George Grenville Academy

Remote Education Policy

October 2020

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1. Ethos

George Grenville Academy has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful, meaningful, creative and broad. At Grenville, our curriculum aims to:

- Ignite curiosity and form links across the curriculum
- Develop pupil's creativity and confidence
- Develop pupil's resilience
- Encourage independence
- Provide new and exciting opportunities to develop skills and knowledge
- Build on previous knowledge and skills to equip each child as they move forward in their educational journey

Our strategy for remote learning aims to continue this.

2. Aims

This Remote Education Policy aims to:

- Ensure continuity of learning and the curriculum for all pupils in the event of pupils needing to self-isolate or a local/national lockdown
- Ensure consistency in the approach to remote learning for all pupils (including SEND) who aren't in school, through use of quality online and offline resources and teaching videos
- Provide clear expectations to the members of the school community with regards to delivery high quality interactive remote learning
- Support effective communication between the school and families and support attendance
- Provide appropriate guidelines for data protection

3. When is this policy applicable?

The remote learning plan will be applied in the following instances:
1. Individuals are self-isolating because of a positive test or symptoms within the household; they are demonstrating symptoms; they have been identified as a contact by NHS Test & Trace.
2. A class or year group bubble are self-isolating because of a positive case within a bubble.
3. There is a local or national lockdown where the school is closed for all pupils except key workers and vulnerable pupils.

The plan complies with the expectations and principles outlined in the DFE document Guidance for Full Opening of Schools and is guided by the following principles.

4. Principles for Remote Learning

- Children will receive learning opportunities for a range of subjects each day.
- Learning will be aligned with our current curriculum.
- High quality explanations will be made by the teacher using live Zoom sessions, pre-recorded videos and presentations, Oak National Academy content or BBC Bitesize links.
- Work will be checked through uploads to the class email address, Purple Mash or during zoom meetings.

- Lessons will be of the equivalent length of a normal school day, although brain breaks and wider opportunities will also be planned in as the school recognises that some children may find it more challenging to concentrate when learning remotely.
- Adapted resources will be provided to support pupils with additional needs – using content created by the school and supplemented with Oak National content.

5. Content and Tools to Deliver the Remote Education Plan

Resources to deliver this Remote Education Plan include:

- The online platforms for EYFS, KS1, KS2 is currently Purple Mash and Zoom. The school will be investing time into training staff and pupils on the use of Seesaw and this will roll out into our remote learning plan when this practise is more widely used.
- Additional resources that will be used include: BBC Bitesize, National Oak Academy, Times Tables Rockstars, LanguageNut, and online reading libraries.
- Use of live video conferencing via Zoom – registration, teaching input, assemblies, PSHE and story-time
- Use of recorded video/presentations for instructional videos, story-time and assemblies
- Phone calls home
- Printed resources
- Physical materials such as story books and writing tools

6. Home and School Partnership

George Grenville 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.

George Grenville Academy will provide an online training session and induction for parents on how to access remote learning platforms the school are using where appropriate.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. We recommend the structure outlined in the timetables.

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 will be supported with alternative solutions. These will be discussed on case-to-case basis.

We encourage parents to follow the advice outlined in the 'digital 5 a day' framework https://www.childrenscommissioner.gov.uk/digital/5-a-day/ which provides practical steps to support a healthy and balanced digital diet.

All families sign an e-safety agreement and this applies when children are working on computers at home.

7. Roles and responsibilities

Headteacher
- Set the strategic direction and expectations related to remote learning
- To ensure that all policies are in place and provision is in place for all pupils.
- Ensure that training and support is in place for all staff and that they are familiar with using the various platforms.
- Maintain regular and clear communication with staff, pupils and parents.
- Carry out regular surveys with stakeholders and adjust course if necessary.
- Prepare and lead assemblies and story-time session.

Deputy Headteacher and Designated Safeguarding Lead (Headteacher and Deputy Headteacher)
- Support the HT with the points above.
- Set the strategic direction with regards to safeguarding and support for vulnerable pupils
- As DSL manage and deal with all safeguarding concerns.
- Ensure that appropriate support and provision for vulnerable pupils is in place and monitor this.

Team Leaders
Alongside any teaching responsibilities, senior leaders are responsible for:
- Co-ordinate the remote learning approach across their team - including monitoring of engagement.
- Monitor the effectiveness of remote learning in their team – through regular meetings with teachers, 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
- Prepare and lead assemblies and story-time sessions for their team.
- Monitor support for vulnerable pupils and pupils with additional needs.

The SENDCO
- Liaising with the ICT technician to ensure that the technology used for remote learning is accessible 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.
- Supporting staff with the identification of the level of support required for pupils with additional needs.
- Supporting staff to adapt resources and ensure appropriate provision is in place for pupils with additional needs.
- Oversee any additional support – phone-calls; additional Zoom sessions etc. – that is in place for pupils with additional needs and monitor this.

Teachers
These are the responsibilities if a whole bubble isolates or we go into a local or national lockdown. If individuals are self-isolating, then teachers will follow the guidance laid out in the Remote Learning Plan.

When providing remote learning, teachers will be available between 8:30am and 3:30pm on their working days

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:

- To set work and provide feedback.
- To keep weekly telephone contact with pupils in the class. (This is to be a shared responsibility if there are more than one sibling in the school.)
- To use CPOMS and usual safeguarding procedures where there is a concern.

Support Assistants
Support assistants will be available for their normal working hours.
During the school day, the learning assistant will:
- prepare materials to support pupils with additional needs;
- support the engagement of pupils;
- support in teachers in live sessions;
- where possible, support with online 1:1 reading;
- if appropriate, prepare short pre-recorded videos for identified pupils or story-time sessions for the class.

Office Team
- Order FSM vouchers online if applicable
- Send DFE return if applicable
- Check emails and signal any concerns/communication to the relevant member of staff

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
- 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

8. Links with other policies

This policy is linked to our
- Safeguarding Policy
- Behaviour Policy
- Data protection policy and privacy notices
- E-Safety Policy