



# Princecroft

## PRIMARY SCHOOL

Incorporating The Hive Nursery

# Remote Learning Policy

Issue date	
Review date	March 2021
Date of next policy review	March 2023

*This policy is in line with the Single Equality Policy*

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## REMOTE LEARNING POLICY

This policy should be read and understood in conjunction with the following policies, documents and guidance:

### School Policies:

- Acceptable Use Agreements for staff, pupils and parents
- Behaviour Policy
- Data protection and Secure Data Handling
- Online Safety (including any Addendums)
- Safeguarding and Child Protection
- Single Equality Policy
- Relevant Codes of Conduct

### External documents/websites:

- [‘Digital 5 a-day’ Children’s Commissioner](#)
- [Equality Act](#)
- [South West Grid for Learning \(SWGfL\) Safe Remote Working](#)
- End User Agreements for Learning platforms and programs

### Any current relevant statutory and non-statutory guidance due to ‘exceptional circumstances

(Please note that these references will be updated and/or deleted as circumstances require)

- [Guidance for schools: coronavirus \(COVID-19\) What school leaders, teachers and school staff need to do during the coronavirus \(COVID-19\) outbreak.](#)
- [Remote education good practice \(DfE\) guidance for schools \(24/03/19\)](#)
- [The Coronavirus Act 2020 Provision of Remote Education \(England\) Temporary Continuity Direction – Explanatory Note](#)
- [School coronavirus \(COVID 19\) operational guidance for school opening](#) (latest update)

### 1. Statement of School Philosophy

Princecroft Primary School has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and help every child achieve their best. Our strategy for remote learning continues this.

### 2. Aims

- The purpose of this ‘Remote Education Policy’ is to outline both the legal requirements and aims of the school in delivering remote education where, due to exceptional circumstances, either the school is required to close for an extended period of time or, where some children are not able to attend school due to exceptional circumstances, for an extended period of time, and which are not covered in other school policies.
- Due to the fact that such occasions are rare and often very fluid, we are informed and guided by both statutory and non-statutory guidance and legislation, which we receive (sometimes daily) from the Department of Education. We cannot therefore change and update our policy on a daily basis. We will however ensure that we inform parents in a timely manner of any changes in practice related to remote learning, as and when they occur, acceptable reasons for

absence (when the school is open) and, where necessary, make available to parents any new procedures we are required to put in place.

- Whatever the circumstances, we aim to:
  - Keep parents informed and updated regarding changes in procedures and practice through our school website, letters home, contact through Teacher2Parent and school newsletter.
  - ensure consistency in the approach to remote learning for all pupils (include SEND) who aren't in school, through use of quality online 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, as well as support and motivation, health and well-being and parent support
  - consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher)
  - support effective communication between the school and families and support attendance

### **3. Who is this policy applicable to?**

A child or children (*and their siblings if they are also attending this school*) who are absent because of exceptional and legally acceptable circumstances as defined by the Department of Education.

### **4. Content and tools to deliver Remote Education**

- Remote learning will be shared with families when their children are absent for permissible reasons, either at start of the week or as soon as reasonably practicable once the school has been notified of a child's absence, which may be the next day.
- Resources to deliver a Remote Education Plan include:
  1. An English lesson following the Talk for Writing programme the children use in school
  2. A 'live' introduction to the day and Sounds-Write lesson delivered through Microsoft Teams
  3. Downloadable printed documents
  4. Spelling and number bond activities
  5. Physical materials such as story books and writing tools
  6. Use of BBC Bitesize on <https://www.bbc.co.uk/bitesize>
  7. Maths activities through the Oak Academy online lessons <https://www.thenational.academy>
  8. Whole school challenges
  9. Phone calls home

### **5. Home and School Partnership**

- Our 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 a refresher online training session and induction for parents on how to use current platforms and resources as appropriate and where possible, provide personalised resources.

- Where possible, it is beneficial for young people to maintain a regular and familiar routine and 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 case-to-case basis.
- In line with Princecroft School's approaches, we would encourage parents to follow the 'Digital 5 a- day' <https://www.childrenscommissioner.gov.uk/digital/5-a-day> which provides practical steps to support a healthy and balanced digital diet.
- 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.

## **6. Roles and responsibilities**

### **Teachers**

- When teaching pupils remotely we are informed by the principles set out in current DfE guidance:  
*The remote education provided should be equivalent in length to the core teaching pupils would receive in school and should include recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently. As a minimum we will provide:*
  - *Key Stage 1: 3 hours a day on average across the cohort, with less for younger children*
  - *Key Stage 2: 4 hours a day*
- *Schools should:*
- *set meaningful and ambitious work each day in an appropriate range of subjects in relation to the pupils' age, stage of development and/or any special educational needs*
- *provide an opportunity for clear expectations of the curriculum content together with opportunities for interactivity, support and feedback*
- *assessment to ensure teaching is responsive to the child's needs and addresses critical gaps in their knowledge*
- *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 (admin@princecroft.wilts.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**

- 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 assistant must complete tasks as directed by their class teacher or 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 through regular meetings with teachers and subject leaders, reviewing work and receiving feedback from pupils and parents
- monitoring the security of remote learning systems, including data protection and safeguarding considerations
- 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

### **Designated safeguarding lead and Deputy Designated Safeguarding Lead**

- The DSL and their deputy are 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**

The SENCO is responsible for:

- 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 head teacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHCPs
- Identifying the level of support

### **Pupils and parents**

#### **Staff can expect pupils learning remotely to:**

- comply with the terms of the school's Acceptable Use Policy for Pupils
- 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:**

- comply with the terms of the Acceptable Use Policy
- make the school aware if their child is sick or otherwise can't complete work
- seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- 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. Policy review:**

- This policy will be reviewed every **two** years or earlier if we are legally required to do so.