



Lime Tree Primary Academy

Remote Education Policy

Policy Version			
Date	Document Version	Document Revision History	Document Author / Reviser
20.11.20	Version 1	New Requirement. Approval sought at Teaching and Learning Committee 26.11.20	Clare Larkin

This policy will be reviewed every 12 months or in light of a change to local and Government legislation.

The Dunham Trust's Vision, Aims and Ethos

Together we will

Challenge the ordinary

Promote individuality

Be advocates for change

Across our schools we encourage cross-collaboration and the sharing of best practice. We believe that we are able to help our schools and their young people to aspire to, and achieve, success. We are committed to ensuring that every child and young person has a pathway to succeed and that:

- gives the best possible start in life
- equips them with creativity, spirit and confidence
- enables individuals to appreciate life and equip for further learning
- supports the child in becoming a responsible citizen and contribute to the local community
- celebrates the individual

The Dunham Trust aims to contribute positively to the self-improving school-led system in education across this locality. We believe in true collaboration; working in partnership, investing in people and building capacity for long term, sustainable success. There is both the expectation and opportunity for collaboration across individual Trust schools.

The five schools in The Dunham Trust are:

Acre Hall Primary School

Barton Clough Primary School

Elmridge Primary School

The Orchards Special School

Lime Tree Primary Academy

The Dunham Trust is a growing Trust with very clear educational aims and expectations. One of The Trust's primary aims is to transform the schools within The Trust into sustainable learning communities. We want to create a community of good and outstanding schools with the highest aspirations. The skills and expertise that exist within The Trust will ensure that our academies and young people aspire to, and achieve, success. We achieve this through a well-structured School Improvement Programme which is supported by The Trust's two Teaching Schools.

Lime Tree Primary Academy - Remote Education Policy

1. 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 the use of quality online and offline resources and remote teaching sessions where appropriate
- Provide clear expectations for members of the school community with regards to the delivery of 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 events)
- Support effective communication between the school and families and support attendance

2 . Who is this policy applicable to?

- A child (and their siblings if they are also attending Lime Tree Primary Academy) is absent because they are awaiting test results, the household is required to self-isolate, and the rest of their school bubble are attending school 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.
- Unavoidable whole school closure related to Covid-19.

Remote learning will be shared with families when they are absent due to Covid related reasons.

3. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 (for example google classroom, Family, MyON, Oak academy, Espresso, Active learn, accelerated reader and TT Rockstars), as well as for staff CPD and parent sessions
- Use of Recorded video for instructional videos and assemblies via vimeo
- Phone calls home
- Printed learning packs are available in the following circumstances:
 - Pupil is isolating because a member of their household has COVID-19
 - Bubble is isolating because the teacher has COVID-19
- Physical materials such as CGP books, story books and writing tools if they are not available in the family home

- School owned laptops/ipads, dongles and wifi sim cards which have been obtained from the DFE as part of Remote Education provision

Please refer to Safeguarding and Child Protection Policy Covid 19 addendum; E safety addendum and 'safe and well checks – useful questions' documents for further details.

4. Home and School Partnership

Lime Tree Primary 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. Lime Tree Primary Academy would recommend that each 'school day' maintains a similar structure to a day at school.

We 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 must contact school promptly and alternative solutions may be available. These will be discussed on case-by-case basis.

5. Roles and responsibilities

Teachers

Lime Tree Primary Academy will provide a refresher training session and induction for new staff on how to use google classrooms and other online tools. In order to make any move to online learning for a class 'bubble' as smooth as possible, and also to be able to provide online learning in a timely manner for any individual pupils who need to isolate, some resources will be prepared in advance. In the event of a school or 'class bubble' closure, when providing remote learning, teachers must be available between 8.30 am and 3.30pm Monday to Friday.

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.
 - The work set should follow the daily timetable:

EYFS

The daily timetable will include:

- One phonics activity recorded each day
- Maths
- Reading
- Writing
- An activity linked to one of the other areas

KS1

The daily timetable will include:

- One phonics activity recorded each day
- Maths
- English
- An activity linked to one of the other subjects

KS2

The daily timetable will include:

- One live recorded activity each day
- Phonics if needed
- SPAG (Spelling/ punctuation and grammar)
- Maths
- English
- Two activities linked to the other subjects

- Providing feedback on work:
 - Pupils can send any completed work privately to teachers via google classrooms. Teachers will respond to work daily within school hours privately.

- Teachers will have a chosen one-hour clinic time each day where they will access their emails and messages.

- Keeping in touch with pupils who aren't in school and their parents:
 - Pupils can message their class teacher via google classroom to ask for support with their learning. Teachers will post a check in video at the beginning and end of the week where they will share any successes and celebrations from the week. Teachers will also upload daily videos where they will model or teach the English and maths or phonics activities set for the day.
 - Parents are able to contact the school via telephone, the school admin email address or via google classrooms. Where a pupil is self-isolating on medical ground for a significant period of time, contact will be made via telephone on a weekly basis to monitor learning and provide support if needed.
 - Pupils identified as vulnerable will be contacted by the Senior Leadership Team on a weekly basis and support offered as necessary.

- Teachers will make contact with children via the telephone once every two weeks to check in on well-being and offer support with home learning.
- 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 must be available between 8.45 and 3.30 pm if they are full time staff. If part time staff then available hours will reflect this.

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 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 inc daily monitoring of engagement.
- Monitoring the effectiveness of remote learning –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 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 if required

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 SLT and other organisations to make any alternate arrangements for pupils with EHC plans and IEPs

The Finance Officer

- 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

7. Links with other policies and development plans

This policy is linked to our:

- Safeguarding and Child protection policy (see also separate Covid 19 addendum)
- Behaviour policy (see also separate Covid 19 addendum)
- Data protection policy and privacy notices
- E safety acceptable use policy (see also separate Covid 19 addendum)

Monitoring and review

The implementation of this policy will be monitored by the Head of School, who will make an annual report to the Local Governing Body of that school.

This document will be reviewed every **12** months, but may be reviewed and updated more frequently if necessary.

Head of School:	Clare Larkin	Date:	26 th November 2020
Chair of Governing Body:	Dan Jagger	Date:	26 th November 2020