



**MELLERS PRIMARY SCHOOL
REMOTE EDUCATION POLICY
JANUARY 2021**

1. Statement of School Philosophy

Mellers Primary School has always strived to be creative and innovative and we are wholly committed to supporting 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 support of Motivation, Health and Well-Being and Parent support
- 🛡️ Consider continued education for staff and parents
- 🛡️ Support effective communication between the school and families and support attendance

3. Who is this policy applicable to?

- 🛡️ A child (and their siblings if they are also attending Mellers Primary) 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.
- 🛡️ The entire school in the event of a national lockdown.

4. 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, Tapestry /Teams/Marvellous Me/Purple Mash) as well as for staff CPD and parents' sessions.
- 🛡️ Use of recorded video in the foundation stage and live teaching for Years 1 -6 using Teams
- 🛡️ Weekly phone calls home
- 🛡️ Use of BBC Bitesize, Times Tables Rockstars, epic books
- 🛡️ Resources used by all teachers such as Maths No Problem, The Power of Reading

The detailed remote learning planning and resources to deliver this policy can be found on Teams, Purple Mash, the school's Gateway app, the Facebook page, email and text.

- 🛡️ Model Timetable and structure for remote learning
- 🛡️ Curriculum resources
- 🛡️ Teacher Code of Conduct for Phone calls, Video conferencing and Recorded Video
- 🛡️ End User Agreements for Teams and Purple Mash

5. Home and School Partnership

Mellers Primary School 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.

Mellers Primary School will provide a refresher online training session and induction for parents on how to use Teams and Purple Mash as appropriate and where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Mellers Primary School would recommend that each 'school day' maintains structure. Each year group has allocated online lesson times to ensure those sharing devices can access every lesson.

We would 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. We would also encourage parents to ensure their children get dressed ready for the online lessons, encouraging them to take exercise during breaks and limit other screen time when not in lessons.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

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.

We have loaned over 70 devices (laptops and tablets) to families without a device, and we have distributed Vodafone SIM cards to those families without internet access, which means that every family that was unable to access online learning is now able to do so. Parents signed 2 agreements: the first was to ensure that they monitor their child's internet use; the second was to agree to repair the device if it is damaged whilst in their care or to pay £200 if it is lost or stolen.

6. Roles and responsibilities

Teachers

- 🛡 Mellers Primary School will provide a refresher training session and induction for new staff on how to use Teams and Purple Mash.
- 🛡 To respond promptly to parent/carers requests for help with supporting their child in their learning.
- 🛡 When providing remote learning, teachers must be available between the usual school day hours.
- 🛡 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 year groups
- 🛡 The work set should follow the usual timetable for the class had they been in school, wherever possible
- 🛡 daily work will be shared during each online session

Providing feedback on work:

- 🛡 Reading, writing and maths work, all completed work submitted by the end of the day, with feedback either by the end of the day, or the beginning of the next day
- 🛡 All curriculum tasks submitted by 3.30pm and teachers will comment by the end of the week.
- 🛡 Or as per the marking policy

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/s parents should be contacted via phone to assess whether school intervention can assist engagement.
- 🛡 All parent/carer emails should come through the school admin account officemanager@mellers.nottingham.sch.uk
- 🛡 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 their normal working hours
- 🛡 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.
- 🛡 They will support class teachers with the live lessons
- 🛡 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 including, daily monitoring of engagement.
- 🛡 Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, 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

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

The SBM




-  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
-  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 policy

-  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 Teams and Purple Mash