



St Mary's C of E Primary School

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Remote Education Policy

1. Statement of School Philosophy

St Mary's has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

2. Aims

This Remote Education Policy aims to:

Ensure consistency in the approach to remote learning for all pupils who are not in school through use of quality online and offline resources and teaching videos

- Provide clear expectations members of the school community with regards to delivery high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support of 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 (*and their siblings if they are also attending St Mary's School*) 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's 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 authorised Covid related reasons.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for Reception, KS1 and KS2 (*for example, Google Classroom, Google Teams, Class Dojo, Tapestry*)
- Use of Recorded video clips (*Google Classroom and Class Dojo*) for e.g. instructional videos and assemblies
- Phone calls home (*Homecalls*)
- Printed learning packs

- Physical materials such as story books (Teachers to log books sent home) and writing tools
- Use of [White Rose Maths](#), [BBC Bitesize](#), [Oak Academy](#), [LGFL](#), [Mathletics](#), [Twinkl](#)

The detailed remote learning planning and resources to deliver this policy can be found here:

- Daily Schedule of lessons (Teachers to adapt model template provided for their class)
- Downloadable Printable Documents – e.g. [Islington Home Learning Resources](#) developed by School Improvement team
- Curriculum resources
- St Mary’s School guidance for Teachers when making Phone calls, and Recorded Video
- End User Agreements for Google classroom and Class Dojo (as appropriate)

5. Home and School Partnership

St Mary’s 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.

St Mary’s School has previously provided families with induction on how to use Google Classroom in KS2 and Class Dojo in Reception and KS1 as appropriate and where possible, provide personalised resources. Teachers will provide families with reminders to support the use of these platforms during remote learning.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. St Mary’s C of E Primary School would recommend that each ‘school day’ maintains some 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 for guidance.

In line with St Mary’s School’s ‘digital charter’ we would encourage parents to follow the ‘[digital 5 a day](#)’ framework (Connect, Be Active, Get Creative, Give to Others, Be Mindful) which provides practical steps to support a healthy and balanced digital diet.

All early years and keystage one parents sign an ‘Acceptable Use Policy’ on behalf of their child. Keystage two children are taught at school about e-safety rules and that this applies when children are working on computers at home.

6. Roles and responsibilities

Teachers

To note: the suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.

St Mary's School will provide a refresher training session and induction for new staff on how to use Google Classroom and Class Dojo.

When providing remote learning, teachers must be available between 8:30 – 4:30pm.

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:

- Directing their class learning assistant on setting any specific tasks and feedback for target children/ groups.
- Setting work:
 - Teachers will set differentiated work for all of the pupils in their classes. This includes those responsible for supporting teaching and learning in target groups
 - Daily work will be shared by 9.30am each morning
 - Teachers in Reception and KS1 will be setting work on *Class Dojo*
 - Teachers in Year 3, Year 4, Year 5 and 6 will be setting work on *Google Classroom*.
- Providing feedback on work:
 - Reading, writing and maths work, all completed work submitted by 1pm to be guaranteed teacher response and comments.
 - All curriculum tasks submitted by 3.30pm and teachers will comment at 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 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 parent support email address.
 - 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

Teaching assistants must be available between their contracted hours.

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 line manager.

- Reading, writing and maths work, all completed work submitted by 1pm to be guaranteed teaching assistant response and comments.

- All curriculum tasks submitted by 3.30pm and teaching assistants will comment at the end of the week.
- To support the class teacher to meet the priority needs of pupils with EHC plans whilst they are working remotely.
- Working with the class teacher to identify the level and focused area of support for children with special educational needs.

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 reported by class teachers.
- Monitoring the effectiveness of remote learning will include 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.

Designated Safeguarding Lead

The DSL (supported by two deputy DSLs) is 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 (via school)

The Inclusion Lead

- Liaising with the ICT technicians to ensure that any technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- To support staff to meet the priority needs of pupils with EHC plans whilst they are working remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans
- Working with the class teacher to identifying the level and focused area of support for children with special educational needs.

The SBM

- 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 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. Links with other policies and development plans

This policy is linked to our:

- Safeguarding Policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Guidance for Phone calls, Video conferencing and recorded video
- End User Agreements for Google Classroom and Class Dojo