



RAVENSDALE JUNIOR SCHOOL

REMOTE EDUCATION POLICY

# Ravensdale Junior School

## **1. Statement of School Philosophy**

*Ravensdale Junior School 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 aren't in school through use of quality Online and offline resources and teaching videos
- Provide clear expectations members of the school community with regards to delivering 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 to support attendance monitoring.

## **3 .Who is this policy applicable to?**

- A child (*and their siblings if they are also attending Ravensdale Junior 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.

Remote learning will be shared with families when they are absent due to Covid related reasons and 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 KS2: Showbie.
- Use of Recorded video through Microsoft Powerpoint for lesson introductions.
- Phone calls home.
- Printed learning packs
- Physical materials such as story books and writing tools.
- Use of BBC Bitesize, Oak Academy, Classroom Secrets, Twinkle.

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

*Include hyperlinks to:*

- Home Learning grid Pro-forma [Home Learning Grid pro forma.docx](#)
- End User Agreements for Showbie - <https://www.showbie.com/terms/>

## 5. Home and School Partnership

Ravensdale Junior 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.

Ravensdale Junior School will provide assistance to parents/carers and children when issues with using Showbie arises.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Ravensdale Junior 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.

We would encourage parents to follow the 'digital 5 a day' framework which provides practical steps to support a healthy and balanced digital diet. <https://www.childrenscommissioner.gov.uk/digital/5-a-day/>

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

*To note: 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.*

Ravensdale Junior School will provide a refresher training session and induction for new staff on how to use Showbie.

When providing remote learning, teachers must be available between 9:00AM – 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.

### Whole class remote learning

When providing remote learning, teachers are responsible for:

- Setting work:
  - Teachers will set work for the pupils in their classes.
  - The resources provided should include teaching for the tasks, such a powerpoint with a recorded presentation
  - The work set should follow the usual timetable for the class had they been in school, wherever possible
  - Weekly/daily work will be shared on a daily basis.
  - Work should be differentiated where necessary – all pupils need to be able to access the learning.
  
- Providing feedback on work:

- Reading, writing and maths work, all completed work submitted by 1pm to be guaranteed teacher response and comments by 5pm.
- All curriculum tasks submitted by 3.30pm and teachers will comment by the end of the week.
- 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 school admin account or the year group account.
  - 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

### **Individual Pupil Remote Learning**

When providing remote learning, teachers are responsible for:

- Setting work:
  - Teachers will set work for the pupils in their classes or year groups.
  - The work set should follow the usual timetable for the class had they been in school, wherever possible
  - Weekly/daily work will be shared on a daily basis.
  - Work should be differentiated where necessary – all pupils need to be able to access the learning.
- Providing feedback on work:
  - Work will be responded to on a daily basis.
- 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 school admin account or the year group account.
  - 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 between 8:30AM -3:30PM – following their normal pattern of hours for the week.

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 year group lead or 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 IEPs
- Identifying the level of support required for individual children.

### **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.
- 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
- End User Agreements for Showbie - <https://www.showbie.com/terms/>