



Remote Education Policy

February 2021

(This version from 12.2.21)

Review Date: March 2021



Contents

Useful Definitions for Remote Education	3
Leadership of Remote Education at Oakwood Primary Academy	3
Our Rationale	3
Our Remote Education Curriculum	4
Initial Remote Education Offer	6
Remote Education Offer for Disadvantaged Pupils	6
Remote Education Offer for Pupils with Additional Needs	7
Engagement and Attendance	8
Safeguarding and Pastoral Care	8
Data Protection	9
Expectations of Staff	10
Expectations of Pupils	10
Expectations of Parents and Carers	11

Useful Definitions for Remote Education

- Remote education: A broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
- Digital remote education: Often known as online learning, this is remote learning delivered through digital technologies.
- Blended learning: A mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happen in class. The use of self-study materials can also be part of a blended learning approach.

Leadership of Remote Education

The Head of School has overall responsibility for all aspects of learning in school, this includes remote education. Leadership and coordination of remote education is the responsibility of Mr Joshua Paramor, Deputy Headteacher.

Our Rationale

In the event of a school closure, Oakwood Primary Academy is committed to providing continuity of education to our pupils and will do so through the process of remote education. While our remote education will have a strong emphasis on teaching through online resources, it is likely that other activities, strategies and techniques will be used to enable a range of experiences for our pupils, and in recognition of the fact that accessibility to technology may differ from one family to another.

Remote education may also be available in situations when pupils, in agreement with the school, have a period of absence but are able to work at home to some extent. Such circumstances may include; pupils who need to self-isolate, longer term illness or exclusion. This policy does not normally apply in the event of short-term pupil absence unless there are exceptional circumstances.

There is no obligation for the school to provide remote education to pupils if parents/carers choose to take their child on holiday during term time or choose not to send their child to school as a precaution against an outbreak of infectious disease if this lies against official guidance.

Our Remote Education Curriculum

At Oakwood Primary Academy, we will continue to ensure that our curriculum remains broad and balanced, teaching a range of subjects. Our expectations of all pupils are high are; as a school, we will provide an education that we expect all pupils to engage with – education is not optional.

We will provide a blend of online lessons, which can be accessed electronically, pre-recorded instructional videos and paper-based copies (work-packs), available weekly.

We are therefore committed to providing the following learning each day, in line with DfE guidance:

- Pupils in Reception and Key Stage 1 will receive access to daily lessons which equate to a minimum of **three hours**;
- Pupils in Key Stage 2 will receive access to daily lessons which equate to a minimum of **four hours**.

The following approach to remote learning will be used through to ensure that we meet this commitment:

Year group	What will learning in English look like?	What will learning in Maths look like?	What will learning in the wider curriculum look like?
Reception	Online links to daily RWI phonics activities Daily handwriting practise Daily Literacy activities delivered through the Talk 4 Writing 'packs'	EYFS Framework, for the delivery of: Number and Shapes Space and Measures	EYFS Framework – Understanding the World / Expressive Arts and Design Purple Mash assignments
Y1/2	Online links to daily RWI phonics activities English writing lessons delivered through Talk 4 Writing 'packs', with instructional videos prepared by teachers Daily Handwriting and spelling practise Daily reading tasks linked to DSR approach Purple Mash assignments	Maths lessons are delivered through the Oak National Academy, and are aligned to the school's AET termly Maths curriculum. Purple Mash assignments	Wider curriculum lessons are delivered through the Oak National Academy – Art / Geography / History / Science, and are aligned to the school's curriculum plan (Cornerstones / Science Bee) Purple Mash assignments Other activities, links and year group challenges, as planned by year groups Once weekly Sussex Music School lessons Once weekly Premier Sports – PE at Home Once weekly Jigsaw / RE lessons
Y3/4	English writing lessons delivered through Talk 4 Writing 'packs', with instructional videos prepared by teachers Short-burst writing activities	Maths lessons are delivered through the Oak National Academy, and are aligned to the school's AET termly Maths curriculum TT Rockstars	Wider curriculum lessons are delivered through the Oak National Academy – Art / Geography / History / Science, and are aligned to the school's curriculum plan (Cornerstones / Science Bee)

	<p>Purple Mash assignments</p> <p>Daily reading tasks</p> <p>Spelling, punctuation and grammar</p>	<p>Purple Mash assignments</p>	<p>Purple Mash assignments</p> <p>Other activities, links and year group challenges</p> <p>Once weekly Sussex Music School lessons</p> <p>Once weekly Premier Sports – PE at Home</p> <p>Once weekly Jigsaw / RE lessons</p> <p>Once weekly Spanish lessons</p>
Y5/6	<p>English writing lessons delivered through Talk 4 Writing ‘packs’, with instructional videos prepared by teachers</p> <p>Short-burst writing activities</p> <p>Daily reading tasks</p> <p>Purple Mash assignments</p> <p>Spelling, punctuation and grammar</p>	<p>Maths lessons are delivered through the Oak National Academy, and are aligned to the school’s AET Maths termly curriculum</p> <p>TT Rockstars</p> <p>Purple Mash assignments</p>	<p>Wider curriculum lessons are delivered through the Oak National Academy – Art / Geography / History / Science, and are aligned to the school’s curriculum plan (Cornerstones / Science Bee)</p> <p>Purple Mash assignments</p> <p>Other activities, links and year group challenges</p> <p>Once weekly Sussex Music School lessons</p> <p>Once weekly Premier Sports – PE at Home</p> <p>Once weekly Jigsaw / RE lessons</p> <p>Once weekly Spanish lessons</p>

In school, careful planning ensures that our children access a broad and balanced curriculum. We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example,

- i) The teaching of Maths lessons will use resources provided by the Oak Academy. Where it is possible, these will be aligned to the school’s AET Maths Mastery curriculum.
- ii) The teaching of Reading in Key Stage 1 will use the principles of DSR. In school, these lessons may be adapted so that pupils can be grouped in an appropriate way as possible.
- iii) The school will use Talk 4 Writing home-learning resources to deliver a writing curriculum at home, which is closely aligned to the school’s writing curriculum.
- iv) Teaching practices and principles may require videos / modified instructions so that activities can be modelled when children are learning remotely at home.

We understand that clear communication of our remote education is critical to its success and we will ensure that our families are able to access information, support and guidance easily by:

- Communicating our approach to remote learning with our parents and carers, through letters and updates.

- Sharing our 'Remote Education' policy on the school website.
- Being available by email (and by telephone, where this is possible).
- Having the school site accessible so that parents can collect and hand-in paper-based copies of remote learning.
- Making weekly welfare calls with all of our parents/pupils.
- Making additional telephone calls to pupils with EHCP plans, those considered vulnerable, and where we have been unable to make sustained contact with our families.
- Gathering information about remote learning routines.
- Listening to parents and overcoming concerns by e.g. responding to questions about remote learning activities / providing electronic devices and WiFi vouchers.

Initial Remote Education Offer

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

In the first instance, we will provide a blended approach of:

- a) Purple Mash assignments and / or links to online phonics activities (depending on the age of the pupils)
- b) Links to Oak Academy resources e.g. for the teaching of English / Maths
- c) Paper-based activities (should these be requested) to pupils.

Where a child / bubble is self-isolating, our initial remote education offer will last for the number of days required to self-isolate from school (10 days) and will provide access to activities that would reflect the learning undertaken in class.

This will be provided by teachers and be made available on the child's first day of self-isolation.

Remote Education for Disadvantaged Children

With a significant proportion of our remote education offer requiring access to the internet through the use of a PC, laptop or tablet, we endeavour to support disadvantaged pupils by:

- Providing electronic devices to those families where there is need.
- Providing access to online connectivity e.g. through WiFi vouchers, wireless routers or boosters.
- Providing printed copies of learning (where requested).

As a school, we will keep a record of those pupils who are and who are not engaging with remote education. We will record against demographic information, including whether a pupil is considered to be disadvantaged / entitled to Free School Meals.

Should the barriers to remote learning not be overcome, the school may decide to offer a place at school to disadvantaged pupils, and may apply the DfE's guidance for identifying vulnerable pupils.

Remote Education for Children with Additional Needs

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

Supporting Pupils with Additional Needs:

- Providing spaces at school for our most vulnerable pupils, including those pupils who may have an EHCP plan.
- Establishing effective communication between home and school so that parents can talk about the challenges of remote learning.
- Support provided by the Inclusion Leader.
- Providing additional task booklets.
- Providing additional resources and interventions (such as speech and language activities) to support with remote-learning activities.
- Practicing of basic skills.
- Where those pupils have an EHCP, and are not attending school, provision will be differentiated in order that progress for these pupils can be made.

Supporting Younger Pupils

- Setting tasks which are age-appropriate and link to the Early Years framework.
- Setting tasks which are open-ended, where appropriate.
- Providing links and tasks related to the teaching of early reading e.g. RWI Phonics videos.
- Practising of basic skills, such as daily writing / letter formation / recognising numbers.
- Providing clear and precise explanations to pupils and their parents.
- Frequent and regular feedback on pupils' progress.

Assessment and Feedback

Staff will ensure that learning from remote education activities is assessed and, where possible and appropriate, feedback is provided. Staff will achieve this by:

- Having one teacher in the year group, who is working remotely, available by email, daily, between the hours of 9.00am and 3.15pm.
- Giving feedback to English and Maths work submitted by email.
- Giving feedback to English and Maths work submitted to the school.
- Reviewing access to Purple Mash assignments and providing feedback.
- Reviewing access to Tapestry (EYFS) assignments and providing feedback.
- Reviewing access to Times Table Rockstars.

If staff identify, through assessment of learning, that a pupil is finding the learning difficult and needs further support, the school will:

- Adapt and amend remote learning activities, by offering varied fluency questions or additional resources, or providing bespoke tasks.
- Respond to email queries and questions, promptly.

- Expecting pupils to submit evidence of pieces of English and Maths work, either by email or by person, handing work into the School Office.
- Use welfare calls to support pupils and parents through remote learning activities.

Engagement and Attendance

Pupils are expected to actively engage in the majority of the learning available to them.

Education is not optional.

If the learning is too difficult or not accessible, either pupils or their parents/carers are expected to contact the school to request support.

- We will record how actively pupils engage in their learning.
- We will complete a weekly 'Engagement Register' for every pupil, regardless of whether they are receiving education at school or at home.

While active engagement with remote education is hard to define and measure, as a school, we view active engagement as:

'Our minimum expectation of all pupils is that they complete daily English and daily Maths lessons (10 pieces of work a week), and that evidence of this learning is submitted to the child's class teacher. We expect our parents to actively engage when we communicate with them.'

When monitoring the engagement of individual pupils, we will apply a degree of flexibility over this definition in order to take into account individual circumstances.

Where pupils do not engage...

Teachers and school leaders will regularly monitor and review each pupil's engagement with the remote education on offer. As education is not optional, where there are ongoing concerns over a pupil who does not engage with much or any of the learning (including, but not exclusively, online learning), this may be viewed as an attendance concern.

In this first instance, the school will contact the family and identify barriers to attendance and endeavour to find ways to overcome them. We acknowledge that learning remotely may be challenging. Individual circumstances, for example siblings sharing devices or workspaces or the availability of parents/carers to support their children, may mean that remote learning is accessed at different times and in different ways.

If a pupil fails to engage meaningfully (as outlined in the definition above), despite efforts to remove barriers, and having carefully considered any extenuating circumstances, and if contact with a pupil or parent cannot be made, it may be referred to the school's Designated Safeguarding Team.

Safeguarding & Pastoral Care

School staff continue to have a duty to safeguard pupils even when they are not at school. Our school's 'Child Protection and Safeguarding Policy' remains in place and, additionally, there is an addendum section that covers the unique circumstances required during a period of remote education. For further information, please refer to this policy and the addendum. In addition to this, further guidance is available in our Online Safety Policy (which also includes an addendum) and Acceptable Use Policy.

We recognise that in the event of pupils having to access learning through our remote education approach, as they are not at school, this can have a significant impact on their mental health and well-being, particularly if this is sustained over a longer period. We also recognise that this can have a significant impact on the health and well-being of other members of a family, including children and adults. Our pastoral care approach aims to support both pupils and families during such times by maintaining links to the normality of everyday school life and providing support where needed. We achieve this by:

- Maintaining effective channels of communication, e.g. by having teachers available for communication, daily, by email.
- Having staff working in the School Office to respond to calls and emails.
- Sharing useful correspondence with our families, such as workshops, seminars and advice posters, either by email, letter or via our social media channels.
- Completing weekly welfare calls; for some pupils and families, additional calls or home visits may be required.
- Having a Designated Safeguarding Lead (DSL) on the school grounds at all times, whilst the school is open.
- Updating our Safeguarding Policy Addendums, in-line with changes to national government policy.

Data Protection

Accessing personal data

When accessing personal data for remote education, all staff members will:

- Access the data through a server in our IT network.
- Use school telephones to make welfare calls.
- Use school 'Surface Pros' to complete work tasks remotely.

Processing personal data

Staff members may need to collect and/or use personal data such as email addresses as part of the remote education system. As long as this access and processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. Staff are reminded that if they have access to personal data, it must not be shared with other members of the school community. For example, where emails need to be sent to more than one family, staff must use the BCC function. Personal data will not be used or shared for anything other than education purposes.

Keeping devices secure

All staff members and the school will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol).
- Ensuring the hard drive is encrypted on school devices – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device. This will be set up by Schools ICT.
- Making sure the device is locked when unattended or inactive for a period of time.
- Not sharing the device among family or friends.
- Installing antivirus and anti-spyware software.

- Keeping operating systems up to date – always install the latest updates and ensure that automatic updates is turned on.

Expectations of Staff

To ensure effective and professional online teaching and learning, staff are expected to:

- Be available, daily, between 9.00am and 3.15pm, to answer email queries and questions, and to provide feedback. (If an email is received after 3.15pm, staff will respond to these after 9.00am the following day).
- Be available to access the year group email e.g. Year4OPA@AuroraAcademies.org
- Provide feedback to daily Maths and English lessons.
- Plan a minimum of three hours learning, for pupils in EYFS and Key Stage 1, and four hours learning, for pupils in Key Stage 2.
- Provide daily and weekly assessment quizzes, across the curriculum.
- Provide feedback to individual pupils, via email, to support with their progress.
- Provide feedback to groups of pupils (through emails or video), when there are common strengths or misconceptions.
- Dress and interact in the same professional way that they would at school.
- If teaching from home, ensure that backgrounds are either neutral, blurred or an appropriate alternative background is used.
- Ensure safeguarding and data protection expectations are followed at all times.

When using E-lecta, as a live-lesson platform, staff will:

- Ensure that, at the end of a session, they are the last to leave, only doing so when all pupils/parents have logged off.
- Record the live sessions.

Expectations of Pupils

When taking part in online learning, pupils are expected to:

- Try their best to complete the remote learning activities set by teachers, if they are well and able to.
- Submit a piece of English learning and Maths learning to their class teacher, daily, as a minimum expectation.
- Complete the assessment quizzes set by class teachers.
- Work in a calm learning environment.
- Ensure that other devices and potential distractions are switched off.
- Enjoy their learning.

Expectations of Parents/Carers

The effectiveness of our online learning will be optimised by appropriate and effective support from parents/carers.

- Ensure an organised approach to learning at home. (It is important that parents, carers and children are all aware of the learning available.)
- Submit a minimum of daily English and Maths activities to your child's class teacher.

- Try to plan each day with your child.
- Be positive at all times about all aspects of learning.
- Attend sessions with your child, particularly with younger children or children that need further support. If independence is appropriate for older children, monitor their engagement and attendance.
- Provide support where requested if possible.
- Request support from the school if you do not understand an aspect of the learning.
- Contact the school in the predetermined way if you have any questions or need support.
- Monitor your child's interaction with the online teaching and learning to ensure they are behaving positively and are promoting safe Internet practice.
- Ensure your child is working in a calm learning environment without distractions.

We recognise and acknowledge that organising a balanced home working and learning environment can be challenging. If parents/carers need support, they are invited to contact the school.