



PLAYLEARNACHIEVETOGETHER

Policy:

Remote Education Policy

Approved by the governing body on.....

Play together, learn together, achieve together.

SPRINGVALE PRIMARY SCHOOL

Remote Education Policy



A. Introduction

This policy was created after a period of consultation with relevant stakeholders within school. It has been formally adopted by governors and reflects our approach at Springvale Primary School.

B. Aims and Principles

The policy is underpinned by the central aims of Springvale Primary and values held by the school community:

C. Aims of the school

- Springvale is committed to promoting high standards of academic achievement for all learners in all subjects.
- As a school we will continue to develop and instil key life skills and values in our pupils.
- We will encourage positive relationships and communications between home, our community and the wider world.

In particular, Springvale School has an inclusive approach to our provision. Our aim is always to involve all our children and stakeholders in all areas of the curriculum and school life. In accordance with our **Disability Equality Scheme** we recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities. We welcome the involvement of disabled adults in all areas of school life.

D. Background Information

Springvale Primary School is a caring and open school, where parents, children, staff and the wider school community all know that their views and needs will be listened to, in both education and personal areas.

SPRINGVALE PRIMARY SCHOOL

REMOTE EDUCATION POLICY



1 Introduction – Our Commitment to remote education

All schools have a duty to provide safe remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19) with effect from 22 October 2020. Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we are committed to offering immediate remote education to all pupils. In the case of those accessing information online, this must be done in a way that safeguards pupils from harm in a digital world. Every school is unique and school leaders know best which approaches will secure the engagement and progress of their learners. This statement sets out the plans for remote education to be followed by Springvale Primary School. It has been developed in the context of work carried out by the Barnsley School's Alliance and has been agreed by Governors, leaders, staff and parents.

2 The Barnsley School's Alliance (BSA)

The BSA is a partnership organisation bringing together schools from across the borough and offering guidance and support to improve the quality of education offered by schools.

The Alliance is committed to securing consistently high-quality remote education for all pupils and, to this effect, has an extended offer of support for any school requesting additional advice and guidance when developing and implementing their remote education plans. Schools are encouraged to access this support as and when required.

Remote education is much more than setting work. School leaders should ensure that all learners continue to access the curriculum through high-quality online and offline resources and teaching videos linked to the curriculum expectations of schools. There should not be a reliance on projects or independent research activities to simply keep pupils busy. However, when combined with high-quality teacher input and accompanying resources, these approaches can be effective.

The Alliance has set out six underlying principles which have been adopted to underpin Springvale's remote education plans:

1. Safeguarding pupils from harm, online and offline, remains the key priority.
2. Pupils will continue to be taught a well-sequenced curriculum.
3. Teachers will continue to set work that scaffolds pupils' practice and helps them to apply their new knowledge and skills.
4. Pupils will continue to receive feedback that helps them to make progress.
5. No child should be disadvantaged by a lack of technology at home.
6. Remote education plans should not place unreasonable demands on parents' help or support, or the workload of teachers.

3 Springvale Primary School's Remote Education Policy

A Lessons from Lockdown 2020

At Springvale Primary School, we have chosen to support remote teaching and learning through an approach that was successful during lockdown and our re-opening to selected year groups in June and July. We feel strongly that live teaching, broadcast at specific times of the day will not be appropriate for our parents to adhere to.

This is based on feedback from parents in May 2020 (and again in November 2020) and around their personal and professional lockdown experiences. In May 2020 98% of parents agreed that our approach was high quality and supporting pupils well. 83% of parents felt that live online teaching at specific times was not viable. We sought further views through our Parent Council in May and July and, through additional polling, found that 75% of parents still did not want live, timetabled provision. Instead, 56% voted for the approach set out below exactly. This approach is also welcomed by a further 19% who would be happy with just the set work and without the additional support. This means that 75% of parents approve the plans set out. Furthermore, we have taken feedback from the other 25% to tweak our approach to ensure that we have regular live check-ins and offer further, ongoing support.

Many of our parents work during the day and have their own commitments to work around. For this reason we set work that mirrors the school's curriculum and is set with opportunities for children and parents to create their own timetables. We are committed to providing the training, support and guidance required to ensure that school staff, parents and pupils feel confident to follow our approach.

We know which families require or prefer paper copies of resources and we will provide printed resources, such as textbooks, worksheets and/or workbooks, for pupils who do not have suitable online access. However, we will do our very best to support all pupils to access our online/emailed learning offer at home, such as by loaning additional laptops or other hardware as appropriate. Our innovative ICT 'Freecycle' programme has delivered free and safe devices to seven families already. Furthermore, we are constantly monitoring the families we work with so that all families who require ICT support or devices, perhaps for times when they have more than one child at home at the same time, are supported effectively. We do not wish to encourage children to work at a computer for 4-6 hours per day so our projects are generally paper based and follow our in-school provision. We do, however, as is normal practice at Springvale, ask that children place a significant emphasis on reading for pleasure and development, learning weekly key spellings and being able to use and apply them and work hard on mental arithmetic online, including TT Rockstars.

Our approach has been carefully considered in relation to the pupils' age, stage of development or any special educational needs status. We are committed to working with parents and carers, especially those of younger children and pupils with SEND who may not be able to access remote education without adult support, to ensure all pupils continue to access a broad and ambitious curriculum. Pupils will be sent a programme of work which supports their current curriculum topics but also, especially in the core curriculum, work that is pitched appropriately for their level of ability and/or need.

B How remote education will work?

Tiered Approach

Three tiers have been identified based broadly on the length of absence from school:

1. Children not in school for a short time due to isolation or awaiting a test will work through work set online that mirrors the work in class. It will be prepared by the class teacher and set as a less complex, easier to follow set of work that links to the same topics and content as the class based work. Children will do the work that they miss in school only. Work that has been missed should be returned for feedback and further challenge or guidance. Specific work that is emailed can be printed and delivered or posted where required but parents should request this as soon as possible.
2. Children not in school for a week or more due to periods of self-isolation or delayed testing or results will receive the same content as in tier one. They will receive regular check-ins and feedback. The whole project should be returned for feedback and further challenge or guidance. Specific work that is emailed can be printed and delivered or posted where required but parents should request this as soon as possible.
3. For a full bubble closure, or in the event of a further lockdown or restriction to certain year groups, the policy below will be followed carefully.

The vast majority of any work will be set for the week ahead and it will be ready to share from Monday morning.

What does tier 3 remote learning look like?

1. Regular online check-ins with a teacher and/or senior leader will take place for attendance, wellbeing checks and guidance. An online link will be sent each day (ZOOM) that will be activated at 9.30am and 1pm each day. Parents should ensure that their child join at least one of the meetings each day that they are scheduled. Videos should be turned off and microphones muted and the chat facility used for any questions or concerns. The teacher/senior leader will register who has logged on and address any issues with the work set for the following day(s). Any children who do not log in for either meeting will be contacted by telephone for their wellbeing check.
2. We will ensure that pupils have meaningful work set each day in a number of different subjects always including the core curriculum and a topic approach. We will plan a programme that is of equivalent length to the core teaching pupils would receive in school, including regular contact with teachers and/or leaders. The work will be emailed out (generally weekly so that parents can plan) and added to our website under the 'curriculum' tab which has been well used and clearly organised since the start of lockdown. We will use the secure Teachers2Parents system for all communication and documentation. As ever, where pupils cannot access these resources online we will deliver/post paper copies of all resources. We will also ensure that children have sufficient, appropriate general resources with which to complete the set tasks.

3. We will 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. Our schemes of work will be shared and any supporting documents or helpful clips/examples...like White Rose Maths videos and worksheets for example.
4. We will provide frequent, clear explanations of new content, delivered by a teacher known to the pupils or through high-quality curriculum resources or videos from a scheme that is used routinely in school. These instructions and modelled examples will be shared via our locked Twitter account (@SpringvalePS) which is used by all families securely. Additionally, videos can be shared via the ZOOM check ins to clarify understanding and expectations.
5. We will share staff email addresses so that parents can feel supported and pupils can receive feedback and support/challenge on a daily basis during a full bubble closure. Teachers will gauge how well pupils are progressing through the curriculum and support next steps or provide support and feedback at a personalised level. Parents are encouraged to share their child's learning and achievement through the school's active Twitter feed. Pupils who are not responding/returning work or engaging with teachers or leaders will be contacted via email, telephone (by class teachers) or home visit (by senior leaders) to make contact and re-engage. Children without access to IT will also be contacted directly by school.
6. In addition to the information on what schools should be doing to protect their pupils online, as outlined in the statutory guidance Keeping Children Safe in Education, we will implement any additional measures that will help to keep pupils safe online. All of our school documents will include the Childline support number and our SMART internet rules. Families are regularly reminded of our Online Safety support and expectations. These are set out in the annual 'Family Online Safety Agreement.'

It is essential that parents/carers are always aware of the material children are accessing when working online.

C Special educational needs

For pupils with SEND, their 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. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupil's special educational needs remains in place.

We 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 their 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 will be considered on a case by case basis, avoiding a one size fits all approach. At Springvale, when a pupil with an EHCP cannot attend school we will set work for the pupils that matches their need for every day that they are absent and we will offer remote interventions to the family with two staff present as long as we can safely and appropriately staff this approach.

D Vulnerable children

Where individuals who are self-isolating are within our definition of vulnerable, we have robust systems in place to keep in contact with them most days and at least weekly. These children are monitored by our weekly vulnerable pupil registers and trackers which we share with the Barnsley School's Alliance.

When a vulnerable child is asked to self-isolate, we will notify their social worker (if they have one). School leaders will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person. We will check if a vulnerable child is able to access remote education. Where this is not the case, we will support them to access it (as far as possible) and to regularly check if they are doing so, offering feedback, guidance and support throughout the period of absence.

We will ensure that the teaching and learning offered to all pupils, but especially our most vulnerable pupils, secures their interest and engagement.

E Keeping In Contact With School

If parents/carers have any concerns about the provision being made for continuing their child's education whilst away from school they should contact the school office on 01226760930 or email us at office@springvaleprimary.org.