

Remote Education Policy for Greenside School

Agreed by Governors 13.1.21

To be reviewed every three years

1. Statement of School Philosophy

Greenside School is a learning community and has always strived to be creative, innovative and support our parents/learners 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 who aren't in school through use of quality live content, online and offline resources and teaching packs to support home learning
- Provide clear expectations members of the school community with regards to delivery 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 and support attendance

3 .Who is this policy applicable to?

- Any learner who 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.
- Any learner who is shielding due to medical vulnerabilities

Remote learning will be shared with families when they are absent due to Covid related reasons and those who are supported at home due to medical reasons other than Covid

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- A dedicated tutor who will oversee home learning and support class leads in the delivery of activities remotely
- Use of Recorded video (*or Live Video if used*) for Start Day registration, instructional videos and assemblies where applicable
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools

- Use of sensory spectacle, widget and other online tools/training to support staff and parents
- AAC created and delivered by Emma Covington

5. Home and School Partnership

Greenside 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.

Greenside School will provide any support and training parents would need to deliver home learning activities

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

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.

When providing remote learning (when at home as part of their bubble closure), teachers must be available between 9 and 3.30

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.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for the pupils in their classes in liaison with Krista where possible.
 - Weekly activities will be provided
 - Examples shared via evidence for 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.
- Keeping in touch with pupils who aren't in school and their parents:
 - If there are any concerns from parents, they should be contacted via phone to access whether school intervention can assist with activities, resources or engagement.
 - All parent/carer emails should come through a school email address (classleadname@...)

- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, Cpoms should be completed with a copy of the email and referred immediately to the DSL

Teaching Assistants

Teaching assistants must be available between 9-3.20

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 their class lead or SLT.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school inc 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 share activities
- 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

Learners and parents

Staff can expect learners learning remotely to:

- Participate in learning at their level (taking into account they are at home)
- Seek help if they need it, from class leads
- 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
- Seek help from the school if they need it
- Be respectful when making any 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
- Behaviour policy
- Child protection policy (and Covid annex)
- Data protection policy and privacy notices
- Online safety acceptable use policy