Remote Education Policy

Approved by:	Hardip Lawana	**Date:** Spring 24
Last reviewed on:	Spring 24	
Next review due by:	Spring 26	
Governing Board Signature:		

1. Statement of School Philosophy

Harmondsworth Primary has always strived to be creative, innovative and support our parents/children 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 (Inc. SEND) who aren't in school through use of quality online and offline resources
- 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

2. Remote learning for pupils

We will provide links to appropriate remote learning for pupils that are not able to attend school so that no-one need fall behind. In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents.

The Governing Board and Senior leadership team at Harmondsworth Primary School are fully aware that these are exceptional times and would like to make it clear that the completion of work is not compulsory and that this document seeks to inform and guide families and not impose expectations.

Each family is unique and because of this, should approach home learning in way which suits their individual needs. We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- Parents may be trying to work from home so access to technology as a family may be limited;
- Parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation;
- teachers may be trying to manage their home situation and the learning of their own children;
- systems may not always function as they should.

3. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 *(Google Classroom, Tapestry)*
- Use of Recorded video for uses such as: instructional videos and assemblies
- Phone calls home

- Printed learning packs
- Physical materials such as exercise books
- Use of websites/ platforms- BBC Bitesize, White Rose, Oak Academy, Times Tables Rockstars, Epic books, Spelling Shed, and Sing Up
- Remote interventions- Reading plus, Maths 123, 1:1 reading, 1:1 support with lessons

4. Teacher expectations: (See Appendix 1)

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.

Teachers will plan lessons and activities that are relevant to the curriculum focus for that year group and endeavour to supply resources to support tasks for home learners. Work for the week in English, Maths and other subjects will be posted on the 'Its Learning' website page.

- A class page on Tapestry (EYFS) or Google Clasroom (Years 1-6) containing all website links needed to access home learning resources along with clear information about the learning for that week. This will include reference to daily tasks for relevant subjects
- Links for suggested home learning for subjects other than English and Maths
- The ability for children to submit work
- Links to other recorded lessons e.g. The Oak Academy, White Rose which has pre-recorded lessons.
- Worksheets to accompany lessons
- Links to online learning resources such as Spelling Shed.

Parents can contact the school to ask for a 'paper pack'.

5. Family (pupil/parent/guardian) role

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. Harmondsworth Primary School would recommend that each 'school day' maintains structure. A suggested timetable will be put on the relevant class web page as a guide.
- If a class bubble is isolated, the children will be sent home with their home reading book in addition to a home learning exercise book – this is so that work that children complete at home can be kept safe, ideally in their exercise books, and can be brought back to school when safe to do so.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via 'Its Learning' or by contacting the school office. They should make clear which year group and subject the question relates to.
- We would encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include finding an appropriate place to work and, to the best of their ability, supporting 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 on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions will be made available (e.g. paper copies of work). These will be discussed on case-to-case basis.

6. Remote teaching for staff who are self-isolating

If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence.
- Following contact with school, the school may set up a referral to Occupational Health to support that individual.
- It is expected that staff get tested. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.
- Whilst self-isolating, and if able to do so, non-teaching staff will be given an individual project to work on which is line with whole school improvement priorities or asked to support with the online learning provision for their year group. These projects will be communicated by the Senior Leadership Team and will be allocated on a case-by-case basis.
- If unwell themselves, teachers will be covered by another staff member for the sharing of activities. Communication and planning during this time will not be undertaken until the teacher is fit to work.

7.The SENDCO will:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Head teacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Arrange for outside agencies (e.g. Speech therapist, Occupational Therapist) to support pupils.
- Support SEND pupils to access remote learning.

8. Links with other policies and development plans

This policy is linked to our:

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

Appendix 1	Self-isolation/ shielding	School/bubble closure
'It's Learning' offer:	• Teachers will upload plans and resources for daily work when necessary.	• Daily tasks and a range of resources will be uploaded each day in English, Maths and other subjects. • Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children • Key stage 2: 4 hours a day
Feedback:	• Teachers will provide feedback on its learning where children have submitted work • When children return to school feedback will be provided in the child's exercise book.	• Teachers will provide feedback to children via its learning where children have submitted work. • Teachers can also provide feedback through the discussion pages. • Teachers/support staff provide feedback through weekly phone calls. • When children return to school feedback will be provided in the child's exercise book.
Pre-recorded contact and lessons.	• Teachers will not provide pre-recorded videos as they will be teaching a full timetable at school. • The school will use The 'Oak Academy' resources.	• Teachers will provide pre-recorded videos weekly. This could be: a demonstration of a math's method, a phonics input, reading a poem or modelling some writing. • Teachers will provide narrated power points and audio clips to support learning. • Teachers will also use the other pre- recorded lessons such as the 'Oak Academy' and 'White Rose' etc. to provide pre- recorded lessons.
Communication	• Teachers will respond to parental concerns via email, the	• Teachers will communicate daily with parents through its

	phone or through its learning within 2 working days. • Teachers are not expected to respond to parents outside of working hours 8am-5pm.	learning. • Teachers will call Parents/Carers once a week. • Support staff will call Parents/Carers and pupils to support with learning where • Teachers will hold weekly Zoom 'check in' lessons • Outside agencies will continue to support Pupils/Parents Carers via phone calls, Zoom and through resources • The Family Support worker will provide support • The school will take a flexible approach when communication with families about engagement (See EEF link)
Engagement	• Teachers will monitor pupil's engagement in remote learning. • Parents will be kept up to date with this information • If there are issues with engagement a support plan will be put into place	• Teachers will monitor pupil's engagement in remote learning. • Parents will be kept up to date with this information • If there are issues with engagement a support plan will be put into place