



## Remote Learning Policy

### Parents

### Eaton Bray Academy

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*Eaton Bray Academy is an inclusive school that aims to provide the best possible education for all pupils. Our strategy for remote learning promotes this.*

## **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 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)
- Support effective communication between the school and families and support attendance
- Consider teacher workload and wellbeing

## **Who is this policy applicable to?**

- A child (*and their siblings if they are also attending Eaton Bray Academy*) 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.
- The whole school if the decision is made that the school is required to close

## **Content and Tools to Deliver This Remote Education Plan**

Resources to deliver this Remote Education Plan include:

Whole school or bubble closure:

- Class Dojo
- Virtual lessons on a daily basis including:
  - Use of Recorded video for stories, assemblies and teaching inputs
  - Activities including worksheets, research projects and home activity ideas
  - Commercially available websites or subscriptions the school uses which are professionally designed for pupils e.g. White Rose
- Physical materials such as reading books, paper and writing tools where required
- Use of school subscriptions
- Phone calls home

Isolation of individuals:

- Virtual learning packs (printed where necessary and appropriate) on a weekly basis for individuals
- Physical materials such as reading books, paper and writing tools
- Use of school subscriptions

Learning resources provided will include for each day:

English

Maths

1 Topic Lesson (KS1)/ 2 Topic Lessons (KS2)

PE (twice per week)

A Story read to the children (combined where appropriate with guided reading

Phonics (KS1)

It is expected that each child will complete at least three hours of work (KS1) and four hours (KS2) where they are well enough to do so.

Work will be appropriate to the year group and be related to the topics which are being covered in the half term. It will follow the planning of the class, although it will be adapted where necessary to support remote learning.

## Home and School Partnership

Eaton Bray Academy 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.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would recommend that each 'school day' maintains structure and at least 3/4 hours of work is completed.

Suggested timetables are:

	KS1	KS2
9:00	Phonics	Guided reading/ Story
9:30	English	English
10:30	Break	Break

11:00	Maths	Maths
12:00	Lunch	Lunch
12:45	Topic (including PE)	Topic (including PE)
1:30	Individual Reading	Individual Reading
2:00	Learning through play	Topic (including PE)

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.

We recognise that parents also have other commitments at home, and that some days less may be completed, but other days will be more successful. We encourage parents to contact us regarding any difficulties they are having so that we can provide support.

Every effort will be made by staff to ensure that work is set promptly by 6pm the evening before. 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 Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

## Roles and responsibilities

### Teachers

When providing remote learning, teachers will be available daily to respond to concerns where they are able to work.

If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure. In this case when a bubble is closed a member of the Senior Leadership team will set appropriate work.

When providing remote learning, teachers are responsible for:

- Setting work:
  - Teachers will set work for the pupils in their classes. When a bubble/ whole school closes this will be on a daily basis. A 2 week pack will be provided when an individual is isolating.
  - Where parents choose not to send their child to school due to concerns a 2 week pack will be provided in the first instance. After this time an referral to the inclusion team will be made.
  - The work set should follow the usual timetable for the class had they been in school, wherever possible
  - Work will be set on class dojo
  - Pre-recorded video teaching should be provided where appropriate
- Providing feedback on work:
  - When work is returned to the class teacher feedback will be provided where needed to move the child on within 2 days.
- Keeping in touch with pupils who aren't in school and their parents:

- Contact should be made with each family each week. In bubble closures this will be by the SLT. In the event of whole school closures this will be allocated by the SLT and may include teaching staff.
- If there is a concern around the level of engagement of a pupil/s parents should be contacted to assess whether school intervention can assist engagement. This should initially be initiated by the class teacher within 5 days but if concerns persist this should be reported to a member of the senior leadership team.
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL

## **Teaching Assistants**

Teaching assistants should be available during their normal working hours.

If they are unable to work for any reason during this time, for example due to sickness they should report this using the normal absence procedure.

During the school day, teaching assistant must complete tasks as directed by a member of the SLT.

## **Senior Leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including monitoring of engagement and effectiveness through regular meetings with teachers, reviewing the work set and gaining 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.

## **The SENCO**

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
- Identifying the level of support

## **The office 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

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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- 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

## **Links with other policies**

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy