



Lower Darwen Primary School

We are proud of our school.

Remote Education Policy

Introduction

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

Aims

Our Remote Learning 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 on-line and offline resources and teaching videos
- Provide clear expectations to members of the school community with regards to the delivery of high quality interactive remote learning
- Include continuous delivery of the school curriculum
- Consider a continued education provision for staff and parents
- Support effective communication between the school and families
- Support pupil engagement and attendance when the education setting has moved remotely

Who is this policy applicable to?

- A child (*and their siblings if they are also attending Lower Darwen Primary School*) who is absent and is well enough to learn (*for example if a child or family is required to isolate*) but the rest of their class are attending school and being taught as normal
- A child's whose class is not permitted to attend school because for safety or other reasons
- School has to close during term-time because of local or national restrictions and pupils are required to study at home

Remote learning

In the event of switching to remote learning, initially, parents will be informed of this and can expect this will begin on the next working day. Parents will be sent information via our dojo messaging to confirm when remote teaching and learning will commence. We aim to switch seamlessly from on-site to remote/home learning.

Remote curriculum content

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, PE is taught using on-line videos.

Remote teaching and study time

There is an expectation that remote education (including teaching and independent work) will take pupils, broadly, the following number of hours each day:

EYFS and Key Stage One	3 hours
Key Stage Two	4 hours

Accessing remote education

Resources to deliver our remote education offer include:

- Online tools for EYFS KS1 KS2 (*Class Dojo, Oxford Owl, Phonics Play, Ed Shed, Prodigy, Dreamscape, Microsoft Teams, Workplace*) as well as for staff CPD and parents sessions.
- Use of Recorded video (*or live video if used*) for instructional videos and assemblies
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy, Twinkl and Literacy Shed Plus

Support for pupils who do not have digital or online access at home

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils in order for them to access remote education:

- Laptops and I.pads are available on loan by contacting the school office (**01254 55639** or **07971 946760**)
- Direct parents to mobile data providers offering free data; the school will support parents in accessing an internet provider
- Pupils who cannot access printed materials (available online) can have printed packs and these can be collected from the school office or posted out
- Pupils who do not have online access can submit work by returning it to the school office

Teaching pupils remotely

We use a combination of the following approaches to teach pupils remotely:

Type of learning	Additional information
<ul style="list-style-type: none"> • Live teaching (online lessons) 	<ul style="list-style-type: none"> • KS1- twice per day • KS2- three times per day
<ul style="list-style-type: none"> • Recorded teaching (e.g. Oak Academy lessons, video/audio recordings made by teachers) 	<ul style="list-style-type: none"> • Recorded lessons used in Reception and the Hearing Impaired Provision (Key Stage 1 and 2) • KS1 and KS2 may use this approach where appropriate
<ul style="list-style-type: none"> • Printed paper packs produced by teachers and teaching assistants (e.g. workbooks, worksheets) 	<ul style="list-style-type: none"> • Printed packs available for SEND pupils or families not online
<ul style="list-style-type: none"> • Commercially available website supporting the teaching of specific subjects or areas, including video clips or sequences 	<ul style="list-style-type: none"> • Twinkl, Ed Shed, Oak Academy, BBC Bitesize

Engagement and Feedback

The school has high expectations in terms of pupil engagement and the support parents and carers should provide from home. We would reasonably expect:

- Pupils to upload at one piece of work uploaded to Dojo daily
- Parents to provide a quiet place to work, technology and writing resources

Pupil engagement is checked **daily** by teachers and teacher assistants using Dojo Attendance.

When there has been no engagement teachers will follow up with a message/phone call to parents. After four days if there is still no engagement, pupils and families will be referred to our safeguarding and well-being team.

Assessing pupil's work and progress

Assessment and feedback will be given on pupil's work via comments on the Dojo portfolio. Pupils will receive feedback on their work **daily**.

Home-School Partnership

Our school views remote education as a partnership between school and home. Lower Darwen Primary School is committed to working in close partnership with families and recognises each family is unique. Because of this, remote learning and education will look different for different families in order to suit their individual needs (*see Appendix: roles and responsibilities*).

We will provide a refresher online training session and induction for parents on how to use Class dojo as appropriate and where possible, **provide** personalised resources.

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 by:

- finding an appropriate place to work
- supporting pupils with work to the best of their ability
- 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 as soon as possible and alternative solutions may be available. These will be discussed on a case-to-case basis.

Pupil with additional and special needs

The school confirms that pupils with additional needs or a disability will not be treated any differently than any other pupil. The school will take all reasonable steps to ensure children with additional needs have the same remote educational opportunities as other children.

We recognise that some pupils with special educational needs and disabilities (SEND) may not be able to access remote education without support from adults at home. We also acknowledge the difficulties this may place on families and we will work with parents and carers to support those pupils in the following ways:

- Interventions delivered via live learning
- Differentiated work packs sent home
- Breakout rooms used in live lessons
- For younger pupils in (reception and year 1, there will be daily recorded videos uploaded to dojo and learning packs of practical resources sent home

Self-isolating pupils' access to remote education

When a child is self-isolating and their peers are in school, the pupil will access remote learning and this offer will be the same as outlined above. The school has the facility to offer live teaching and identical resources will be provided to those available in the classroom.

Equality Statement

The school aims to ensure that all its stakeholders (pupils, staff, parents, governors and the wider community) are treated with respect and are not discriminated against because of their economic circumstances, race, disability, sex, age, sexual orientation, religion or belief.

Review

There will be an annual review of this policy or at the earliest opportunity where appropriate.

Approved by the Governing body of Lower Darwen Primary School on 25th January 2021

Reviewed and amended: September 2024

Next review: September 2025 (or as required, if sooner)

The above policy should be read in conjunction with the following policies:

Behaviour for Learning policy, Child protection and safeguarding 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, recorded video and remote learning, End User Agreements for Class Dojo

Appendix: roles and responsibilities

Teachers

Lower Darwen Primary School will provide a refresher training session and induction for new staff on how to use Class Dojo.

When providing remote learning, teachers must be available between 9am 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.

When providing remote learning, teachers are responsible for **setting work**:

- Teachers will set work for the pupils in their classes
- The work set should follow the usual timetable for the class had they been in school, wherever possible
- Daily work will be shared
- All teachers will be setting work on Class Dojo
- **For safer remote learning:** staff should NEVER use personal accounts for remote learning

Providing feedback on work:

- All completed work submitted by 1pm to be guaranteed a teacher response and comments by 5pm (not including Wednesdays)
- All curriculum tasks submitted by 3.30pm will receive teacher comments by the end of the week

Keeping in touch with pupils who aren't in school and their parents:

- If there is a concern around the level of a pupil's engagement, parents should be contacted via phone by a member of SLT to assess whether school intervention can assist engagement.
- All parents can contact teachers via the Dojo messaging service
- Any complaints or concerns shared by parents or pupils should be reported to a member of the leadership team– for any safeguarding concerns, refer immediately to the Designated Safeguarding Lead (DSL)

Teaching Assistants

Teaching assistants must be available between 9am 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 must complete tasks as directed by their line manager.

Leadership Team

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
- The deputy headteacher led an internal staff-only familiarisation session using Microsoft Teams on the 5th January 2021

Designated safeguarding lead (DSL)

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

Information Technology Contractors

Contractors (Crystal) 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
- Accounts set up by the school are consistent with safeguarding protocols and provide school management oversight and assurance

Special Educational Needs Co-ordinator (SENCO)

- The SENCO is responsible for liaising with the Information Technology contractors 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 agencies to make any alternative arrangements for pupils with EHC plans.

Finance Officer

- 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 Body

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