

1. Statement of School Philosophy

School has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

2. 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 use of quality online and offline resources and teaching videos
- Provide clear expectations members of the school community with regards to delivery high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as motivation, health and well-being and parent support
- Support effective communication between the school and families supporting attendance
- GDPR and data protection: all data processing for remote education is performed in compliance with the GDPR and the DPA 2018. Further details of this can be found on our website <http://ponteland.academy/about/statements-policies/>

3. Who is this policy applicable to?

- A child (and their siblings if they are also attending PCPS) is absent because they are awaiting test results and self-isolating. The rest of their school bubble is attending school.
- 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.
- Remote learning information will be shared with families regularly.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 include *School 360, MyMaths, SPAG, ActiveLearn, Reading Plus, Timetable Rockstars and Selflearn Reading and Spelling.*
- Use of Zoom for registration, instructional videos and meetings
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy and those listed above.

The detailed remote learning planning and resources to deliver this policy can be found here:

- We follow school timetable; English and Maths every day plus other subjects on rotation
- Daily learning: 3hrs KS1; 4hrs KS2; 5hrs KS3
- Downloadable Printable Documents – e.g. pdf resources developed by school
- Curriculum resources
- End User Agreements for subscriptions or online learning

We have found the following works well:

- Curricular goals should be made as explicit remotely as they would be in the classroom. Use a variety of online, textbooks, worksheets and educational resources. However, when using textbooks, novels and worksheets it is still important to make sure that teachers provide feedback and assess learning.
- It is useful to provide pupils with an overview of the bigger picture and where a specific lesson or activity sits within a sequence of lessons or activities. It's often a good idea to divide content into smaller chunks.
- Beware of offering too much subject matter at once.
- Consider the most important knowledge or concepts pupils need to know.
- Consider what alternatives exist for traditional practical activities
- In many cases, practising and a focus on developing existing knowledge and skills, such as handwriting or simple arithmetic, may be useful.
- Chat room discussions
- 1-to-1 interaction tools. Peer interactions can provide motivation and improve learning outcomes.
- It is important for teachers to keep in regular contact with pupils and families.

- The quality of teaching is far more important than how lessons are delivered.
- It is harder to engage and motivate pupils remotely than when they are in the classroom. Communicating and working with parents, without putting unreasonable burden on them, can help support home learning. A lot of attention has been paid to ways in which online education can be made more engaging, for example, we make sure different types of tasks and activities are alternated, or build in rewards and incentives to make learning more 'game-like'.
- We also need to check whether pupils have actually learned the content we want them to through assessment.
- Whole school digital assemblies and feedback through newsletters can help them feel part of the school family community.

5. Home and School Partnership

PCPS 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.

PCPS will provide instructions for parents and train children whilst in school to access these resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. School would recommend that each 'at home day' follows the school day structure.

We would encourage parents to support their children's work; finding an appropriate place to work; and encouraging them to work with good levels of concentration.

Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. Every effort will be made by staff to find a solution promptly.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

6. Roles and responsibilities

Teachers

School will provide a staff training session and induction for new staff on how to use School 360.

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 available between 8.30am to 3.30pm.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for the pupils in their classes, keeping resources simple and straightforward to use. This includes those responsible for sets.
 - The work set should follow the usual timetable for the class had the children been in school.
- Providing feedback on work:
 - All completed and submitted reading, writing and maths work will receive a teacher response and comments within two working days.
 - All other curriculum tasks submitted will have teacher comments within two working days.
- Keeping in touch with pupils who aren't in school and their parents:
 - If there is a concern around the level of engagement of a pupil, parents will be contacted to ask how school can help.
 - All parent/carer emails should come through the school admin account (admin@...)
 - 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 are available between 8.30 and 3.30pm.

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 assistants will complete tasks as directed by their link teacher or SLT.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning by reviewing the regular engagement with form and subject teachers through regular meetings, 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 experienced staff

IT experienced staff and IT Help Desk are asked to support:

- 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, where appropriate.

The SENCO

Liaising with SLT ensuring 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 headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support

The SBM and Office Staff

- 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.
- Ensure continued communication with parents, teachers and children.

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 regarding access to resources and challenges
- Be respectful when making any complaints or concerns known to staff

Rules for video conferencing

Staff at Ponteland Academy may make use of Google Meets or other video conferencing software.

We require students/parents/teachers to follow the rules below;

- When you join a class you need to ensure your microphone is enabled and your camera disabled.
- It is not acceptable for staff, students or parents to take a screenshot or video recording of any of our Google Meet live sessions or lessons.
- It is not acceptable for staff, students or parents to post anything personal on social media about a teacher and/or their lessons.

Please note that if we receive information about any person breaching our rules, the head teacher will deal with this accordingly.

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
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Digital and Hardware Development Planning
- Code of Conduct for Phone calls, Video conferencing and recorded video
- End User Agreements for resources

8. Ofsted new draft inspection framework [Jan 2021]

- Focus on curriculum impact: structure, coherence and sequencing.
- Test performance remains just as important feeding in to pupil performance data
- Give credit to curriculum intent where there is still work in progress
- Lead inspector may arrive within a few hours of notification
- Section 8 of good schools will double in length to two days – same length as full inspections

GDPR and data protection

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