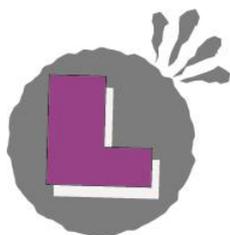# Remote Education Policy for Netley Abbey Junior School

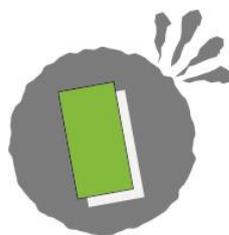## 1. Statement of School Philosophy

Our curriculum is delivered in line with the current statutory requirements of the National Curriculum. In addition, it is underpinned by our school's values and vision.

Communication   Learning   Improving Health   Community

At Netley Abbey Junior School we provide a broad curriculum with a balance of knowledge and skills. We strive to engage all pupils through purposeful and meaningful stimulus which aims to prepare them for life in an ever-changing world. We create a balance between what our pupils need to learn and what our rich locality can offer. Each year, pupils build on prior learning and are encouraged to make links to allow them to 'be the best you can be'. Our strategy for remote learning strives to continue this and provide a full and balanced curriculum for all.

2. 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

➢ Consider continued education for staff and parents (e.g. CPD, supervision and parent communication)

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

3 .Who is this policy applicable to?

➢A child *(and their siblings if they are also attending Netley Abbey Junior School)* is absent because they have received a positive test result or 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 Public Health England have advised that it is closed.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

• Online tools *(Google/Teams/Seesaw),* as well as for staff CPD and parent sessions
• Use of recorded video for morning welcome, instructional videos and assemblies

- Use of live video for staff CPD and parent sessions only
- Phone calls home where necessary
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of websites such as BBC Bitesize and Oak Academy

The detailed remote learning planning and resources to deliver this policy can be found on our website:

- Model Timetable and structure for remote learning

- Downloadable Printable Documents

5. Home and School Partnership

Netley Abbey Junior 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.

Netley Abbey Junior School will provide an information page for parents on the website to explain how to use Google Meets/Classroom and Seesaw.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Netley Abbey Junior School would recommend that each 'school day' maintains structure. We recognise that this will be different when learning remotely as well as different for different families, however, we will provide a suggested timetable for parents as a guide.

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 promptly. 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.

All children sign an 'Acceptable Use Agreement' at school which includes e-safety rules and this applies when children are working on computers at home.

6. Roles and responsibilities

Teachers

Netley Abbey Junior School will provide a refresher training session and induction for new staff on how to deliver remote learning.

When providing remote learning, teachers must be available during normal 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.

When providing remote learning, teachers are responsible for:

> Setting work:

- o Teachers will work within year teams to set work for the pupils in their classes. This includes those responsible for specialist teaching
- o The work set should follow the usual timetable for the class had they been in school, wherever possible
- o Work will be shared daily
- o Teachers will be setting work on *Seesaw or Google Classroom*

> Providing feedback on work: (see Appendix 1)

  o Reading, writing and maths work, all completed work submitted by 2pm will be guaranteed teacher feedback by the following morning. Where this is not possible *due to staff sickness for example* we will endeavor to achieve as close to this time scale as possible.

  o All other curriculum tasks that are submitted by 3.30pm will receive feedback by the following week.

> Keeping in touch with pupils who aren't in school and their parents:

  o 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.

  o All parent/carer emails should come directly to the class teacher via Seesaw or through the school Seesaw account seesaw@netleyabbey-jun.hants.sch.uk

  o Any complaints or concerns shared by parents or pupils should be reported to PALs in a timely manner– for any safeguarding concerns, refer immediately to the DSL

Teaching Assistants

Teaching assistants must be available during their contracted 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 assistant's who work with individual children must complete tasks as directed by the Associate Director of Teaching and Learning (SENCO). Teaching assistants who are class based must complete tasks as directed by their Progress and Attainment Lead.

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 through meetings with Progress and Attainment Leaders

> 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.

Computing Lead

The computing lead is 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 learning systems and flagging any data protection breaches to the data protection officer

> Assisting pupils and parents with accessing the internet or devices

The SENCO

Liaising with the ICT technicians 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 headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs

> Monitoring pupils who are working on a modified curriculum to ensure they are receiving a personalised, accessible curriculum

The School Business Manager

> Ensuring value for money when arranging the procurement of equipment or technology.

> Ensuring that the school has adequate insurance to cover all remote working arrangements.

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

> Alert teachers if they're not able to complete work

> Follow the pupils guidelines for remote learning when using Seesaw/Google Classroom (see appendix 2)

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 via the email seesaw@netleyabbey-jun.hants.sch.uk

> Be respectful when making any complaints or 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

> Data protection policy and privacy notices

> Online safety acceptable use policy

Appendix 1

Lesson Type	Expected Feedback	Timescale*
Reading Writing Maths	One written or audio comment for each lesson. One of these comments will be actionable, where the child will need to respond.	All work uploaded to Seesaw by 2pm will receive feedback by the following day.
All foundation subjects	One written or audio comment for each lesson.	All work uploaded to Seesaw by 3:30pm receive feedback by the following week.

*Where this is not possible *due to staff sickness for example* we will endeavour to achieve as close to this time scale as possible

Appendix 2

I will 'be the best I can be'.

I will upload my best piece of work for the activities set on Seesaw.

I will respond to my teacher's feedback each day.

I will follow SMART rules to keep myself safe online.

I will use the Netley Learning Model to become an independent learner, using the skills I know before asking an adult for help.

Appendix 3

9:00-9:15	9:15-10:15	10:15-10:30	10:30-10:45	10:45-11:00	11:00-11:45	11:45-12:00	12:00-1:00	1:00-1:15	1:15-1:45	1:45-2:15	2:15-3:15
Brain Warm Up	Daily Welcome English	BREAK	Brain Warm Up	TTRock Stars	Maths	Quiet Reading	LUNCH	PE	Reading	Thrive	Foundation