Shawlands Primary School

REMOTE LEARNING POLICY
REVIEWED ANNUALLY

Reviewed by D Thompson
September 2023

At **Shawlands**

we want all our pupils to **thrive**

academically, **creatively** and

socially by providing a

broad, balanced curriculum,

engaging lessons and

stimulating experiences in a

safe, welcoming environment.

<u>**Introduction**</u>

This policy was created following a review of the remote education provision during the Covid Pandemic. It has been formally adopted by governors and reflects our approach at Shawlands Primary School.

<u>**A. Aims and Principles**</u>
The policy is underpinned by the central aims of Shawlands Primary and values held by the school community:

<u>**B. Aims of the school**</u>

- Shawlands is committed to promoting high standards of academic achievement for all learners in all subjects.
- As a school we will continue to develop and instill key life skills and values in our pupils.
- We will encourage positive relationships and communications between home, our community and the wider world.

In particular, Shawlands School has an inclusive approach to our provision. Our aim is always to involve all our children and stakeholders in all areas of the curriculum and school life. In accordance with our **Disability Equality Scheme** we recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities. We welcome the involvement of disabled adults in all areas of school life.

<u>**C. Background Information**</u>
Shawlands Primary School is a caring and open school, where parents, children, staff and the wider school community all know that their views and needs will be listened to, in both education and personal areas.

1. Introduction – Our Commitment to remote education

All schools have a duty to provide safe remote education for state-funded, school- age children unable to attend school due to coronavirus (COVID-19) with effect from 22 October 2020. Where a class, group or a small number of pupils need to self- isolate, or local/national restrictions require pupils to remain at home, we are committed to offering immediate support and/or remote education to all pupils. In the case of those accessing information online, this must be done in a way that safeguards pupils from harm in a digital world. Every school is unique and school leaders know best which approaches will secure the engagement and progress of their learners. This statement sets out the plans for remote education to be followed by Shawlands Primary School.

2. The Barnsley School's Alliance (BSA)

The BSA is a partnership organisation bringing together schools from across the borough and offering guidance and support to improve the quality of education offered by schools.

The Alliance is committed to securing consistently high-quality remote education for all pupils and, to this effect, has an extended offer of support for any school requesting additional advice and guidance when developing and implementing their remote education plans. Schools are encouraged to access this support as and when required.

Remote education is much more than setting work. School leaders should ensure that all

learners continue to access the curriculum through high-quality online and offline resources and teaching videos linked to the curriculum expectations of schools. There should not be a reliance on projects or independent research activities to simply keep pupils busy. However, when combined with high-quality teacher input and accompanying resources, these approaches can be effective.

The Alliance has set out six underlying principles which have been adopted to underpin Shawlands's remote education plans:

a. Safeguarding pupils from harm, online and offline, remains the key priority.
b. Pupils will continue to be taught a well-sequenced curriculum.
   c. Teachers will continue to set work that scaffolds pupils' practice and helps them to apply their new knowledge and skills.
d. Pupils will continue to receive feedback that helps them to make progress.
e. No child should be disadvantaged by a lack of technology at home.
   f. Remote education plans should not place unreasonable demands on parents' help or support, or the workload of teachers.

3. Shawlands Primary School's Remote Education Policy A

Lessons from Lockdown 2020

We are committed to providing the training, support and guidance required to ensure that school staff, parents and pupils feel confident to follow our approach.

We know which families require or prefer paper copies of resources and we will provide printed resources, such as textbooks, worksheets and/or workbooks, for pupils who do not have suitable online access. However, we will do our very best to support all pupils to access our online/emailed learning offer at home, such as by loaning additional laptops or other hardware as appropriate.

We ask that children place a significant emphasis on reading for pleasure and development, learning weekly key spellings and being able to use and apply them and work hard on mental arithmetic online, including TT Rockstars.

Our approach has been carefully considered in relation to the pupils' age, stage of development or any special educational needs status. We are committed to working with parents and carers, especially those of younger children and pupils with SEND who may not be able to access remote education without adult support, to ensure all pupils continue to access a broad and ambitious curriculum.

B How remote education will work?

Children not in school due to testing positive with COVID and **where their parents let us know that they are fit enough to be completing school work**, will receive specific work via SchoolComms (or printed and delivered where required) set by the class teacher working on learning that matches class provision. We will provide work after the first day of absence (day zero in most cases) and we will provide work for the number of remaining days of isolation (this should be roughly 3 days under the new guidelines adopted by the school in our Summer 2022 Risk Assessment document (this can be accessed online).

Parents must inform us that they require work ASAP where their child is well enough to learn from home and this work must be returned. Work is only provided for COVID related absences.

What does remote learning look like?

1. We will ensure that pupils have meaningful work set each day (after the first day of absence) in a number of different subjects always including the core curriculum and a topic approach. We will plan a programme that is of equivalent length to the core teaching pupils would receive in school, including, where necessary, regular contact with teachers and/or leaders to ensure that they understand their learning and are safe and happy in their learning at home.

2. As ever, where pupils cannot access these resources online we will deliver/post paper copies of all resources. We will also ensure that children have sufficient, appropriate general resources with which to complete the set task including a computer or iPad where required.

3. We will 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 practised in each subject. Our schemes of work will be shared and any supporting documents or helpful clips/example such as Deepening Understanding videos and worksheets for example.

4. Parents will also be reminded that children can access Spelling Shed, Mathletics and TimesTables Rockstars to supplement the remote learning provision.

5. Parents must ensure that any set work is completed and returned to school. This work can also be celebrated in class or via Twitter if emailed to school or tweeted during the remote learning period.

6. In addition to the information on what schools should be doing to protect their pupils online, as outlined in the statutory guidance <u>Keeping Children Safe in Education</u>, we will implement any additional measures that will help to keep pupils safe online. Families are regularly reminded of our Online Safety support and expectations. These are set out in the annual 'Family Online Safety Agreement.'

It is essential that parents/carers are always aware of the material children are accessing when working online.

C Special educational needs

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupil's special educational needs remains in place.

We will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority 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 very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists.

These decisions will be considered on a case by case basis, avoiding a one size fits all approach. At Shawlands, when a pupil with an EHCP cannot attend school we will set work for the pupils that matches their need for every day that they are absent and we will offer remote interventions to the family where this is required and deemed appropriate.

D   Vulnerable children

Where individuals who are self-isolating are within our definition of vulnerable, we have robust systems in place to keep in contact with them most days and at least weekly.

When a vulnerable child is asked to self-isolate, we will notify their social worker (if they have one). School leaders will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person. We will check if a vulnerable child is able to access remote education. Where this is not the case, we will support them to access it (as far as possible) and to regularly check if they are doing so, offering feedback, guidance and support throughout the period of absence.

We will ensure that the teaching and learning offered to all pupils, but especially our most vulnerable pupils, secures their interest and engagement to keep their progression on track.

E Keeping In Contact With School

If parents/carers have any concerns about the provision being made for continuing their child's education whilst away from school they should contact the school office on 01226 287177 or on office@shawlandsprimaryschool.co.uk