learning for pupils at home.

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 are 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 – *contact class teacher via their class email account on the school website.*
- Be respectful when making any complaints or concerns known to staff

7. Links with other policies and development plans

This policy is linked to our:

- Safeguarding Policy and procedures
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Digital and hardware Development Planning
- Code of Conduct for Phone calls, Video conferencing and recorded video
- End User Agreements for Microsoft Teams, Google classroom, and class dojo
- School plans for leading remote learning, are under curriculum- long-term plans and in home learning under each class star.

Addendum 2023

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Remote education provision: information for parents

This information is intended to provide clarity and transparency for pupils and parents or carers about what to expect from remote education at St. Mary's CVA New Mills where national or local restrictions require entire cohorts (or bubbles) to remain at home. It is to be read in conjunction with the Academy's Remote Education Policy

Information about what to expect where individual pupils are self-isolating is also included in this document.

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?

1. *Pupils in KS2 will access Teams for Maths and English on day 1 and 2. This will then include Come and See on day 3 and finally all other curricular subjects as per the class timetable.*
2. *KS1 is the same except the learning platforms are Class dojo and Teams.*
3. *All pupils have their login and password details.*

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 planned curriculum remotely as we do in school.*

- *However, we have needed to make some adaptations in some subjects. For example, as part of our assessment framework, pupils at home will be set some questions based on their driver subject, for example history, geography or science. Their answers will be recorded so that the teachers can identify core knowledge. Pupils in school will have the same assessments but may be recorded differently.*

Remote teaching and study time each day

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

Key Stage 1	3 hours per day
Key Stage 2	4 hours per day

Accessing remote education

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

Pupils will access their learning through Class do jo, Teams in KS1 and Teams in KS2

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:

- *Parent app message for all families to request additional chrome books*
- *SWAY newsletter is an additional signpost for requesting chrome books*
- *Request for chrome books includes ICT safeguarding proforma which will be signed electronically*
- *Resource packs for families who require work printing in KS2*
- *Resource packs hand delivered by staff in KS1 for example other faith celebrations and art activities.*
- *Pupils can email work to their teachers email address which is on the school website*
- *See Saw can be used via laptops, tablets, iPads and mobile phones*

For support with access to online learning please contact the school on: 01663 742412; info@nmm.srscmat.co.uk

How will my child be taught remotely?

- In KS2, there will be a blend of live teaching and signposting to assignments on Teams.
- In KS1, teachers record the modelling for the learning and set all planned curricular work for parents to access on Teams and Class do jo
- All year groups are taught the full curriculum as per the national curriculum.

- Teachers consistently model all core subject teaching in maths, English and Come and See.
- The driver subjects will also include a blend of live and direct teaching.

Engagement and feedback

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

- *Teachers have a twice-daily check in and register with all pupils. In addition, teaching assistants also support pupils with their learning.*
- *Each morning teachers will go through what is required for the learning and how to access set assignments.*
- *Based on parent feedback we have also introduced 'Family Friday' which allows for catch up with the teacher in the morning and set enrichment subjects in the afternoon e.g. well-being, PSHE, Music and PE.*

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- *Teachers check the work daily.*
- *Teachers are available to communicate any concerns via their emails.*
- *Teachers will email parents if they have any concerns.*
- Please refer to the Remote learning Policy for times and types of teacher feedback on completed work.

How will you assess my child's work and progress?

Feedback can take many forms and will 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:

- Whole class feedback daily
- Individual pupil feedback at different times with both the class teacher and the teaching assistant-weekly
- Annotated marking on the work set-weekly

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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:

- *A range of work based on pupil's age and stage of development are included within the learning platforms.*
- *Teaching assistants are directed by the class teacher who also work in other Team and Zoom bubbles to support pupils who may require additional support.*
- *This happens daily.*

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.

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

- *All pupils in isolation will still receive a well-planned and sequenced curriculum, which is identical to the curriculum taught in school. This is evidenced through the long-term plans and knowledge mats on the school website under the heading curriculum.*
- *(https://saint-marys-catholic-voluntary.secure-primarysite.net/nc/)*
- *They will access the relevant learning platform and access the assignments set by the teacher.*

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