



Hatherley Infant and St James' C of E Junior Schools Local Governing Board



Remote Education Policy

This policy applies to both Hatherley Infant and St James' CE Junior schools

We want to ensure your needs are met. If you would like this document in any other format, please contact us:

admin@his.dgat.org.uk or

admin@sjjs.dgat.org.uk

Reviewed by:	Simon Millington
Date Approved by LGB:	September 2024
Review Cycle:	Every 3 years
Next Review due:	September 2027

Government Expectations:

- Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.
- Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.
- Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, schools are expected to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

Hatherley Infant and St James' Church of England Junior Schools Local Governing Board Rationale:

- Stay connected with families – particularly at a time of uncertainty and worry.
- To be a constant for our children.
- Help children to learn new content by an increase in teaching videos and taught material.
- Provide a routine/some structure to help parents and children to focus.
- To have daily contact with our children through Microsoft Teams.
- To give feedback to our children that will enable them to progress.
- To mirror as close as possible our broad and balanced curriculum in school. Focussing on areas that underpin child development both academically and socially.

Hatherley Infant and St James' Church of England Junior Schools Local Governing Board online platform

At Hatherley Infant and St James' Church of England Junior Schools we are using the online platform Microsoft Teams.

Children will have access to a Year Group and Class Team. They will also have their own personal channel which they will use to communicate with the teachers and access any 1:1 session they are invited to attend.

Supporting children with digital and online access at home

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

Parents to contact our admin team if their children are unable to access remote learning due to insufficient technology. admin@his.dgat.org.uk or admin@sjs.dgat.org.uk

- Parents are able to borrow a laptop from school after they have signed the laptop loan agreement form. Laptops will be designated based on priority of need.
- Each pupil will be given a home learning book to record their work in so they do not have to print off worksheets.
- Pupils who are unable to access technology will be provided with worksheets to then be handed in to school for teachers to mark. ☐
Phone calls and door step visits will be made to those children who are unable to engage with remote education

How will my child be taught remotely?

Remote education provision will be matched to the age and development of our pupils. The structure of the day for all pupils will be:

- Welcome and daily start for all year groups – Live TEAMS meeting
- Independent morning work

This will be a mixture of:

- Live teaching (online lessons)
 - Recorded teaching e.g. video/audio recordings made by the teachers, White Rose, Oak National Academy
 - Resources uploaded as assignments
 - Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. phonics play, BBC clips, Oxford Owls
 - Learning platforms the school subscribes to: Reading Eggs, Times Table Rocks, REAL PE at Home, Charranga
 - 1:1 live intervention support
 - Small group live intervention support Small group live focused teaching
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- Afternoon welcome and story – Live TEAMS meeting
 - Independent afternoon work
 - Recorded teaching e.g. video/audio recordings made by the teachers, White Rose, Oak National Academy
 - Resources uploaded as assignments
 - Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. phonics play, BBC clips, Oxford Owls
 - Learning platforms the school subscribes to: Reading Eggs, Times Table Rocks, REAL PE at Home, Charranga.

Engagement and Feedback

What are our expectations for children's engagement and the support parents and carers should provide at home

Teachers have carefully planned remote education and online engagement to meet the needs of their year group and ensure learning continues whilst the children are not at school.

Children are expected to attend live sessions and submit the daily assignments set.

How we will check whether a child is engaging with their work and how will we inform parents if we are concerned?

On TEAMS we are able to monitor individual pupils' engagement in live sessions and assignments submitted.

We understand that there will be times when children are not able to attend live sessions or complete work but if continued lack of engagement is impacting on learning we will:

- o Phone parents to check they have not got any issues with technology we need to support them with.
 - o Provide support and adapt home learning if their child is finding the work difficult or struggling to engage. This might be through: reducing the amount of work expected, providing work at a different level, 1:1 live meeting to support, opportunity to stay online after live meetings, small group live meetings, regular check in's with child/parents.
 - o Provide support from the pastoral team.
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- Our SENDco, Special Educational Needs and Disability Co-ordinator, at each school, will be monitoring engagement from pupils with SEND including those with an Educational Health Care Plan (EHCP). They will then support these children if needed alongside the teacher and TA.
 - If a parent does not answer phone calls or e mails from school we will visit the home as this is a safeguarding concern
 - If a parent continues to not engage/work with the school to support their child with home learning we would seek support from the Community Social Worker.

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

Feedback can take many forms and may not always mean written comments for individual children on every piece of work. There will not be a set number of times a teacher is expected to feedback. If an assignment is returned without a comment this shows that the teacher has seen and acknowledged the work. Feedback may be in the form of:

- o whole class feedback during Live teaching sessions
- o targets set in the next lesson to address common misconceptions
- o group feedback but shared individually e.g. teacher will note common misconceptions and strengths across the work and use these to write a generic comment which will be shared with all children
- o small group and 1:1 teaching sessions
- o additional individual support and feedback for pupils who continue to be able to not work at the expected standard

Additional Support for pupils with particular needs

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

We recognise that some pupils, for example some pupils with 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:

- o ensure technology in the home meets the needs of the child e.g. will they find it easier on a laptop over an I pad o work adapted and modified so it can be accessed at meet the child's academic, personal needs and My Plan targets o intervention which took place in school to continue through 1:1 and group sessions e.g. focus phonics/reading sessions.

Pupils with an EHCP will continue to be support by their 1:1 TA if they have decided to stay at home.

Where pupils have an EHCP, it remains the duty of the LA and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes difficult to do so, for example, when a household member may be isolating. In this situation, a discussion will take place between the SENDCo and parents/carers and agree how the pupils' needs can be best met. These will be considered on a case by case basis.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of the 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 sch