



St Margaret's Anfield CE Primary School

NAME OF POLICY: Remote Education Policy

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PRODUCED BY: J Marsh

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Introduction

At St Margaret's, our school vision, '**Jesus said, "Love one another as I have loved you" John 13:34. Therefore, by faith and work, be the change you want to see.**' captures our belief that through love, our children can **be the change** for the future, through hard work and dedication. We have always strived to achieve a curriculum that supports children '**By faith and work**' and this will continue to underpin our curriculum intent as we approach delivering remote education.

Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils who are not in school through use of quality online and offline resources.
- Include continuous delivery of the school curriculum, as well as support of Health and Well-Being and Parent support.
- Support effective communication between the school and families and support attendance.
- Provide clear expectations of members of the school community with regards to delivering high quality interactive remote learning.

Who is this policy applicable to?

- A child (and their siblings if they are also attending St Margaret's Anfield) who 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.
- Children not attending school due to a national lockdown.

The remote curriculum

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

- In the first day of children being sent home, they will be provided with a work pack. This pack will contain consolidation activities, based on skills that your child is currently working on in school.
- This will consist of English Reading/Grammar, Maths and one other subjects for **up to 5** days.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

- Wherever possible and appropriate, we teach the same curriculum as we would deliver in school.
- Some changes may be need to be made in subjects such as Science and P.E where we would occasionally require specific resources that we can only provide in school. When this is the case, we will suggest alternative activities that can be adapted so that it is accessible at home.



Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

Following government guidance, Primary aged children should spend approximately 3-4 hours a day on their remote learning tasks. We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

<u>Setting</u>	<u>Total advised time</u>	<u>Recommended time spent</u>
Early Years and Key Stage 1	3 hours a day on average across the cohort, with less for younger children	<ul style="list-style-type: none">• 20(min) Phonics re-visit/new sounds• 20(min) Practising new sounds• 10(min) Handwriting• 20(min) Reading• 10(min) Daily exercise• 20(min) Maths lesson• 20(min) Maths activity• 10(min) Basic skills• 20(min) Other lesson• 20(min) Other lesson activity• 10(min) Daily Worship
Key Stage 2	An average of 4 hours per day.	<ul style="list-style-type: none">• 10 (min) Word of the week• 5 (min) Grammar warm-up• 25 (min) English lesson• 25 (min) English task• 20 (min) Reading• 10 (min) Daily exercise• 25 (min) Maths lesson• 25 (min) Maths activity• 25 (min) Basic skills• 25 (min) Other lesson• 25 (min) Other lesson activity• 10 (min) Reflection of work and feedback• 10(min) Daily Worship

Accessing Remote Education

How will my child access any online remote education you are providing?

- In Early years, remote education will be provided through SeeSaw. Weekly home learning maps will also be posted to the school website to encourage children to use Phonics and Maths at home.
- In Key Stage 1 and 2, remote education will be provided through SeeSaw and Microsoft Sway.



- Microsoft Sway will be used as a platform for children to access their recorded lessons and video links. Activities will be linked to SeeSaw which will be used as the interactive platform between the child and the year group teacher working remotely.

Parents will be emailed daily with notifications that their child's daily learning lessons and tasks are ready on SeeSaw and Microsoft Sway. This email will be sent by 9.15am. This will also be available via the school website Remote Learning tab.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Paper packs will be available from the first Monday of every week. These packs will mirror as closely as possible what is being delivered online that week. Packs will be returned the following Monday when a new pack will be available for collection.
- Subject to availability, devices may be loaned from the school. For this, a parent should contact the office to enquire.
- If a device is available, a parent/carer will sign a Loan Agreement which will outline the terms of: Damage/loss, Unacceptable use, Personal use, Data protection, Return date and Consent.

For more information on the loan of devices, contact the school office via telephone: 0151 260 5522 or email: admin@st-margaretsanfield.liverpool.sch.uk

How will my child be taught remotely?

We use a range of approaches when teaching remotely, consisting of:

- Pre-recorded lessons/Audio by our and other teachers
- Microsoft forms/quizzes
- Editable documents on SeeSaw
- Sharing class reading books
- MyMaths - Years 1-6
- Numbots - Years 1-2 (other year groups if appropriate)
- TTRockstars – Years 1-6
- Oxford Reading Owl
- Read Write Inc sound videos
- Bug Club
- Purple Mash
- Accelerated Reader

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?



- When a child is accessing online learning, we expect them to engage daily by signing the year group register and accessing the online resources available.
- We expect parents/carers to support children (particularly younger children) in completing work set by the teacher.
- Where possible, we expect parents/carers to establish a daily routine with their child(ren) to that supports their education.
- When a child is accessing a paper-pack, we expect parents/carers to engage weekly to pick up/hand in a work pack.

Teachers will also use this register to assess children's 'roar score' as a way to monitor well-being. If there is a concern, the teacher will contact the parent/carer to discuss how the child can be supported.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Work submissions will be monitored daily. If a child that is accessing online learning does not engage with a full day's learning, the teacher will email the parent/carer to check in. See [engagement procedures](#) for steps for further lack of engagement.
- If there is no email for parents/carers, the teacher will phone home to discuss any concerns.
- Any further concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL.

Engagement procedures:

Following 1 day of no engagement, the teacher will send an email.

Following 2 days of no engagement, the teacher will send a second email.

Following 3 days of no engagement, the teacher will phone home.

Following 4 days of no engagement, the teacher will send a letter to parent/carer.

Following this and a further non-engagement, this will be reported to SLT and DSL as a safeguarding concern.

How will you assess my child's work and progress?

Feedback and assessment is carried out in a range of forms when working remotely.

- Teachers will deliver **daily** verbal feedback during their 'Good Morning' video to the children. They will make comments on what the children have done well and which areas can be improved. The teacher may use this opportunity to re-teach some aspects of the previous day's activities.
- All work submitted via SeeSaw will be acknowledged with a 'like' by the teacher. Comments might also be made by the teacher or another member of staff e.g. SLT.
- Where a misunderstanding can be seen, teachers may give individual comments to work and ask the child to re-submit the task after editing. If the teacher deems it necessary, they may arrange a phone call to guide a pupil step-by-step through a misconception.
- Quizzes completed via Google forms may give children instant feedback.
- MyMaths will give children instant feedback. This may be followed up by a comment by the teacher.

Additional support for pupils with particular needs



How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with EAL, or special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- For children who are working below age related expectations, we will provide work that is appropriate to the level that the child is working at in school.
- For EAL children, we will offer language specific Sway learning platforms which will also be available in paper-pack form.
- We will support by signaling parents to extra websites and interactive online resources that will engage their child.
- Support is also available from our EAL teacher and our SENDCo

We would ask parents/carers to contact their class teacher if they are concerned about the activities that their child is being set online or in paper form. We will work with parents/carers to support their child(ren) in any way we can.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

- When an individual child is isolating, work will be delivered via a paper-pack.
- Child(ren) isolating in Years 1-6 will still have daily MyMaths activities set.
- Parent/carers may choose to share work through a photograph to SeeSaw or to the class email address to receive feedback from the teacher.
- The paper-pack provided will consist of pre-taught activities that the child can work through to consolidate prior knowledge and misconceptions. Any 'new' learning, in line with class-based activities, will come with a guide / support.
- Any questions/queries about the paper pack can be sent to the child(ren)'s class email.

Home and School partnership

- St Margaret's 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.
- St Margaret's will provide a pre-recorded online training session for parents on how to use Microsoft Sway and forms as appropriate and where possible, provide personalised resources.
- Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school (using their class email in the first instance)



promptly and alternative solutions may be available. These will be discussed on a case-by-case basis.

- We have 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

Mrs J Marsh will provide a refresher training session and induction for new staff on how to use Microsoft Sway and SeeSaw.

Teachers

When providing remote learning, teachers are responsible for the following:

Setting work:

- Teachers will set work for the pupils in their classes.
- The work set should follow the usual timetable for the class had they been in school wherever possible.
- Teachers in Nursery will be setting work on Seesaw.
- Teachers in Reception will be setting work on Seesaw.
- Teachers in Year 1 and 6 will be setting work on Microsoft Sway and SeeSaw.

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work by a given 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 via the class email address or visit the class page for useful websites.
- Be respectful if making any concerns known to staff.
- If accessing work via paper packs, return work packs when collecting a new one.

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