



**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 around their personal and professional lockdown experiences. 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.

#### **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 online projects and key skills set on our website (or printed and delivered where required)
2. Children not in school for a week or more will receive specific work via email (or printed and delivered where required) set by the class teacher working on learning that matches class provision
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.

### What does tier 3 remote learning look like?

1. 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. 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.
2. 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.
3. 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.
4. 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.
5. 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](mailto:office@springvaleprimary.org).

## F Education in the Event of Further Lockdown

If the school was to encounter a further lockdown and/or 'school closure' period we would offer a programme of online learning through our Zoom account. The offer would depend on the number of pupils accessing school each day and staffing levels. They are likely to be offered in phases and in time frames to sit alongside our remote learning packs. These packs are emailed each Friday with supporting resources or links also shared. The Zoom account is secure and we take extra, sensible measures to ensure that our provision is safe and secure. We have adapted key policies (safeguarding and staff code of conduct, for example) to ensure that we have informed all parents/carers, pupils and staff of the expectations on safe and secure online learning.

Our current offer is seen below:

### Remote Learning Summary- daily- starts tomorrow!

- Weekly learning pack emailed on a Friday afternoon to all classes
- Will also be added to the school website on a Friday evening
- Live zoom teaching/support for all pupils in phase groups
- More support on zoom for the older pupils due to their increased levels of independence
- Teacher modelling clips in some classes in lower school shared to support the learning packs on Twitter or Youtube.
- Please join our Twitter feed to access live updates on resources that are available
- Maths provision is through the White Rose videos, resources, questions and answers provided weekly in Y1-Y6. A zoom 'catch up' session is present each day for pupils to receive support where required. Please do your child's year group work, even if they are advanced in maths- pupils can then access higher year groups where required.
- The live teaching will ensure that children are aware of the work set, how to complete it, have examples modelled to them, etc. Further work will be done by pupils when the zoom has ended.

Time	Staff	Year Group	Activity
9.10-9.30am	Mrs Exley/Mrs Honey or Mrs Parr	EYFS (F1/F2)	Today's Learning in EYFS
9.30-10am	Mrs Fearn Mr Venus	Year 5/6 Year 3/4	KS2 Core Learning 1 Followed by Maths Support
10.15-10.45am	Mrs Evans or Mrs Royston	Year 1/2	Literacy KS1
11-11.30am	Mrs Fearn Mr Venus	Year 5/6 Year 3/4	KS2 Core Learning 2 Followed by Maths Support
2-2.30pm	Mrs Fearn Mr Venus	Year 5/6 Year 3/4	KS2 Foundation Learning
2.45-3.15pm	Mrs Evans or Mrs Royston/ Mr McClure and EYFS staff	Year 1/2 EYFS	Sharing today's learning, story time and check in!