



# Bury Church of England Primary

Part of the Diocese of Ely Multi Academy Trust

[www.bury.cambs.sch.uk](http://www.bury.cambs.sch.uk)



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# Remote Education Policy

## January 2021

*Date approved:*



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## 1. Introduction

Bury C of E Primary has always strived to be creative, innovative, and to support our families and children in the best way possible to make learning purposeful. Our strategy for remote learning supports this.

## 2. School Ethos

The school staff, governors, parents and most importantly, children, work together to create a caring and friendly atmosphere. We believe that this active partnership is vital to the life and work of the school. We are a school where we are all learning and it is safe to make mistakes and take controlled risks. Mistakes are forgiven, and seen as opportunities for improvement. This positive approach to school life spans all areas of the curriculum and all school activities.

## 3. Aims of the School

The broad aims of the school are:

- to enable the child to realise his/her potential through the acquisition and development of the necessary skills, concepts and knowledge
- to foster the intellectual, physical, aesthetic, spiritual, emotional, moral and social development of each child
- to provide an ordered, stimulating environment, which is meaningful in the context of children's experience
- to foster kindness and understanding between children and their peers in relation to differences of any kind – cultural, physical or intellectual
- to enrich experiences with the variety of culture, linguistic and social backgrounds within our school and its neighbouring community
- to foster good manners, self-discipline and awareness of the needs of others.

In order to attain these aims we need to promote positive behaviour and ensure that negative behaviours do not go unchecked. Bullying is one manifestation of negative behaviour and undermines our school aims. This policy should therefore be read in conjunction with the Positive Behaviour Policy.



## 4. Aims of the Policy

This Remote Education Policy aims to:

- Provide clear expectations to members of the school community with regards to providing high quality remote learning
- Include continuous delivery of the school curriculum, as well as support of health and well-being for pupils
- Support effective communication between the school and families.

## 5. Who is this policy applicable to?

- Any child who is absent from school for reasons other than illness.

## 6. Content and Tools to deliver this Remote Education Policy

- Online tools for EYFS KS1 KS2 (*Microsoft Teams, Purple Mash, TT Rockstars, Numbots, Accelerated Reader*)
- Links to educational sites that offer remote learning opportunities, for example, Oak Academy
- The school website
- Phone calls home for those who are struggling to access online learning.

## 7. Approaches to Learning: Our Principles

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach.

- Planning will be informed by the feedback from tasks the children complete
- Pupils will study a broad range of subjects in line with the National Curriculum as they would in school
- Pupils will learn new facts / concepts, as well as completing activities that reinforce their prior learning
- Activities will be varied and not solely consistent of 'screen time'
- Teachers will have access to a wide variety of resources to share remotely, such as online activities, reading materials, videos and presentations composed by a variety of sources including our class teachers



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- Resources will be quality assured by subject and senior leaders, who will monitor planning and resources on a regular basis and report back to the governing body
- Staff will have the training they need to provide online learning safely
- All pupils will have access to the resources they need to learn. We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:
  - We have a limited bank of devices that we are able to loan to children. If a child does not have a suitable device for remote learning, the parent/carer should contact the school office.
  - We are able to apply for 4G routers for certain qualifying pupils. Parents/carers should inform the school office if assistance is required.
  - Printed resources are available for collection from the school office if no device or internet access is available at home. Printed work would need to be returned to school so that feedback can be given by telephone.
- Teachers will communicate the purpose of activities and their success criteria for pupils by their Microsoft Teams class page
- SEND will not be a barrier to accessing curriculum at home because the school will work in partnership with families by regular contact from the SENDCo
- Staff workload will be managed by regular wellbeing discussions in virtual staff meetings
- Leaders will measure engagement in remote learning and use this information to review provision and make changes as necessary.

## 8. Additional Support for Children with Particular Needs

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

- Personalised learning which addresses EHCP targets
- Use of video and practical tasks for younger children
- Differentiated learning allocated to groups or individuals.



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## 9. Home and School Partnership

Bury C of E Primary School is committed to working in close partnership with families. We would encourage parents to support their children's learning. This should include providing an appropriate place to work.

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-by-case basis.

## 10. Roles and responsibilities

### Senior and subject leaders

Alongside any teaching responsibilities, senior/subject leaders are responsible for:

- Adapting schemes of learning so that teachers are aware of how the intended key components can be taught remotely
- Leading the remote learning approach across the school including monitoring pupils' engagement
- Leading virtual meetings to ensure consistency across subjects
- Monitoring the effectiveness of remote learning
- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

### Teachers

Teachers will be provided with the necessary training on how to use Microsoft Teams and through regular virtual staff meetings and CPD.

When providing remote learning, teachers should be available during the school day.

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



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- Teachers will set work using the Microsoft Teams online platform.
- Providing feedback on work:
  - Teachers will provide feedback on work at the earliest opportunity. Where work is submitted by the deadline this will be provided daily. If work is not submitted and children are not engaging in remote learning, parents will be contacted in the first instance by the class teacher. If engagement does not then increase this may be escalated to the senior leadership team.
- We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:
  - Reception and KS1 – 3 hours
  - KS2 – 4 hours
- If there is a concern around the level of a pupil's engagement, the teacher should, in the first instance, raise a concern with the parent.
- Teachers should only use Microsoft Teams to communicate with parents and pupils regarding teaching and learning. All parent/carer emails concerning school matters should come through the school office.
- Staff who are required to self-isolate are expected to:
  - Continue to provide remote learning.

If unwell themselves, teachers will be covered by another staff member. Planning and other activities will not be undertaken until the teacher is fit for work.

## Teaching Assistants

Teaching assistants should be available during their usual working hours. During the school day, teaching assistants must complete tasks as directed by the class teacher or a member of the SLT.

## Designated Safeguarding Lead

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



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## The SENDCo



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The SENDCo is responsible for:

- Liaising with 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 Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans
- Identifying the level of support required by pupils.

## Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it.

Staff can expect parents with children learning remotely to:

- Wherever possible, maintain a regular and familiar routine, making reference to the daily timetable set on Microsoft Teams
- Support their children in their reading as far as they are able, so that they continue to read their home reading book or access online reading resources
- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus
- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources may be offered
- Seek help from the school if they need it, communicating with class teachers by contacting the school office via telephone or email
- Be respectful when expressing concerns to staff.



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## Governing Body



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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.

## 11. Remote Education for Self-isolating Pupils

If a child is isolating, we will upload copies of the class work which the rest of the class are completing in school each day to Microsoft Teams, along with guidance on how to complete the work. This will be uploaded by the next working day after a child is sent home or on the same day if we are informed that a child is isolating before school begins. Feedback will then be provided through Teams.

## 12. Safeguarding

Safeguarding policies and procedures continue to apply. Please see the Safeguarding and Child Protection Policy.

## 13. Arrangements for review of this policy

This policy will be reviewed to ensure compliance with government expectations.