

Remote Education Policy



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Author	Jill Cameron	

Remote Education Policy

- Remote education is delivered when children are unable to access face to face teaching and learning in school with their teacher.
- Remote education is the provision of learning away from the teacher/practitioner, this includes online learning, usually delivered through Google Classroom.
- This remote education model is applicable in the following circumstances:
 1. When a child is unable to attend school
 2. If a school has to close due to staff shortages or other extenuating circumstances
 3. When it is considered that it is in the best interest of the child to access all or part of their education remotely
 4. To meet special needs of children, e.g. as part of therapeutic school provision
 5. If we enter into another period of complete lockdown (regional or national, **in which schools are closed to the majority of pupils**):

Please note: If a child is unwell, there is no expectation for learning to be completed. Remote education should not be used as an alternative to exclusion or suspension.

One of the benefits of remote education is that it can support a project or course of study to progress whilst not requiring teachers and learners to be in the same physical space at all times. It is important to consider remote learning within the ongoing development of the whole school: we recognise things may change over time and that there is no 'one size fits all' ideal.

By moving to a remote education model, routines will change and pose specific challenges to the wellbeing and mental health of staff, learners and parents. The move to remote education will equally affect the ability of schools to respond to these challenges and provide support to students and staff. The COVID-19 crisis added extra mental health and well-being concerns for schools, and schools will play an important role in mitigating the negative psychological effects of long-term absence from school.

Rationale

During periods of absence from school children need to have the opportunity to continue their high-quality education and learning at home, supported by the skills and expertise of their teacher who may be in school or at home themselves. This policy aims to provide clear guidelines on how children can engage meaningfully in their education remotely and what parents can expect from their schools during periods of home learning. Remote education is a partnership. We rely on parents to give us feedback on what is working and what is not so that we can constantly refine and develop our offer so that it is highly effective at keeping children on track with their learning.

Remote education refers to the teaching, learning activities and learning opportunities provided by the class teacher to our pupils in the event of absence from school for any of the reasons outlined above.

This document aims to clarify the implementation of Remote Learning at Eko Trust schools, outlining Health and Safety guidelines, and directions to ensure the child's needs are met. In order to deliver a

coherent range of curricular experiences, our staff are committed to giving pupils access to learning activities and opportunities which will meet their needs, building upon prior learning.

Teaching and Learning: Roles and Responsibilities

The role of staff:

- To provide a balance between new learning as well as reinforcing and consolidation of prior learning.
- To provide children who are self-isolating with access to the learning being taught in school, ensuring inclusivity across the curriculum.
- To build upon the skills learned during lockdown as appropriate.
- To promote an ethos of inclusion, respect, fairness and equality.
- To ensure that cyber resilience and internet safety is central to all digital technology.
- To provide support and guidance for pupils.
- To keep abreast of research and the national agenda.
- To engage with effective learning and teaching resources in line with the whole school curriculum offer.
- To foster an open pathway of communication between the school and home where appropriate.
- To adhere to government remote learning and safeguarding and health and safety guidelines.

Staff will:

- Select an appropriate teaching and learning approach with learning tasks that are complementary and coherent across learning environments.
- Provide broad, general education remote learning tasks.
- Regular feedback on pupil progress will be provided by teachers on a weekly basis. Parents will have a key member of staff who will coordinate and facilitate access to online resources and feedback
- Provide targeted support to learners with particular needs.
- Provide follow up English (including phonics and reading), Maths and other subject learning opportunities/tasks for the days your child is not attending school.
- Feedback to pupils in response to questions or requests through Google Classroom or in live sessions either individually or as a whole class.
- Consider the most important elements of teaching and learning that are needed and which elements will be more difficult to explain remotely.
- Focus classroom work on key ideas and involve modelling, where possible.
- Make use of remote sessions to check knowledge, independent practice, extended writing pieces to consolidate what they have learned.
- Be mindful that extra support may be required where parents and guardians are less able to do this themselves.
- Ensure that pupils with SEND have access to adapted learning resources.

Parents/carers should give teachers time to respond to questions or queries... remember the majority of children will still be in school and will require the teachers' immediate attention.

The role of the pupils:

- To engage in learning mostly through our digital platform - Google Classroom. However, in exceptional circumstances, some families will receive copies of home learning packs.
- To consider everyone's views and ensure everyone feels valued and respected when participating in the live discussion or Google Meet.
- To contribute their views during remote learning.

- To complete remote learning tasks, in the time given.
- To talk to the teacher when calls are being made to the home.

The role of parents:

- To support the school values.
- To foster an open communication between the school and home .
- To use Google Classroom (or home learning packs) to access remote learning materials which support, complement and consolidate school learning.
- To ensure your child completes remote learning tasks provided.
- To communicate through the usual channels if they want to discuss something with the teacher.
- To make the school aware of any issues with access to technology or more home learning packs are required.
- To make the school aware of any inappropriate use of devices provided by the school to enable remote learning.

Guidelines for Home Learning and Teaching (for parents/carers)

We know that the idea of supporting your child’s learning can seem daunting. It is important to remember that you are not expected to become a teacher and that your child does not need to learn in the same way as they do in school. The most important aspect is the relationship that you already have with your child, this will enable you to support and reassure them during the time they are learning from home.

On the days that you are engaging with remote learning, plan the day out in advance with your child, doing this will help to reduce pressure or anxiety. Ensure that they have a range of short ‘chunks’ of time when they are engaged in an activity. Not all activities should require direct adult support, plan so that your child can undertake some activities independently in order to ensure that you can continue to work at home, if needed. It is important to make sure that your child isn’t working online all day- factor in time for breaks, lunch, shared activities, time outdoors and fresh air. A variety of different activities such as board games, puzzles or outdoor games can help your child to further develop skills such as problem solving, turn taking, cooperating with others and resilience.

The time pupils have at home could allow them opportunities to read more widely. Encourage them to explore some of the shorter texts and extracts to enrich a topic or simply to give them enjoyment.

For learners that are more independent, time spent learning at a distance may involve the role of the teacher as one to provide support, feedback and instruction on a needs basis while pupils work through the curriculum area and its content. This gives pupils a high degree of control over their learning and supports their self-directed and goal-oriented learning.

Where we can, teachers may also consider how to create and maintain a culture of collaboration and trust – through dialogue as well as learning tasks – that contribute to the sense of community, transcending different learning environments. This facilitation may also help dispel the teacher’s own anxieties around different (potentially more distant) relationships with pupils who are less frequently in-school.

Online Remote Education Resources:

Primary

- For children who do not have regular access to the internet or a device, paper learning will be provided.
- The daily phonics/reading, writing/GPS, foundation subjects and maths activities must be uploaded to the online learning platform.
- The year group teacher must upload the learning materials by 9am the day of learning.
- When a school is closed to the majority of children, teachers will upload interactive lessons in line with the school timetable to support home learning for phonics/reading, writing/GPS and maths they are planning for. Other forms of interactive learning may be used in addition to those on Google Classroom such as BBC Bitesize links, Oak Academy or YouTube clips if teachers feel more comfortable using these platforms.
- When a school is closed to the majority of children, daily communication must occur to maintain meaningful interaction between class teacher and pupils.

Secondary -

- For children who do not have regular access to the internet or a device, paper learning will be provided.
- Learning for the week will consist of five English/Maths, two science art, PE, RE and computing lessons.
- The year group teacher must upload the learning materials by 9am the day of learning.
- During a regional or national lockdown, in which school is closed to the majority of children, teachers will upload three interactive lessons a week to support home learning. Teachers would be encouraged to create at least one interactive lesson using Loom recording as it will apply a more personal touch to a lesson. However, other forms of interactive learning can be used instead of or in addition to these such as BBC Bitesize links or YouTube clips if teachers feel more comfortable using these platforms.
- When a school is closed to the majority of children, daily communication must occur to maintain meaningful interaction between class teacher and pupils.

Therapeutic

- Those enrolled in therapeutic school receive timetabled online lessons delivered by staff

Safeguarding

Keeping teachers safe when providing remote education is also essential. Remote education is a new experience for both staff and pupils, so it's important that schools understand how to approach safeguarding procedures online. We cannot emphasise enough the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns. If you have any concerns please phone the school office or use the contact email address. All information will be treated in confidence and where necessary reported to the appropriate agencies.

The vast majority of our learning will be pre-recorded lessons containing voice-overs or materials from other platforms. Where, however, we do provide live sessions here are some basic principles to safeguard everyone during remote learning:

- Group meetings only. No one-to-one meetings with children unless the parent is present.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- The expectation is that lessons will be delivered from the school site where other staff are present. If this is not possible, permission should be sought and agreement made about the location and protocols for delivery elsewhere. Staff devices used should be located in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background or use the blur background options.
- The live class should be recorded and backed up on GoogleDrive, so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Calls where pupils are either dressed inappropriately or act inappropriately must be ended and reported to the DSL with a parental follow up.
- Schools should risk assess the use of live learning using webcams.
- Data Processors need to reassure themselves that any teaching/learning software and/or platforms are suitable and raise no privacy issues; or use cases against the providers terms and conditions (for example, no business use of consumer products, use of unauthorised copyrighted materials).

Moving forward as a school, through the development of a blend of in-school and remote learning, teachers can support pupils and help to individualise learning; increase learners' autonomy, motivation and agency; improve learning skills towards becoming self-directed learners. The school will undertake regular reflection and continuous development: the remote learning approach—particularly as it is a new approach for the school – requires constant adaptation of teaching based on reflection (self-evaluation and by others) and feedback, in order to respond to the learners' needs effectively.

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Link to [Protocol for Online learning \(including live lessons\)](#)