



Remote Education Policy September 2022

Review Date: September 2023

Useful Definitions for Remote Education

- Remote education: A broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
- Digital remote education: Often known as online learning, this is remote learning delivered through digital technologies.
- Blended learning: A mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happen in class. The use of self-study materials can also be part of a blended learning approach.

Leadership of Remote Education

The Head teacher has overall responsibility for all aspects of learning in school, this includes remote education. Leadership and coordination of remote education is the responsibility of the Deputy Headteacher.

Our Rationale

In the event of a school closure, Heron Park Primary Academy is committed to providing continuity of education to our pupils and will do so through the process of remote education. While our remote education will have a strong emphasis on online teaching, it is likely that other activities, strategies and techniques will be used to enable a range of experiences for our pupils and in recognition of the fact that accessibility to technology may differ from one family to another.

Remote education may also be available in situations when pupils, in agreement with the school, have a period of absence but are able to work at home to some extent. Such circumstances may include pupils who need to self isolate, longer term illness or exclusion. This policy does not normally apply in the event of short-term pupil absence unless there are exceptional circumstances. There is no obligation for the school to provide remote education to pupils if parents/carers choose to take their child on holiday during term time or choose not to send their child to school as a precaution against an outbreak of infectious disease if this lies against official guidance.

Our Remote Education Curriculum

Heron Park Primary Academy ensures that our pupils are in receipt of the following learning each day, in line with DfE guidance, through the following approach:

Year group	Online learning provision
Nursery	<ul style="list-style-type: none"> ➤ Hard copy packs of learning activities are delivered to children. ➤ Nursery Facebook page is used to share stories and further ideas for learning activities. ➤ Key persons make regular phone calls home to children ➤ Parents submit photographs of children's learning to add to learning journals.
Reception	<ul style="list-style-type: none"> ➤ Children are given access to the Google classroom VLE website (for those who prefer a hard copy pack is available that covers exactly the same learning) ➤ 3 hours of learning/discussion prompts and supporting resources to be placed on to Google Classroom on a daily basis to match the teaching from within the school. ➤ Learning includes reading, writing, phonics, maths and topic. ➤ Class teacher to hold a live story time once a day and answer any questions about the learning activities. ➤ Children to be sign-posted through Google classroom to access a range of support materials e.g. videos from curriculum maestro or recommended by CLPE to support the days learning, Numbots, Read, Write Inc sessions and other activities suitable for EYFS learners e.g board games, cosmic yoga, Mini mash. ➤ Evidence of children's learning to be uploaded onto Tapestry. ➤ Work packs also available as additional support. Packs can be collected from the School Office and should be returned for marking and feedback.
KS1	<ul style="list-style-type: none"> • Children to be given access to the Google classroom VLE website. • 3 hours of teaching to be placed on to Google classroom on a daily basis to match the learning from within school. • Lessons are to include Maths, English, Reading and non-core subjects. • Class teacher to hold a 'live meeting' once a day to explain the lessons set within the classroom and address any problems that the children might have. • Children to be sign-posted through the Google classroom to access different revision websites e.g. TTRockstar or Numbots. • Work packs also available as additional support. Packs can be collected from the School Office and should be returned for marking and feedback.

KS2	<ul style="list-style-type: none"> • Children to be given access to the Google classroom VLE website. • 4 hours of teaching to be placed on to Google classroom on a daily basis to match the learning from within school. • Lessons are to include Maths, English, Reading and non-core subjects. • Class teacher to hold a 'live meeting' once a day to explain the lessons set within the classroom and address any problems that the children might have. • Children to be sign-posted through the Google classroom to access different revision websites e.g. TTRockstar or Numbots. • Work packs also available as additional support. Packs can be collected from the School Office and should be returned for marking and feedback.
-----	--

In school, careful planning ensures that our children access a broad and balanced curriculum. We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, when teaching Science, we have moved away from a practical element and focus on learning scientific theory due to lack of equipment at home.

We understand that clear communication of our remote education is critical to its success and we will ensure that our families are able to access information, support and guidance easily by having regular updates located within the google classroom. Class teachers hold a live meeting with the children on a daily basis. This allows the class teacher to be able to discuss any issues the children may have with learning. Guides and other key information are sent out to parents via Facebook or email. The live sessions are timetabled across the school to avoid families having more than one child requiring access to a shared device.

Initial Remote Education Offer

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. The children will be shown through the live meetings how to complete different tasks e.g. send messages, mute themselves etc.

The children will also be instructed how to hand in and submit their work for their class teacher.

Remote Education for Disadvantaged Children

With a significant proportion of our remote education offer requiring access to the internet through the use of a PC, laptop or tablet, we endeavour to support disadvantaged pupils by monitoring which children are able to access the learning through the Google Access log. Children who are not accessing work have a welfare call to see if there any issues which we can help to address. Access problems will then be supported remotely where appropriate.

The school have 52 Chromebooks which are available for disadvantage children to use whilst they are working from home. The Chromebooks have been allocated to the children who have been identified as being most at need by their class teacher and the senior leadership team.

If children are still not able to access an online provision, they are supplied a work pack by their class teacher. This work mirrors the classroom and google classroom provision. Where PowerPoints or Slides are used then paper copies with additional notes are provided. The work covers the full curriculum.

Remote Education for Children with Additional Needs

We recognise that some pupils, for example with special educational needs and disabilities (SEND), may not be able to access aspects of remote education without support from adults at home. Younger pupils may also find accessing remote education to be challenging. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support these pupils in the following ways:

SEND and vulnerable children are to be called on a more frequent basis by a member of the year group team. If it is deemed that a child is unable to access the work due to their academic level a work pack will be provided. The work pack will be specific to that the child's academic ability.

Younger children will be provided with a work pack to complete. Lessons and activities will still be placed on to the Google classroom with the focus being on activities that they can complete with their parent/guardian rather than working independently.

Assessment and Feedback

Staff will ensure that learning from remote education activities is assessed and, where possible and appropriate, feedback is provided. Staff will achieve this by asking the children to 'Hand in' their work. This will allow the class teacher to keep a register of who is completing their work. Teachers will highlight and praise the children's work on a regular basis through announcements within the Google stream and during the live sessions. In reception, evidence of activities undertaken will be uploaded onto Tapestry and teachers will respond to each entry, offering praise, encouragement and support as appropriate.

If staff identify, through assessment of learning, that a pupil is finding the learning difficult and needs further support, they will message the child directly through Google classroom. A member of the year group team will call the child and discuss the situation.

Engagement and Attendance

Pupils are expected to actively engage in the majority of the learning available to them. If the learning is too difficult or not accessible, either pupils or their parents/carers are expected to contact the school to request support.

While active engagement with remote education is hard to define and measure, as a school, we view active engagement as children signing into and completing Google classroom activities every day. Class teachers are completing a live session every day. It is expected that children sign into their live session and actively take part. When monitoring the engagement of individual pupils, we will apply a degree of flexibility over this definition in order to take into account individual circumstances.

Teachers and school leaders will regularly monitor and review each pupil's engagement with the remote education on offer. Where there are concerns over a pupil who does not engage with much or any of the learning (including, but not exclusively, online learning), this will be viewed as an attendance concern. In this first instance school will contact the family and identify barriers to attendance and endeavour to find ways to overcome them. We acknowledge that learning remotely may be challenging. Individual circumstances, for example siblings sharing devices or workspaces or the availability of parents/carers to support their children, may mean that remote learning is accessed at different times and in different ways.

If a pupil fails to engage meaningfully despite efforts to remove barriers and having carefully considered any extenuating circumstances, it may be referred to the school's Designated Safeguarding Team for further

investigation.

Safeguarding & Pastoral Care

School staff continue to have a duty to safeguard pupils even when they are not at school. Our school's Child Protection and Safeguarding Policy remains in place and, additionally, there is an addendum section that covers the unique circumstances required during a period of remote education. For further information, please refer to this policy and the addendum. In addition to this, further guidance is available in our Online Safety Policy (which also includes an addendum) and Acceptable Use Policy.

We recognise that in the event of pupils having to access learning through our remote education approach as they are not at school, this can have a significant impact on their mental health and well-being, particularly if this is sustained over a longer period. We also recognise that this can have a significant impact on the health and well-being of other members of a family, including children and adults. Our pastoral care approach aims to support both pupils and families during such times by maintaining links to the normality of everyday school life and providing support where needed. We achieve this by contacting the children on a weekly basis either on the telephone or through a live session. This allows the school to check in with the children and address any concerns. Children identified as vulnerable are contacted on a more frequent basis.

Data Protection

Accessing personal data

When accessing personal data for remote education, all staff members will:

- Access the data through our secure cloud service (Google).
- Staff members are only allowed to access personal data on a school device. All staff members have been allocated a laptop or Chromebook. To use whilst they are working from home.
- Have limited access to pupils' passwords.

Processing personal data

Staff members may need to collect and/or use personal data such as email addresses as part of the remote education system. As long as this access and processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. Staff are reminded that if they have access to personal data, it must not be shared with other members of the school community. For example, where emails need to be sent to more than one family, staff must use the BCC function. Personal data will not be used or shared for anything other than education purposes.

Keeping devices secure

All staff members and the school will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol).
- Ensuring the hard drive is encrypted on school devices – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device. This will be set up by the IT department.
- Making sure the device is locked when unattended or inactive for a period of time.

- Not sharing the device among family or friends.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest updates and ensure that automatic updates is turned on.

Expectations of Staff

To ensure effective and professional online teaching and learning, staff are expected to:

- Dress and interact in the same professional way that they would at school.
- If teaching from home, ensure that backgrounds are either neutral, blurred or an appropriate alternative background is used.
- Log in early to the session they are teaching.
- Ensure safeguarding and data protection expectations are followed at all times.
- When teaching an online lesson, set expectations for behaviour and interaction at the start of the session. This can be achieved by a clear 'Netiquette' page with clear expectations that the pupil needs to agree to access the lesson.
- When an online lesson has finished, staff will ensure that they are the last to leave the session and only when all pupils have logged off.
- If children or families need to be contacted through a phone call, a school telephone should be used if possible. If not possible, the 141 prefix is to be used.

Expectations of Pupils

When taking part in online learning, pupils are expected to:

- Be organised with deadlines, timekeeping and attendance.
- Dress appropriately for lessons.
- Follow behaviour and interaction expectations that have been set out at the start of the lesson. • Ask for help if needed.
- Keep any passwords safe and do not ask other pupils for their passwords.
- Work in a calm learning environment. Ensure that other devices and potential distractions are switched off. Other people in the household should not be visible and ensure that backgrounds are either neutral, blurred or an appropriate alternative background is used.
- Screenshots, photographs or recordings must not be taken unless they are agreed as part of the lesson.

Expectations of Parents/Carers

The effectiveness of our online learning will be optimised by appropriate and effective support from parents/carers.

- Ensure an organised approach to learning at home. It is important that parents, carers and children are all aware of the learning available. Try to plan each day with your child.
- Be positive at all times about all aspects of learning.
- Attend sessions with your child, particularly with younger children or children that need further support. If independence is appropriate for older children, monitor their engagement and attendance. • Provide support where requested if possible. Request support from the school if you do not understand an aspect of the

learning.

- Contact the school in the predetermined way if you have any questions or need support. • Monitor your child's interaction with the online teaching and learning to ensure they are behaving positively and are promoting safe Internet practice.
- Ensure your child is working in a calm learning environment without distractions.
- Screenshots, photographs or recordings must not be taken. Discussions and images related to online teaching must not take place on social media.

We recognise and acknowledge that organising a balanced home working and learning environment can be challenging. If parents/carers need support, they are invited to contact the school.