



Distington Community School Remote Education Policy

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

Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who are not in school through use of quality Online and offline resources.
- Provide clear expectations for members of the school community, with regards to delivery high quality remote learning.
- Include continuous delivery of the school curriculum, as well as support of Health and Well-Being for children and parental support.
- Consider continued education for staff and parents where possible.
- Support effective communication between the school and families and support attendance.

Who is this policy applicable to?

- A child (and their siblings if they are also attending school) who 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 whose whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

Remote learning will be shared with families when they are absent due to Covid related reasons and not to all at start of each week

Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools (for example Education City, Mathletics and White Rose Maths),
- Phone calls home
- Printed learning packs sent via email, post or collected if members of the household are NOT isolating

- Physical materials such as story books and writing tools where required
- Loaned laptops and remote internet access devices when required.

Home and School Partnership

Distington Community 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.

We will provide online support and/or induction for parents on how to use different resources when required.

Where possible, it is beneficial for young people to maintain a regular and familiar routine, we would recommend that each 'school day' maintains structure

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.

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 a case-to-case basis.

All parents and children are expected to abide by our Acceptable Use and Online Safety policies and Home School Agreement, includes e-safety rules and this applies when children are working on computers at home.

Roles and responsibilities

Teachers

- When providing remote learning, teachers must be available between 8.30am- 4pm
- If they're 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
- For their class and/or supporting another class if needed due to illness. This will be arranged and workload shared.
- A class pack will be provided each week with 2 activities per day (writing/Maths) and activities will be set for the week on our school website linked to online learning platforms such as TT Rockstars, Education City.
- Work should be set and organised ready for parents/carers to collect by the Wednesday for the following week.

- Work on the website will be set and available by the Friday before the following week.
- Providing feedback on work –
- Pupils can share their work via ClassDojo
- Teachers/Teaching Assistants can respond to work via ClassDojo
- Keeping in touch with pupils who aren't in school and their parents –
- Regular contact to be made by staff 1x per week telephone call (Safeguarding and SEND may need more regular contact- each child will be discussed with Senior Leads) Personal numbers if used should be hidden.
- Emails/Class Dojo should only be answered during working hours stated previously (8.30-4).
- Complaints should be resolved with the class teacher in the first instance. If the situation is not resolved handover to a line manager.
- Encourage all children/parents to engage (use positive behaviour strategies e.g. Dojo points). Contact families if work is not being completed then if needed pass onto a line manager.
- Attending virtual meetings with staff, parents and pupils
- Dress code- as Staff Code of Conduct
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)
- 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/DDSL and record on CPOMS

Teaching Assistants

When assisting with remote learning, teaching assistants must be available between 8.30-4.

If they're 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 assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely.
 - For example- SEND children- supporting with interventions if needed.
 - Support through emails/telephone calls
- Attending virtual meetings with teachers, parents and pupils – cover details like:
 - Dress code- as Staff Code of Conduct
 - Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Child Protection Policy.

The SENCO

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the head teacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support required and contacting families to monitor engagement and provide additional guidance where needed
- Support staff in planning for children with SEND

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work 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 Body

The governing body 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