THE GREETLAND ACADEMY REMOTE EDUCATION POLICY

Policy Statement

At The Greetland Academy our curriculum has been designed to ensure each and every child can 'Reach Great Heights'. It is bespoke to the needs of our pupils, not only by focussing on appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, but by also providing extracurricular experiences that seek to harness talents and prepare our children for life in modern Britain. When defining our curriculum, we consider both everything we do in school and outside of school hours: it is not just what we teach in timetabled lessons, but the experiences we give our children, the provision we have for assemblies, the clubs we offer and the homework we set. With this in mind, our entire curriculum provision is ever evolving as we react to the changing needs of our children and the changing nature of the world we live in. Our strategy for remote learning continues this.

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 for 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 wellbeing and parent support.

➢ Support effective communication between the school and families and support attendance.

Who is this policy applicable to?

➢ Children (and their siblings if they are also attending The Greetland Academy) who are absent because they are awaiting test results and their household is required to self-isolate. The rest of their school bubble will attend school and be taught as normal.

➢ A whole bubble of pupils who are not permitted to attend school as a member of their bubble has tested positive for Covid-19.

➢ There is a national lockdown that results in the partial closure of school where school remains open only for the children of critical workers and vulnerable children.

Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS, KS1 and KS2: *Seesaw, Bug Club and TT Rockstars (KS2)*
- Use of recorded video for instructional videos (created and shared through Seesaw)
- Phone calls home (at least once a week)
- Printed learning packs where needed
- Loan of school equipment to families if needed

1. Whole Bubble Closure

The school day will work as follows:

9:00 – 10:30	English
11:00 – 12:30	Maths
13:30 – 15:30	Foundation Subject

Each subject will have a video to access which will be available from the start of each lesson as timetabled. The video will include a teaching input with modelled examples to follow. Questions will be given and children will be asked to pause the video to allow time to respond to the questions. Practice activities linked to the lesson input will then be given and the children have the rest of the lesson time to complete these and upload for teacher feedback. Teachers and teaching assistants will look at individual responses and give feedback through comments between 9:00 - 15:30 each school day.

Friday celebration assemblies will continue to be delivered remotely with the option for children at home to join these. For those who do join, they will remain online after for a class wellbeing activity to allow for interaction with their peers.

2. Individual Children Isolating at Home

Children at home will access English, Maths and a foundation subject work set by teachers daily on Seesaw. The activities will be in line with the work taught in class and will continue until the child returns to school. Feedback will be provided daily by the teachers. All children isolating will be invited to attend our weekly whole school assembly through Zoom.

3. Partial School Closure (open to the children of critical workers and vulnerable children)

We have planned our remote learning provision to ensure that we continue to deliver our curriculum and so that it is accessible for all. We will include teaching input videos that the children can work through to support them being able to work independently as we appreciate that parents may be working at home. All classes will have a face-to-face meet on Zoom every day from Monday to Thursday. For KS1 this will be story time at 2.30pm. Y3 and 4 will have a morning briefing at 9.15am and Y5 and 6 have a morning briefing at 9.30am. The class teacher will post an appropriate internet use agreement on Seesaw for parents to agree to and then follow this up with the Zoom link.

Daily Timetable:

8:45am	Online registration - all children are to comment or like the teacher's note
9:00am - 10:30am	KS2 morning briefings English and phonics (KS1 only) - input video plus activities
11:00am - 12:30pm	Maths - input video plus activities
13:30pm - 15:30pm	Foundation Subject - input video plus activities KS1 story time
Additional Provision	• Bug Club Reading- ongoing (a letter will follow shortly with more details about this) • Picture News Assembly - shared on a Monday • Story time videos - ongoing • Keeping healthy activity from Mr Bade - posted twice a week • KS2 TT Rockstars- ongoing • Friday year group Zoom sessions

Teachers will keep a record of children who have been on Seesaw each day like the school register and teachers and teaching assistants will give feedback on the children's work during the hours of 9:00am and 15:30pm.

On a Friday, children will be invited to a year group Zoom assembly where their teachers will award their 'star of the week' and then the children will all take part in a fun activity to support their wellbeing. The class teacher will post the Zoom link on Seesaw.

To further support the wellbeing of our children, a member of the year group team will ring home once a week and our Learning Mentor will offer wellbeing support to identified children also.

Home and School Partnership

The Greetland Academy is committed to working in close partnership with families and recognises each family is unique, because of this remote learning will look different for different families in order to suit their individual needs.

Pupils will need to use their individual code to sign into Seesaw; this is different from the 'Families' QR code and will be accessed using the CLASS Seesaw app. New copies of this code have been sent home. Teachers should ensure each child has home access to Seesaw.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. The Greetland Academy would recommend that each 'school day' maintains a structure. There will be three 'lessons' a day if a child is expected to remain at home. The school day will mirror the timings of a usual school day to support children's sense of routine.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, encourage 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 and alternative solutions may be available. These will be discussed on a case-to-case basis.

All children are regularly reminded of e-safety rules and these apply when children are working on computers at home.

Roles and responsibilities

Teachers:

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

When providing remote learning, teachers must be available between 8:45 – 15:30.

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.

When providing remote learning, teachers are responsible for:

> Setting work:
>> o   Teachers will set work for the pupils in their classes through Seesaw.
>> o   The work set should follow the planned timetable.
> Providing feedback on work:
>> o   English, Maths and foundation subject work submitted will be given feedback in a timely manner.

- 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 communication emails should go through the school admin account (ks2@greetlandacademy.org.uk).
  - 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 and SEN Support Staff:

- Teaching assistants must be available between their usual working hours
- 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 and SEN support staff must complete tasks as directed by a member of the SLT and their class teacher. This will include supporting the teacher to monitor Seesaw and making phone calls home. For SEN support staff, they may also contribute remotely to the delivery of their child's IEP.

Senior Leaders:

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school inc. daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – and explaining how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or requesting feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding.
- Support with home learning if a teacher is unable to do so due to illness.

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 Lead:

The IT Lead and contracted 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 systems and flagging any data protection breaches to the DPO.
- Assisting pupils and parents with accessing the internet or devices.
- Support families with the loan of equipment if they do not have the resources at home.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

The SENCO:

> Liaising with the ICT Lead 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 principal and other organisations to make any alternate arrangements for pupils with EHC plans.

> Identifying the level of additional support that may be needed for the children on the SEN register whilst they are at home and support teachers to provide this.

> Support SEN support staff to provide IEP interventions remotely where possible.

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.

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 concerns known to staff.

Trust supported by the LGB :

The Trust, supported by 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.

Links with other Policies

This policy is linked to our:

> Safeguarding policy

> Behaviour policy

> Child protection policy

> Data protection policy and privacy notices

> Online safety policy

> Staff Code of Conduct

Appendix 1

Parental Zoom Agreement (to be shared on Seesaw):

To ensure your child's and others' safety and enjoyment of each Zoom session, please read and confirm your agreement to the following:

- I will ensure, to the best of my ability, that my child is punctual and logged on to Zoom by the session start time to ensure the smooth running of the session (login information/code will be provided beforehand).

- I will ensure that my username for Zoom indicates who I am as follows: 'Archie's Mum', so that the school can ensure they are safeguarding all by only letting invited families join.

- I will ensure that my child is situated within a communal space within my home.

- I confirm that my child will not be in a room alone and they will not, under any circumstances, conduct the session within their or another's bedroom.

- I will ensure my child is suitably dressed (costumes are permitted) when operating the video function of a Zoom call.

- I will ensure that the mute function is on for the duration of the session unless a member of the teaching team asks my child a question.

- I will ensure that my child and all members of my household use appropriate language at all times whilst the Zoom session is live.

- I will not share the Zoom link with anyone else.

Nb: failure to comply with these rules, and the school's positive learning behaviour expectations, would result in removal from the sessions but we're confident that this won't be necessary.

The following resources (please click on links) will support parents if there is a school closure:

Appendix 2
7 Top Tips to Support Reading at Home

Appendix 3
7 Top Tips to Support Reading at Home (Key Stage 2)

Appendix 4
Read with TRUST

Appendix 5
Reading with TRUST comic

Appendix 6
Supporting Home Learning Routines